EMBRACING INNOVATION IN THE CHANGING WORLD OF INFORMATION AND LIBRARIES

EDITED BY:

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Attitude of Final Year Library and Information Science Undergraduate Students Towards Entrepreneurship Education at the University of Ilorin, Nigeria

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Abstract
The study investigated the attitude of final-year Library and Information Science undergraduate students towards entrepreneurship education at the University of Ilorin, Nigeria. The study used the Theory of Planned Behavior (TPB). This became eminent in the light of government efforts at encouraging graduates to become self-reliant upon graduation. The study adopted a survey research design. The study population comprised 85 final-year LIS students of the University of Ilorin and total enumeration was used to sample the students. A questionnaire was used as the instrument for data collection. The study showed a significant positive relationship between attitude towards entrepreneurship and entrepreneurship education. The study recommended that universities should introduce entrepreneurship courses throughout study of undergraduate students. This will provide them with the knowledge that is necessary for entrepreneurship.

Keywords: Attitude, Entrepreneurship Education, Theory of Planned Behaviour. Undergraduates

Introduction

Entrepreneurship education has been defined as the content of programs, lectures and curricula that is targeted at providing students who are pursuing a career in entrepreneurship with the relevant information skills and competencies to unleash their enterprise potential (Keat et al. 2012). Entrepreneurship education is believed to be a keys that can be used to overcome joblessness in many countries. This is proven by the several entrepreneurship education courses offered in world universities' various study programs. Perhaps this is based on the Massachusetts Institute of Technology (MIT) experience, which stated in 2014 that MIT alumni had launched over 30,000 active companies, initiated around 4.6 million jobs, and produced yearly revenues of USD 1.9 trillion. This collective result was equivalent to the 10th largest economy in the world. There is a tendency to increase graduates' percentage of new businesses after five years of graduation. Also, students have a strong tendency to start a start-up business before they graduate in the last three to ten years (Roberts et al., 2015). However, among Norwegian graduates, those who studied courses connected to entrepreneurship as a part of their curriculum did not express a desire to become entrepreneurs any more than those who did not (Anne Støren, 2014).

In the literature, researchers have argued that entrepreneurship education should start as early as possible (Fayolle et al., 2016). An argument advanced to justify this approach is that the earlier schools start instilling entrepreneurial values and thinking in young people, the more effective the results will be. Recently, we have observed the proliferation of initiatives and efforts to promote youth entrepreneurship (Schøtt et al., 2015), especially in reaction to persistently high youth unemployment rates globally. It is a widespread belief that entrepreneurship can curb the adverse effects of unemployment by creating employment for young entrepreneurs and the people they employ (Kassean et al., 2015; Pandit et al., 2018). Hence there has been a focus in research and practice on stimulating entrepreneurship for LIS students, firstly because of the claim that attitude translates into future entrepreneurial behaviour (Kautonen et al., 2015; Rauch and Hulsink, 2015) and, secondly, because young people still have to overcome some barriers to their successful business start-up at this stage of their life compared to older individuals (Schøtt et al., 2015). Entrepreneurship in LIS is about developing attitudes and Library and Information Science practitioners' behaviour at the individual level in pursuit of a profit-oriented approach (Ejedafiru& Toyo 2015).

Students(especially LIS) are a substantial population for studying entrepreneurship, as they are at the brink of entering the labour market for the first time and are 'forced' to make their personal career choice (Meoli et al., 2020). Even though entrepreneurship has been recognized as a vehicle for economic empowerment, many graduates remain unemployed. Ehirheme and Ekpeyong (2012) revealed that the majority of Nigerian graduates, upon completion of the mandatory National Youth Service Corps Scheme (NYSC) in the last five (5) years, remain unemployed. Similarly, Ekere and Ekere (2012) portray this as the failure of the nation's education system and the underlying skills-set mismatch acquired by graduates from schools through the type of education received in universities and the competencies expected by employers of labour. This necessitated the introduction of entrepreneurial education in all higher institutions in Nigeria by the National Universities Commission (NUC) and the National Board for Technical Education (NBTE). It becomes imperative to equip the Library and Information Science graduates of Nigeria's higher institutions with the necessary skills to thrive in entrepreneurship. Today's business environment is dynamic and competitive and places an onus on Library and Information practitioners to update and upgrade themselves consistently to achieve their personal and business goals. Therefore, the study examines the relationship between attitude, subjective norm, perceived behavioural control and entrepreneurial intention of LIS students.

Objective

This study aimed to determine the attitude towards entrepreneurship education of final-year Library and Information Science Students at the University of Ilorin.

Research Question

1. What is the attitude towards entrepreneurship education of final year Library and Information Science Students in the University of Ilorin?

Hypotheses

H_1: There is no significant relationship between entrepreneurship education and the attitudeof final year Library and Information Science Students at the University of Ilorin.

Literature Review

Concept of Entrepreneurship

Entrepreneurship should be a broad program because of its enormous contribution to the countries' economic growth through job creation, innovation, creativity, and social development (Riaz et al., 2017; Farrukh et al., 2019). Mokaya et al. (2012) defined entrepreneurship as the individual motivation and willingness to take risks, and create and sustain a growth-oriented and profit-making enterprise. Entrepreneurship is now seen as key to economic growth (Belitski& Desai, 2016) and social development (Urbano et al., 2016). Similarly, Obschonka and Stuetzer (2017) indicated that entrepreneurship is a major source of employment, economic growth, and technological progress. Furthermore, the Global Entrepreneurship Monitor (Kelley et al., 2015) reports that entrepreneurship positively impacts regions and countries' economic development. It provides benefits for innovation, economic growth, job opportunities, and career opportunities for women and minorities (Sajfert&Čočkalo, 2018). Entrepreneurship is a process; it cannot happen instantaneously or in a short period. This process must be preceded by an individual "s intention to become an entrepreneur.

Entrepreneurship is a competitive behaviour that pushes the new market, employment creation, and innovation (Anjum et al., 2018). Entrepreneurship is vital as the engine of economic broadening and job creation and as the driver of innovation. Consequently, entrepreneurs benefit the economy and the country's total productivity (Abbas &ZaidatolAkmaliah, 2016). Entrepreneurs have an essential contribution to job and wealth creation, modernization, health enhancement, and even economic development. Entrepreneurship is comparable to self-employment and is considered a natural approach to solving employability problems, especially among young people (Trapczynski et al., 2016). Onyebu (2015) avers that entrepreneurship allows people to get the most out of life experiences and resources. Entrepreneurship produces actionable ideas, new concepts, new designs and new opportunities, while innovation adds value to new products. Entrepreneurship in librarianship offers specific techniques for creating an entrepreneurial environment in libraries and information services. It seeks to offer students the knowledge, skills and innovation to encourage entrepreneurial success in various settings (Ntui, 2015; Ngerem & Ezike, 2016). Entrepreneurship can be analysed through three core domains: the individual, firms, and socio-economic systems (Korber& McNaughton, 2018).

The Theory of Planned Behaviour

Social psychologist IcekAjzen inspired the TPB. It evolved from the Theory of Reasoned Action (TRA) (Fishbein & Ajzen, 1975) and has been disseminated in several areas of knowledge (Santos, 2016; Santos & Almeida, 2018). The TPB has been designed to predict and explain a wide variety of human behaviour (Tornikoski & Faalaoui, 2019) and has become an increasingly popular model for EI research among scholars (Lortie &

Castogiovanni, 2015). According to Santos and Almeida (2018), the development of TPB research on behavioural intentions had as observance a restriction of TRA, which was limited to adopting only the people's will, disregarding the resources to carry them out. In this sense, TPB was created, a combination of elements of improvement brought by TRA, including factors that may hinder or facilitate the individual's fulfilment of his behaviour and beliefs (Santos & Almeida, 2018).

The TPB postulates three conceptually independent antecedents of intention. The first is the attitude toward the behaviour, which refers to how an individual has a positive or negative appraisal towards the behaviour. The second determinant is a social factor that is termed subjective norm. It refers to the perceived social pressure for an individual to perform or not to perform the behaviour. The third antecedent of intention is the degree of perceived behavioural control, which refers to individuals' assessment of the degree of their capabilities to perform a given behaviour. It is assumed to include past experiences and anticipated impediments and obstacles.

Generally, the more favourable the attitude to the behaviour and subjective norm, the greater perceived behavioural control, and the stronger an individual's intention to perform the behaviour. The relative importance of attitude to the behaviour, subjective norm, and perceived behavioural control in predicting intention is expected to vary across situations and behaviours. For example, in some applications, it may be found that only attitude to the behaviour has a significant impact on intentions, or that attitude to the behaviour and perceived behavioural control impact significantly on intentions or in other applications, all three determinants make independent contributions.

The likelihood of engaging in entrepreneurship increases when individuals have a favourable attitude towards entrepreneurship, perceive the social pressure to start their businesses and have confidence in their ability to start a business (Tornikoski & Faalaoui, 2019).

Attitude towards Entrepreneurship

According to Ajzen and Fishbein (2000), an attitude refers to when an individual has a general feeling of being favourable or unfavourable toward different stimulus objects. They develop an attitude towards an object based on their beliefs about that object. Ajzen (1991) defined attitude toward the behaviour as the degree to which an individual has a positive or negative appraisal towards the behaviour, while Li (2007) defined it as the attraction an individual has towards being self-employed. Xavier et al. (2009) referred to it as the perception people have about the opportunities available in starting a business or the extent to which there is an attachment of high status to entrepreneurship.

Krueger et al. (2000) carried out a study on students' attitude-intention, the study revealed a significant influence of the attitude toward the behaviour on intention. Similarly, Leong (2008) conducted research that showed that the more students desired to explore the entrepreneurial career path, the stronger their intentions to become entrepreneurs. Dell (2008) opined that an individual's desire to be an entrepreneur is a measure of the individual's attitude towards entrepreneurship. He proposed developing and strengthening

attitude through information cues from previous experience and role models. These information cues are categorized into external information cues, representing the availability of resources and internal information cues, which represent individuals' perception of their task-specific knowledge and capabilities. These strengthen their attitude toward entrepreneurship.

Previous studies reveal that attitude toward the behaviour is a salient variable when investigating entrepreneurship. Elfving et al. (2009) revealed that if an individual holds a positive attitude toward self-employment, views entrepreneurship to align with his personal goals and discovers an opportunity to kick-start an entrepreneurial venture, it is very likely he will embark on entrepreneurship.

Basu and Virik (2008) found that entrepreneurship education improves attitudes of students towards entrepreneurship. These results were also confirmed in another study by Ediagbonya (2013) whose results showed that by developing skills, knowledge and motivation in university students for them to successfully engage in entrepreneurship activities, entrepreneurship education positively impacts the attitudes of students towards entrepreneurship. In a study by the Kauffman Foundation (2000), it was found that entrepreneurship education increased the probability of start-ups, and self-employment and also that it enhances the likelihood of economic reward and self-satisfaction of the entrepreneur. A study by Iqbal et al. (2012) also showed that after students had participated in entrepreneurship education, most students believed that the entrepreneurship education programme had given them enough knowledge and skills to successfully start their businesses. In another study by Zain et al. (2010), it was found that more than 50% of students had an intention to become entrepreneurs after going through the entrepreneurship programme. This is also confirmed by a study by Kabui and Maalu (2012) which found that most students who had gone through the entrepreneurship course had a positive perception of entrepreneurship as a future career.

Based on these findings, the argument is that individuals tend to view entrepreneurship as a viable venture when they believe it will result in desirable outcomes. In addition, Linan et al. (2013) posit that individuals are likely to hold positive attitudes towards entrepreneurship when it is affirmed and positively valued by those close to them and confident that they possess the rudimentary skills necessary to implement the behaviour. Therefore, to encourage entrepreneurship through new ventures or start-ups, it is expedient to adopt positive values concerning entrepreneurship and show an appreciable recognition level for entrepreneurs in society. This will contribute to the development of positive entrepreneurial attitudes.

Methodology

A survey design was adopted for this study and the population comprised final-year students of Library and Information Science in the 2018/19 session. They were selected because they have undergone the mandatory entrepreneurship education both as a general course in their 200 level and as a required course in their 400 Level. They have undergone entrepreneurship training and have also gone through the practicals. They are currently in

their final year, which marks a crucial stage in deciding their future career path. The final year students comprised 85 students and total enumeration was used to sample them. Out of 85 copies of the questionnaire distributed, 75 copies, which constituted an 88% return rate, were found usable for the study. A questionnaire comprising a five-point Likert scale was used as a research instrument for data collection in this study. Descriptive and Inferential statistical methods were used to analyze the research data. The hypotheses of the study were tested using the Pearson Product-Moment Correlation Statistic.

Results

Table 1: Demographic characteristics of respondents

Gender	**Frequency**	**Percentage**
Male	33	44.0
Female	42	56.0
Total	**75**	**100.0**
Age		
Below 20 years	3	4.0
21-23 years old	34	45.3
24-26 years old	27	36.0
27-29 years old	11	14.7
Above 30 years old	0	0
Total	**75**	**100.0**

The gender of respondents, as presented in Table showed that out of the total respondents (N=75), 42 (56.0%) are female and 33 (44.0%) are male. In this study, most of the respondents are female students. This implies that the percentage of female undergraduates admitted into library and information science is higher than their male counterparts. The result on age range revealed that the highest number of respondents was found in the age bracket of 21-23 with 34(45.3%), followed by age bracket 24-26 with 27(36.0%), age bracket 27-29 with 11(14.7%) and only 3(4.0%) were found in the age range below 20years old.

Table 2: Responses on Entrepreneurship Education and Attitude towards Entrepreneurship.

Entrepreneurship Education						
7	Entrepreneurship subject is very important	5.3%	-	4.0%	40.0%	50.7%
8	Entrepreneurship should be taught in universities	1.3%	1.3%	2.7%	34.7%	60.0%
9	Entrepreneurship should be made compulsory to stimulate entrepreneurship spirit on campus	2.7%	2.7%	4.0%	30.7%	60.0%

10	More entrepreneurial and business programmes on campus would help students to start business	1.3%	1.3%	4.0%	34.7%	58.7%
11	My University course prepares people well for entrepreneurial careers	5.3%	6.7%	13.3%	38.7%	36.0%
Attitude to entrepreneurship						
S/No	Statement	SD	D	N	A	SA
1	I'd rather be my boss than have a secure job.	6.7%	1.3%	2.7%	26.7%	62.7%
2	A career as entrepreneur is attractive for me.	2.7%	1.3%	2.7%	41.3%	52.0%
3	If I had the opportunity and resources, I'd like to start a firm.	4.0%	-	6.7%	34.7%	54.7%
4	Being an entrepreneur would entail great satisfaction for me.	1.3%	2.7%	1.3%	34.7%	60.0%
5	I believe that if I were to start my business, I will certainly be successful.	2.7%	1.3%	5.3%	28.0%	62.7%

62.7% strongly agree with Statements 1 (I'd rather be my boss than have a secure job.) and Statement 5(I believe that if I were to start my business, I will certainly be successful.), which has the highest percentage, while Statement 2 (A career as an entrepreneur is attractive for me.) has the lowest percentage (54%) under attitude to behaviour. 60% strongly agree with Statements 2 and 3(Entrepreneurship should be taught in universities and Entrepreneurship should be made compulsory to stimulate entrepreneurship spirit on campus) which have the highest percentage while Statement 5 (My University course prepares people well for entrepreneurial careers) has the lowest percentage (54.7%) in Entrepreneurship education. This suggests that the curriculum should be reviewed frequently to introduce/include courses that will equip the students with the relevant and current skills needed to excel as entrepreneurs.

Hypotheses Testing

H_1: There is no significant relationship between entrepreneurship education and attitude.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.694[a]	.481	.474	2.65696

a. Predictors: (Constant), education

ANOVA[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	6.628	1.902		3.484	.001
	education	.714	.087	.694	8.230	.000

a. Dependent Variable: attitude

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	478.183	1	478.183	67.737	.000[b]
	Residual	515.337	73	7.059		
	Total	993.520	74			

a. Dependent Variable: attitude

b. Predictors: (Constant), education

The result of the simple linear regression as indicated above shows that there is a strong positive significant relationship between entrepreneurship education and attitude (p =0.000). Therefore the null hypothesis is rejected. The adjusted R^2 was used to establish the predictive power of the study model and it was found that 48.1% of the variations in attitude towards entrepreneurship of LIS undergraduate students are explained by entrepreneurship education leaving 51.9% unexplained by other variables not measured in the study. The probability value of 0.000 indicates that the regression relationship was highly significant in predicting how entrepreneurship education affected the attitude of LIS undergraduates at the University of Ilorin. This is supported by Basu and Virik (2008) who found that entrepreneurship education improves attitudes of students towards entrepreneurship. Iqbal et al. (2012) also showed that after students had participated in entrepreneurship education, most students believed that the entrepreneurship education programme had given them enough knowledge and skills to successfully start their businesses. Likewise, Kabui and Maalu (2012) found that most students who had gone through the entrepreneurship course had a positive perception of entrepreneurship as a future career.

Conclusion

This study investigated the relationship between entrepreneurship education and the attitude of final-year Library and Information Science students at the University of Ilorin. The findings revealed that entrepreneurship education had a strong, positive and significant relationship with attitude towards entrepreneurship. The word "entrepreneurship" has become a buzzword in the economies of most countries in the world. Students can connect to this global movement by exposure to entrepreneurship skills at an early age. This will eradicate hunger and poverty as part of efforts towards achieving sustainable development goals.

Recommendations

- Universities should introduce entrepreneurship courses throughout study of undergraduate students. This will impact them with all they need to know about entrepreneurship.
- Universities should provide structures, tools and equipment that would enable the students to convert what they have learnt in theory into practice.
- Library and Information Science educators in library schools should review curricula frequently to introduce/include aspects of entrepreneurship peculiar to librarianship courses that will equip the LIS students with the relevant and current skills needed to excel as entrepreneurs.

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