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# CONTEMPORARY ISSUES IN LIBRARY AND INFORMATION SCIENCE EDUCATION IN NIGERIA

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# **Entrepreneurship Education in Library and Information Science: The Structure and Mode of Delivery in Federal Polytechnic Offa, Nigeria**

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## **Abstract**

This paper contributes to the national and international call to introduce and teach entrepreneurship education in all courses in higher institutions of learning. The authors present a model entrepreneurship education curriculum that covers the structure, mode of delivery and assessment, which was developed specially for the Department of Library and Information Science, Federal Polytechnic Offa, Kwara State. It is hoped that the model would serve as lead sample for institutions and also provoke perfection and uniformity in the curriculum for entrepreneurship education, particularly as it affects Nigeria.

**Keywords:** Entrepreneurship Education, Library and Information Science, Federal Polytechnic Offa, Nigeria.

## Introduction

It is no longer news that unemployment and underemployment are getting out of hand in Nigeria. Every year, tertiary institutions in the country such as universities, polytechnics, monotechnics and colleges of education mass-produce graduates that scarcely find job opportunities after their national service, let alone securing one. Regretfully, the rate of growth of libraries and information centres in Nigeria and in other developing countries is insignificant compared with the number of graduates turning out from the discipline of library and information science (LIS). As a matter of fact, the problem is now a felt national and international need (Kuratko, 2005; European Union, 2012, 2013) and has led to a call for nations, education regulatory bodies and tertiary institutions to restructure their curriculum and integrate entrepreneurship education in order to produce graduates that will think of how to create jobs instead of searching for one.

Consequent to this, the National Board for Technical Education (NBTE) of Nigeria responded to this call by mandating polytechnics in the country to channel their training in that direction. The aim for accommodating the training is to enable students to acquire entrepreneurial skills for the establishment and management of businesses both in LIS and allied sectors. It is hoped that students upon graduation should be able to explain the theories, principles and practices of entrepreneurship; identify business opportunities and markets for information products and services; explain how to set up and manage a business in the LIS sector; demonstrate ability to manage business finances; and lots more.

On this premise, The Federal Polytechnic Offa (FEDPOFFA), Kwara State, Nigeria has started the entrepreneurship education as directed by her regulatory body (NBTE) and thus, could be a lead, an informer or, best say, a mirror of what the structure and mode of delivery for the course could be in academic institutions. Hence, this paper is set to capture a birds' eye view of the idea of entrepreneurship education, consider its opportunities in LIS and fundamentally present an x-ray of what FEDPOFFA has approved as curriculum for training prospective LIS entrepreneurs.

## **Entrepreneurship, Entrepreneur and Entrepreneurship Education**

The term entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity, sense of initiation, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. It is measured with competencies such as transversal skills and attitudes, as well as expertized knowledge and abilities (<http://ec.europa.eu/enterprise/policies/sme/promoting-entrepreneurship/education-training-entrepreneurship/>). In a more holistic concept, entrepreneurship is a mindset or the mental capability of creating commercial and social supports to everyday life at home and out of home. It is the foundation for establishing a social or commercial activity. In Eke and Ihejirika's (2012) work, the issue of entrepreneurship is treated in details. First, their work traced the origin, varying professional perceptions and evolving concepts of entrepreneurship. It is deduced that entrepreneurship is all about seeing opportunity, devising a strategy to utilize it and setting enabling environment to face the risks involved and as well enjoy the associated gains.

Meanwhile, according to *The Merriam-Webster Dictionary and Thesaurus*, an entrepreneur is one who organizes, manages, and assumes the risks of a business or enterprise. Baumol (1993), Glaser (2001) and Hisrich and Peters (2002) all posit that an entrepreneur is anyone who takes on and applies entrepreneurship features to make money and daily living. This ability is a function of skills, which are mainly gained through formal education. Hence, entrepreneurship education is indispensable in the making of entrepreneurs.

Kuratko (2005) presents that entrepreneurship has come of age having emerged over the last two decades as a potent economic force. As such, educating people on the rudiments of the subject is not a slight stride. The European Union (2012) posits that "providing entrepreneurship education should become obligatory and should be extended to all disciplines". The demand for entrepreneurial learning has been and is steadily increasing. Entrepreneurship education seeks to prepare people, students in this case, to be responsible, and become enterprising individuals who have the attitudes, skills and knowledge necessary to

achieve the goals they set for themselves. Thus, the acquisition of attitude, skills and knowledge of entrepreneurship is the competencies required for it. Entrepreneurship education inculcates in students the necessary skills required to plan, organize and execute business enterprises. Eke, Igwesi and Orji (2011) affirm that it is in formal education that all the creativity, innovation, production and managerial skills needed in business enterprises for human capital development are inculcated in students. This, in other words, means that the ability of man to take up the risk of establishing a business enterprise is the fruit of formal acquisition of entrepreneurial skills and knowledge. Recently, the European Commission has mandated all her members States to make it compulsory for their academic institutions to study entrepreneurship education. Their funded researches recently showed that there an impact of entrepreneurship education on students' attitude, skills and knowledge to life's problem solving (European Union, 2012& 2013). It is a welcome development, which settles the unknown end of a system of entrepreneurship education, as found in Nigeria and other developing countries, where students are only taught how to start and run a business and nobody, in the first instance, would care to know whether the education will yield results (such as, in this case, can lead to demonstrable attitude, skill and knowledge). Hence, entrepreneurship education is more than a preparation on how to run a business. It is about how to develop the entrepreneurial attitudes, skills and knowledge which, in short, should enable a student to 'turn ideas into action' (European Union, 2013). However, there are a number of obstacles hindering the uptake of entrepreneurship education, such as shortage of human resources and funding to kick-start the education. Nevertheless, government and institutional commitment are the potent alleviating organs for the obstacles (Education, Audiovisual and Culture Executive Agency, 2012).

## **Entrepreneurial Opportunities in Library and Information Science**

Library and information science education is nowadays expected to equip its graduates with job skills that will qualify them to take up jobs – become self-employed - and progress on them. Some of the self-

employment windows otherwise referred to as entrepreneurial opportunities, have been examined from various angles by researchers. Ugwu and Ezeani (2012) examined the skills in LIS and indirectly posit, by their findings, that entrepreneurial opportunities for LIS graduates are essentially those professional skills and abilities they acquired in LIS schools. Afolabi (2009) and Ochogwo (1995) made a list of self-employment opportunities for LIS graduates to include book related businesses such as book selling, binding and abstracting; fee based information services such as information brokerage, courier services and compilation of guides; engagement in information and communication technology such as running of cyber café; engaging in film business such as cinema business, projector hiring, DVD, CD-ROM sales, rent, dub, and the likes; and, event coverage such as photo and video coverage at occasions and ceremonies, including documentation of indigenous knowledge. In sum, Issa, Uzuegbu and Nwosu (2014) categorized entrepreneurial opportunities otherwise known as LIS-based businesses into libraries and information centres equipment business; publishing and printing business; information brokerage business; courier service business; and LIS consultancy business. Others are rural information provision business; stationery business; reprographic and allied business; art gallery business; vendor business; freelance information business; as well as ICT-based businesses.

Meanwhile, Adimorah (2002) asserts that LIS graduates can become information consultants, performing various kinds of roles in the information market. This submission is in agreement to a website compilation which recommends new entrepreneurial roles for LIS graduates (<http://infospace.ischool.syr.edu/2011/09/14/job-opportunities-for-library-and-information-science-students/>). The website submits that LIS graduates: are potential independent research consultant who can: support patients in medical libraries with relevant information; work with any historic collection and serve interesting historical information to people; manage an unusual collection of objects for a given people; track industry or market trends as a research analyst; do research for a business or non-profit organization; become independent research assistants to scholars and researchers in various fields. As a matter of fact,

the list of what LIS graduates can do under the auspices of self-employment is still unfolding. Usually, opportunities hide under opportunities. The LIS entrepreneurial stage is still coming up. The opportunities already pointed out in this work are scarcely explored fully by LIS graduates. That is one crucial reason for incorporating the entrepreneurship education into the curriculum. When the available opportunities are explored fully, it is likely that other opportunities will manifest.

### **The Structure and Mode of Delivery of Entrepreneurship Education in LIS at Federal Polytechnic Offa, Kwara State**

With reference to a memo from the Entrepreneurship Development Centre (EDC) of the Federal Polytechnic Offa (FEDPOFFA) dated 9<sup>th</sup> of January 2013, all academic departments of the polytechnic were mandated to embark on course restructuring for entrepreneurship education (EEd) courses for National Diploma (ND) and Higher National Diploma (HND) programmes as well as draft proposal for practicals on ND and HND programmes. Initially, the emphasis was on general entrepreneurship like soap making, dying, making juice drinks and the likes. Later, another directive came from the NBTE which restructured the entrepreneurial education (EEd) programmes for proper coordination and management, demanding all the academic departments in the polytechnic to develop content vis-à-vis the entrepreneurship opportunities in their discipline. Consequent to the call, The LIS Department of FEDPOFFA directed the lead author of this paper to prepare a workable proposal for the practical-based EEd courses. The lead author, who was formerly lecturing in the polytechnic, made the proposal with significant input and contributions from the co-authors. The proposal, having been adopted and being used in FEDPOFFA is represented in tables below, showing content structure, mode of delivery and method of assessment. It should be noted that the polytechnic system operates two-year ND and two-year HND of four semesters each, with one year industrial training in-between. This is to say that before a HND graduate is produced in Nigerian polytechnics, the minimum duration is five years. Below is the approved restructured EEd curriculum in FEDPOFFA.

Table 1: *The Approved Restructured EEd Curriculum in FEDPOFFA*

| ND I Programmes   |          |             |                                  |      |
|-------------------|----------|-------------|----------------------------------|------|
| S/N               | Semester | Course Code | Course Title                     | Unit |
| 1                 | First    | EEd 126     | Introduction to Entrepreneurship | 2    |
| 2                 | Second   | EEd 127     | Practice of Entrepreneurship     | 2    |
| ND II Programmes  |          |             |                                  |      |
| 1                 | First    | EEd 217     | Entrepreneurship Practical I     | 2    |
| 2                 | Second   | EEd 218     | Entrepreneurship Practical II    | 2    |
| HND I Programmes  |          |             |                                  |      |
| 1                 | First    | EEd 313     | Entrepreneurship Development I   | 2    |
| 2                 | Second   | EEd 323     | Entrepreneurship Development II  | 2    |
| HND II Programmes |          |             |                                  |      |
| 1                 | First    | EEd 413     | Entrepreneurship Practical I     | 2    |
| 2                 | Second   | EEd 423     | Entrepreneurship Practical II    | 2    |

**Details of the EEd Programmes in FEDPOFFA**

Below are the details of the EEd programme for each study level and semester.

*ND I: First Semester*

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Course Code: EEd 126</b></p> <p>Course Title: Introduction to Entrepreneurship</p> <p>Course Duration: 60hrs</p> <p>Course Unit: 02</p> <p>Goal:</p> <p>This course is designed to create an entrepreneurial mindset and awareness to the students.</p> <p>General objectives: On completion of the course, the student should:</p> <ol style="list-style-type: none"><li>1. Understand the meaning and scope of enterprise and entrepreneurship.</li><li>2. Understand the history and government policy measures at promoting entrepreneurship in Nigeria.</li></ol> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

3. Understand the types, characteristics and rationale of entrepreneurship.
4. Understand the role of entrepreneurship in economic development.
5. Understand entrepreneurial characteristics and attitudes.
6. Understand the key competencies and determining factors for success in entrepreneurship.
7. Know the motivational pattern of entrepreneurs.

## ND I: *Second Semester*

### **Course Code: EEd 127**

Course Title: Practice of Entrepreneurship

Pre-requisite: EEd 126

Course Duration: 60hrs

Course Unit: 02

#### **Goal:**

This course is designed to equip the students with necessary entrepreneurial skills for self-employment.

General objectives: On completion of the course, the student should:

1. Know the techniques for generating business ideas and the process of identifying and assessing business opportunities.
2. Know how to evaluate a business idea for developing an enterprise.
3. Know methods of product/service selection.
4. Understand the process and procedure for starting an enterprise.
5. Know the operational techniques in managing an enterprise.
6. Understand the various existing industries and support agencies in Nigeria.
7. Appreciate the role of commercial and development banks in small and medium scale industries development.
8. Understand the role of personal savings and portfolio investment in national economic development.

## ND II: *First Semester*

### **Course Code: EEd 217**

Course Title: Entrepreneurship Practical I

Course Duration: 60hrs

Course Unit: 02

#### **Goal:**

The course is designed to enable students put into practice area of entrepreneurship interest as a way of establishing the theoretical knowledge already acquired.

## ND II: *Second Semester*

### **Course Code: EEd 218**

Course Title: Entrepreneurship Practical II

Pre-requisite: EEd 217

Course Duration: 60hrs

Course Unit: 02

Goal:

The course is to enable students have practical knowledge of their trade of interest, and develop marketing skills for their product.

## HND I: *First Semester*

### **Course Code: EEd 313**

Course Title: Entrepreneurship Development I

Pre-requisite: EEd 126 & EEd 127

Course Duration: 60hrs

Course Unit: 02

Goal:

This course is directed towards developing in students the skills, competencies, understandings and attributes that will equip them to be innovative, and to identify, create, initiate, and successfully manage personal, community, business and work opportunities, including working for themselves.

General objectives: On completion of the course, the student should:

1. Understand the history and government efforts in promoting entrepreneurship development in Nigeria.
2. Understand the role of personal savings and portfolio investment in national economic development.
3. Understand various life skills needed by an entrepreneur.
4. Understand the various sources of information for entrepreneurship development.
5. Appreciate the roles of commercial and development banks in small scales industrial development.
6. Know the functions of various support agencies in small and medium scale industrial development.
7. Understand the activities of different industrial associations in relation to entrepreneurship.

## HND I: *Second Semester*

**Course Code: EEd 323**

Course Title: Entrepreneurship Development II

Pre-requisite: EEd 313

Course Duration: 60hrs

Course Unit: 02

**Goal:**

This course is designed to enable students know the functions of various support agencies in small and medium scale industrial development.

General objectives: On completion of the course, the student should:

1. Know the functional areas of business.
2. Understand the need for business planning.
3. Understand the strategies for consolidation and expansion of a business enterprise.
4. Understand the need for management and business succession plan.

## HND II: *First Semester*

**Course Code: EEd 413**

Course Title: Entrepreneurship Practical I

Course Duration: 60hrs

Course Unit: 02

**Goal:**

The course is designed to enable students put into practice the theoretical knowledge already acquired in the study of entrepreneurship skills.

## HND II: *Second Semester*

**Course Code: EEd 423**

Course Title: Entrepreneurship Practical II

Pre-requisite: EEd 413

Course Duration: 60hrs

Course Unit: 02

**Goal:**

The course is designed to enable students have in-depth practical knowledge of their trade of interest, do field work and marketing of their end product.

These courses are in this structure because it is expected that students should have feel of entrepreneurship throughout the eighth semesters they are meant to be in the polytechnic system before graduation with HND certificate. Thus, it is hoped that their mindset will be re-directed from job search to job creation.

Meanwhile, a look at the curriculum shows that all departments in the polytechnic are to prepare the course content and delivery methods for the EEd practical-based courses i.e. EEd 217, EEd 218, EEd 413 and EEd 423, based on the entrepreneurial opportunities available in their various fields. That led to the following structure, delivery method and grading system for entrepreneurship education in the Department of Library and Information Science, FEDPOFFA.

## **ND II (EEd 217 - Entrepreneurship Practical I)**

Entrepreneurship practices in the following areas:

- a. Libraries and information centres consultancy businesses: establishment/setting up of libraries, information centres and learning/resource centres in schools, communities, industries, corporate organisations, companies, non-governmental organisations, and the likes.
- b. Vendor business: setting up and managing news-stand for newspaper, magazines, pamphlets and other published information resources as vendor.
- c. Information and communication technology (ICT) businesses: setting up and managing ICT-based ventures, involving document processing though typing, binding, photocopying, scanning, laminating businesses; marketing ICT components; projectors, public address system and other accessories for rent; ICT training centre; and cyber-cafes for browsing and provision of fee-based digital information services to people.

Method of Delivery: The course will involve lectures/instructions and practical work. Instructions will be given to students in the above consultancy services and how to execute them. Students will write

proposal on how to establish and manage/operate them (a, b, & c) successfully, bind and then submit for assessment. They may be grouped depending on the size of the class.

Evaluation and Grading: Continuous Assessment - 30 marks, which will involve the proposal containing a (10 marks), b (10marks), & c (10 marks). Written examination at the end of the semester - 70 marks. Total - 100 marks.

## **ND II (EEd 218 - Entrepreneurship Practical II)**

Entrepreneurship practices in the following areas:

- a. Library and information services businesses: consultancy on library and information services such as acquisition of digital and print information resources; cataloguing and classification of information resources; indexing and abstracting services; compilation of annotated bibliographies and guides; literature search and selective dissemination of information (SDI) services, among others.
- b. Stationeries, reprographic and allied services business.
- c. Libraries and information centres equipment business.

Method of Delivery: The course will involve lectures/instructions and practical work. Students will be sensitized on the strategies of carrying out consultancy in all aspects of library and information services. Students will prepare a working document on how to execute the services involved. This will be based on approved topics especially on compilation of indexes, abstracts and annotated bibliographies. Entries for catalogues, indexes and abstracts, and annotated bibliographies will be carried out with the use of cardboards, which will be stapled on A4 sheets before binding. Use of computer may be involved in the process. Also, students may be grouped on this depending on the class size.

Evaluation and Grading: Continuous Assessment - 30 marks, which will involve the assessment of the prepared working document, which shall contain: collection development methods and practices; at least 200 catalogue entries, with relevant and currently used classification schemes;

at least 200 entries for document indexes, back of the book index, other types of indexes and abstracts; at least 200 entries of annotated bibliographies and literature guides; strategies for literature search and methods of executing SDI, and the likes. Written examination at the end of the semester – 70 marks. Total - 100 marks.

## **HND II (EEd 413 - Entrepreneurship Practical I)**

Entrepreneurship practices in the following areas:

- a. Courier service business.
- b. Art gallery business.
- c. Marketing of information resources and educational materials.
- d. Online marketing of information products and services via websites and portals.
- e. ICT-based businesses such as computer systems, software packages, hardware, other accessories, etc.
- f. Documentations, especially Indigenous Knowledge.

**Method of Delivery:** The course will involve lectures/instructions, entrepreneurial tours (excursion), and practical work. Students will visit a reputable firm (bookshop) that is into marketing of information resources and educational materials, write a report on their experience and a proposal on how to establish and manage such business. There will be also proposal on consultancy services, ICT business and documentations.

**Evaluation and Grading:** Continuous Assessment - 30 marks, which will involve the assessment of the report and proposals bound together on the following:

- Entrepreneurial tour report and proposal on setting up/managing a firm for marketing information resources, library equipment, and educational materials.
- Proposals on consultancy in library and information services.
- ICT Businesses.
- Documentations.

Written examination at the end of the semester – 70 marks. Total - 100 marks.

## **HND II (EEd 423 - Entrepreneurship Practical II)**

Entrepreneurship practices in the following areas:

- a. Publishing and printing business.
- b. Rural information provision business.
- c. Information brokerage business.
- d. Freelance information business
- e. ICT applications for libraries and information services; open source applications, digitization services and creation of repositories; information repackaging, creation of databases and portals/websites.
- f. Overview of all entrepreneurial opportunities in LIS.

**Method of Delivery:** The course will involve lectures/instructions, entrepreneurial tours (excursion), and hand-on practical work. Students will visit a reputable publishing firm that is into publication of books, monographs, handbills, magazines and other forms of information materials; write a report on their experience and a proposal on how to establish and manage such business. There will be also proposal on ICT application and automation of Libraries and Information Centres, especially with the use of Open Source Software that are freely available online.

**Evaluation and Grading:** Continuous Assessment - 30 marks, which will be based on the assessment of submitted report and business proposal, which contains:

- a. Entrepreneurial tour report as well as proposal on setting up/managing a publishing and printing business/firm, rural information provision business, information brokerage business and freelance information business.
- b. ICT applications for libraries and information services, information repackaging, creation of databases and portals.

- c. Summary of all entrepreneurial opportunities in LIS, the nature of environments where they will thrive as well as strategies and requirements for establishing them.

Written examination at the end of the semester – 70 marks. Total - 100 marks.

## **Conclusion and Recommendations**

In the above-listed entrepreneurial courses, if properly packaged and delivered, will inculcate the required skills in students of library and information science, thereby positioning them to take advantage of the existing and emerging entrepreneurial opportunities in information and knowledge management after the graduation. It should also be noted that apart from the above-listed entrepreneurial opportunities in LIS, students are also exposed to general small scale businesses which they can engage in. This is achieved through other non-practical courses such as introduction to entrepreneurship (EEd 126), practice of entrepreneurship (EEd 127), entrepreneurship development I (EEd 313) and entrepreneurship development II (EEd 323). No doubt, these are potential means of depopulating the number of unemployed youths in Nigeria.

It is believed that the practical-based entrepreneurship courses (i.e. EEd 217, EEd 218, EEd 413 & EEd 423), will cover all the available, existing and emerging business opportunities in LIS which are libraries and information centres equipment businesses, publishing and printing businesses, information brokerage businesses, courier service businesses, LIS consultancy businesses, rural information provision businesses, stationery businesses, reprographic and allied businesses, art gallery businesses, vendor businesses, freelance information businesses, ICT-based businesses as well as online marketing of information products, services and other viable business enterprises. Specifically, the delivery will involve exhaustive description of the business, the scope of the business, the environment where the business will thrive, the professionalism and skills required in the business, strategies of sourcing markets and customers for the business, status quo and future of the business, continuity plan for the business, as well as requirements for setting up and managing the business in appropriate locations.

However, the successful delivery of the EEd courses, especially the practical areas and the realization of the expected objectives and learning outcome will depend to a greater extent on the level of sincerity and commitment by the management of the polytechnic and the capacity of the departmental lecturers/instructors. Funding is paramount for the success of the programmes. Inadequate number of lecturers and instructors in the LIS department, with some not adequately up-to-date in contemporary skills and competencies for the information profession, will also act as an impediment in delivering the courses. This is where sponsorship for training, re-training and continuous professional development (CPD) of the lecturers and instructors come in, and these programmes should be given the necessary attention it deserves. In addition, it is required that the EDC should provide vehicles, stationeries, finance and other necessary logistics for entrepreneurial tours (excursion), which involves pre-visitations for notification and approval, and the actual study tour.

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