AFRICAN JOURNAL OF STUDIES IN EDUCATION

Volume 14
Number 3, November 2019

ISSN: 0189 – 241 X

AJOSIE is the Official Journal of
Faculty of Education
University of Benin
Benin City, Nigeria

CamScanner

AFRICAN JOURNAL OF STUDIES IN EDUCATION

FACULTY OF EDUCATION,
UNIVERSITY OF BENIN, BENIN CITY, NIGERIA.

ISSN: 0189 – 241 X

All rights reserved. No part of this Journal may be reproduced, stored in a retrieval system, or transmitted in any form or any means, electronic, mechanical, photocopying, recording or otherwise, without the written permission of the Editor-in-chief

Printed in Nigeria by:



AMBIK PRESS LTD.
#4, Otike-Odibi Avenue, Isiohor,
Via Ugbowo Old Lagos Road,
P.O. Box 5027,
Benin City, Edo State.

Contents

Use of Drugs in Managing Stress and Enhancing Academic Performance Among NCE Students of FCE Kano
Bada, Steve Olusegun PhD & Muhammad Sani Umar ____ 1

School Climate as Corelatesof Teachers' Job Performance in Public Senior Secondary Schoolsinedo State, Nigeria
E. J. Obano[1] & B.O Ogonor[2] ____ 11

Science and Technology Education for Global Competitiveness: Implications for Nigerian Education System
Marcellinus C. Anaekwe, Ph.D. ____ 21

Adaptation and Validation of Computer Animation Instructional Package for Teaching Digestive System in Senior Secondary School Biology
Ovedje Gideon Okurumeh (Ph.D) & C.N Omoifo (Ph.D) ____ 35

The Effect of Teacher Preparation and Quality On Primary School Pupils Learning Outcome in Ikeja Local Government Area of Lagos State, Nigeria
Dr. Komolafe, Adefunke Titilayo ____ 47

Bibliotherapy: Using Prose Literature as A Counselling Tool Against Gender-Based Violence and Child Abuse in Nigerian Secondary Schools
Aika I. O. Patience & Uyi-Osaretin, I. Stella ____ 55

Relationship Between Librarians' Academic Workload and Research Productivity n University Libraries in South-West, Nigeria
Ogbomo, Monday Obaidjevwe Ph.D & Adekoya, Clement Ola ____ 69

Demographic Comparative Analysis of Science Trainee Teachers' Anxiety Level During Teaching Practice in Senior Secondary Schools in Ekiti State.
Boris, Olufunke, O. Ph.D ____ 80

The Relationship Between Internet Addiction and Academic Performance Among Social Studies Students in Delta State Colleges of Education
Obro Sunday (Ph.D); Ogheneakokeedore Clifford (Ph.D) & Benike Joseph ____ 90

Predicting Strengths of Social and Psychological Skills On Learning Readiness of Students with Hearing Impairment in Inclusive Schools in Lagos State
Samuel Olufemi Adeniyi & Olukemi Aladenusi ____ 106

The Role of Good Quality Teacher Education in National Development in Nigeria
Abraham, Gloria Uchechi (Ph.D) & Oduh, Lilian Nkolika (Ph. D) ____ 121

Comparative Study of Unethical Behaviours Among State and National Library Users in Kwara State, Nigeria
Oludipe Janet Titilayo ____ 131

Creating Productive Learning and Teaching Environment for Business Education Courses in Nigeria: The Role of the Business Educator
Dr. A. O. Ayo & Okifo Joseph ____ 147

Verbal Ability, Self-Efficacy and Attitude as Correlate of Senior Secondary School Students' Achievement in English Language
Sunday Alonge; Akinyede Rotimi Gbenga & Oladuni Deji-Afuye ____ 158

Skills Improvement Needs of Building Craftsmen in Building Construction Industries for National Security in Edo State, Nigeria
Ehimen, Theophilus Ehijele Ph.D & Abusomwan Sunday Bello ____ 173

Perceived Instructional Needs Assessment of Biology Teachers in The Teaching of Secondary School Biology in Ogun State
Adebanjo, Adedoyin Adewale Ph.D ____ 190

The Role of Educational Policies On Technical and Vocational Education for Sustainable Integration and Development
Nyege Chinda Nnokam (Ph.D) & Sule Hassan(Ph.D) ____ 201

Effects of Concept Mapping On Test Anxiety and Achievement in Mathematics Among Secondary Students in Lagos Island, Nigeria
Ayeobasan, Anthony Akinyemi (Ph.D) ____ 216

Influence of Teachers' Personality On Teaching Effectiveness in Senior Secondary Schools in Katsina Zonal Education Quality Assurance
Shehu Yahaya ____ 227

Language as A Panacea to Sexual Harassment in Colleges of Education: Colleges of Education as a Case Study
Obadare, Felicia Tomi ____ 238

CamScanner

The Influence of Personality Traits and Entrepreneurial Education on Entrepreneurial Intention of Library and Information Science Students of the University of Ilorin
Ajiboye, Olubukola Oluyemisi & Abata-Ebire, Blessing Damilola ____ 250

Causes of Emotional Instability Among Married Couples: Reconciliation Process and Counselling for National Inclusion
Shehu Ahmad Muhammad Mcasson ____ 260

Motivation, Emotional Intelligence and Participative Decision Making On Organisational Commitment of Industrial Workers in Oyo State
Ajufo, Beatrice Ifeoma PhD ____ 271

Adequacy of State Government Employed Teachers in Public Senior Secondary Schools in Akoko Edo Local Government Area, Edo State
Aku-Dania Oyinemise Bernice (Miss) & Prof. Kola Adeyemi ____ 286

CamScanner

THE INFLUENCE OF PERSONALITY TRAITS AND ENTREPRENEURIAL EDUCATION ON ENTREPRENEURIAL INTENTION OF LIBRARY AND INFORMATION SCIENCE STUDENTS OF THE UNIVERSITY OF ILORIN

Ajiboye, Olubukola Oluyemisi
Department of Library and Information Science,
University of Ilorin
E-mail: getbukkyajayi@gmail.com

&

Abata-Ebire, Blessing Damilola
Department of Library and Information Science
Federal Polytechnic, Ede
ebireblessing@gmail.com

Abstract

The study investigated the influence of personality traits and entrepreneurial education on entrepreneurial intention of Library and Information Science students at the University of Ilorin, Nigeria. The aim of this study was to investigate the influence of the entrepreneurial education which the Library and Information Science Students undergo both as a general course and also as a departmental course on their entrepreneurial intentions. The study adopted a survey research design and questionnaire was used as instrument for data collection. The population of the study comprised85 final year LIS students oftheUniversity of Ilorin in 2018/19 session and total enumeration was used to sample the students. Out of 85 copies of questionnairedistributed only 75 were found usable. Two research questions and two hypotheses were formulated and tested. The study showed that there was a positive and strong significant relationship between personality traits and entrepreneurial intention, there was also a strong relationship between entrepreneurial education and entrepreneurial intention. The need to inculcate entrepreneurial education in student's curriculum not only as a general course but also at the departmental level was recommended as a means of gaining entrepreneurial orientation and skills that are specific to their profession.

Keywords: Personality traits, Entrepreneur, Education, Profession, LIS students

CamScanner

Introduction

The ultimate goal of all entrepreneurial efforts is directed at making profit and creating job opportunities which helps to bridge the gap of unemployment. Entrepreneurship is the ability of an individual to rely on his/her own abilities and efforts (Idiaghe, 2011). According to Nwaka (2009), entrepreneurship education equips individuals with the necessary skills for active involvement and engagement in the various occupations and for effective participation in the corporate world. It also serves as a veritable tool for promoting sustainable development goals through poverty alleviationfor individuals and the attainment of the financial freedom. In general terms, an entrepreneur could be described as an individual who takes risks and starts something new (Babalola, 2011). Viableentrepreneurship is rooted in risk-taking competences, innovation through the introduction of new products and the ability to translate one's ideas into execution. Entrepreneurship in library and information science is entrenched in the acquisition of relevant skills necessary for improved library services to be able to exploit the increasing entrepreneurship opportunities created by Information and CommunicationsTechnology.

According to Soto (2018), personality trait is defined as a characteristic pattern of thinking, feeling, or behaving that tends to be consistent over time and across relevant situations. It is important to note that these traits exhibited by individuals are of utmost importance and can be developed through education. Zhao, Seibert and Lumpkin (2010) identify self-confidence, risk-taking, creativity, internal locus of control as the personality traits of an entrepreneur. Hence the personality of Library and Information Science students could motivate their interests in showing a positive attitude towards entrepreneurship. Therefore, this will to a large extent determine the success of library and information science students as entrepreneurs.

Empirical evidences have shown that entrepreneurship education is an effective means for inspiring students' intention towards entrepreneurial career, turning it into entrepreneurial actions and increasing the rate at which students venture into business as entrepreneurs (Izedonmi&Okafor, 2010). According to Maifata (2016), entrepreneurial education was found to be effective in enhancing the students' skills to allocate resources and understanding of financial preparation for entrepreneurial ventures. Tam (2009) established that entrepreneurship education and change in entrepreneurial attitude have significant relationship. Participation in entrepreneurship education has positively increased students' attitude towards entrepreneurship as entrepreneurship education has enriched them with real-worlds skills and knowledge, and subsequently make them feel legitimate in pursuing entrepreneurial path, thus, increasing their entrepreneurial intention.

Entrepreneurship education refers to the scope of curricular lectures or courses that provides students with entrepreneurial competences, skills and knowledge in pursuing entrepreneurial career (Ekpoh&Edet, 2011). However, students who did not participate in entrepreneurship education may likely have negative attitude towards entrepreneurship hence, reduce their interest in entrepreneurship. This leads to a distinct level of entrepreneurial intention between entrepreneurship and non-entrepreneurship students (Zain, Akram&Ghani, 2010).

According to Lee et al (2012), personality trait refers to personal characteristics of entrepreneurs. Personality traits have been divided into three categories: need for achievement, locus of control and risk-taking. Risk-taking refers to an individual's orientation of making decision in uncertain contexts (Nishantha, 2009). (McClelland (1961) suggested that individuals who possess a strong need for achievement are more likely to independently solve their problems, set challenging goals, and strive to achieve those goals by their own efforts.

Persons with high level need for achievement, greater internal locus of control and high willingness to take risksare more likely to develop the intention to become entrepreneur. Therefore, personality trait is an important determinant of entrepreneurship intention of Library and Information Science students.

Problem Statement

In the year 2004, the National Universities Commission (NUC) initiated a series of efforts at addressing graduate unemployment in Nigeria. The primary aim was to enhance the production of nationally-relevant, globally competitive and self-reliant graduate, who will be job creators rather than job seekers.It has been recognized that reinforcing entrepreneurship education in schools, vocational education institutions and universities will have a positive impact on the entrepreneurial dynamism of economies and will also help develop their mindsets and in turn, enable them to be more creative and self-confident in whatever endeavor they undertake. It is of interest that the University of Ilorin was one of the few Nigerian Universitieswhich embraced this initiative by introducing a general course titled GSE 202 (Introduction to Entrepreneurship Skills which is a mandatory course for all 200Level students to be taken in the Rain semester of 200Level and practicals in the Harmattan semester of 300 Level. Library and Information Science Studentsfurther take another course in entrepreneurship at the departmental level titled LIS 402 (Entrepreneurship) in the second semester of their final year. In lieu of this, it becomes pertinent to evaluate and assess the influence of the intensive

ntrepreneurship education received by the Library and Information Science ndergraduates on their entrepreneurial intention before graduation.

bjectives

he specific objectives of the study are to:

1. determine the influence of entrepreneurship education on the entrepreneurship intention of Library and Information Science students of the University of Ilorin
2. determine the influence of personality traits on the entrepreneurship intention of Library and Information Science students of the University of Ilorin

esearch Questions

1. What is the influence of entrepreneurship education on the entrepreneurship intention of Library and Information Science students of the University of Ilorin?
2. What is the influence of personality traits on the entrepreneurship intention of Library and Information Science students of the University of Ilorin?

esearch Hypotheses

H_1: There is no significant relationship between entrepreneurship education nd entrepreneurial intention.

H_2: There is no significant relationship between personality traits and ntrepreneurial intention.

Methodology

urvey design was adopted for this study and the population comprised final ear students of Library and Information Science inthe 2018/19 session. They ere selected because they have undergone the mandatory entrepreneurship ducation both as a general course in their 200 level and as a required course n their 400 Level. They have been exposed to a strong foundation regarding usiness-related knowledge and they are currently in the final year they have n whichthey have to decide their future career path. The final year students omprised 85 students and total enumeration was used to sample the tudents. Out of 85 copies of questionnaire distributed, 75 copies which onstituted 88% return rate were found usable for the study. Questionnaire omprising five point likert scale was used as research instrument for data ollection in this study. Descriptive and Inferential statistical methods were sed to analyze the data related to the research questions. The hypotheses of

the study were tested using the Pearson Product-Moment Correlation Statistic.

Discussion

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**
Family Business		
No	28	37.3
Yes	47	62.7
Total	**75**	**100.0**
Type of Family Business		
Nothing	26	34.7
Clothes/Footwear/Accessory	9	12.0
Food and Beverage	7	9.3
Fashion Designing	8	10.7
Furniture	3	4.0
Hair Saloon/ Beauty Care/Spa/Massage	3	4.0
Appliances	1	1.3
Convenience Store/Grocery Store/Mini-Market	4	5.3
Motor/Car Repair and Service	2	2.7
Book Store/Stationary/Printing and Photocopying	5	6.7
Others	7	9.3
Total	**75**	**100.0**

The gender of respondents as presented in table1 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 undergraduatesadmitted into the field of library and information science is higher than their male counterparts. Result on age

CamScanner

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. On family business, result showed that more than half of the respondents are having family business background; most of the types of family business are clothes/footwear/accessory and fashion designing.

Table 2: Responses on Personality Traits, Entrepreneurial Education and Entrepreneurial Intention

S/No	Statement	SD	D	N	A	SA
Personality Traits						
1	I like to try new things	2.7%	1.3%	9.3%	44.0%	42.7%
2	I tend to use new routes when I travel	1.3%	16.0%	17.3%	41.3%	24.0%
3	I will start my business if I find an opportunity	1.3%	1.3%	8.0%	41.3%	48%
4	I am confident of skills and abilities to start a business	1.3%	1.3%	10.7%	45.3%	41.3%
5	I have leadership skills needed to be an entrepreneur	2.7%	1.3%	8.0%	42.7%	45.3%
6	I have mental maturity to be an entrepreneur	1.3%	-	6.7%	49.3%	42.7%
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 in order 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%
Entrepreneurship Intention						
12	I prefer to be an entrepreneur to being an employee in a company	4.0%	1.3%	5.3%	33.3%	56.0%

CamScanner

13	My professional goal is to be an employee	2.7%	4.0%	8.0%	30.7%	54.7%
14	I'm determined to create a firm in the future	2.7%	-	2.7%	36.0%	58.7%
15	I will make every effort to manage my own firm	1.3%	-	1.3%	40%	57.3%
16	I have a very serious thought in starting my own firm	-	1.3%	4.0%	29.3%	65.3%

48% strongly agree with Statement 3 (I will start my business if I find an opportunity) which has the highest percentagewhile Statement 2 (I tend to use new routes) has the lowest percentage (24%) under personality traits. 60% strongly agree with Statements 2 and 3(Entrepreneurship should be taught in universities and Entrepreneurship should be made compulsory in order 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 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.65.3% strongly agree with Statement 5 (I have a very serious thought in starting my own firm) which has the highest percentage while Statement 2 (I tend to use new routes) has the lowest percentage (24%) under entrepreneurial intention.

HypothesesTesting

H_1: There is significant relationship between personality traits and entrepreneurial intention.

Pearson Product Moment Correlation statistic was used to test the first hypothesis. The result in the revealed significant relationship between the variables of personality traits and entrepreneurial intention. Thus, the null-hypothesis was rejected.

Table 3

Correlations

		Personality Traits	Entrepreneurial Intention
Personality Traits	Pearson Correlation	1	.690**
	Sig. (2-tailed)		.000
	N	75	75
Entrepreneurial Intention	Pearson Correlation	.690**	1
	Sig. (2-tailed)	.000	
	N	75	75

**. Correlation is significant at the 0.01 level (2-tailed).

CamScanner

Table 3 showed that personality traits have positive relationship with entrepreneurial intention with a coefficient correlation of 0.690 and p-value $0.000 < 0.01$; which means that there is a significant relationship between personality traits and entrepreneurial intention. The result is consistent and supported by (Zain et al., 2010) which affirms that personality traits have positive influenceon stimulating students' entrepreneurial intention. High need for achievement in students, greater internal locus of control, and the ability and willingness to take risks, lead to higher entrepreneurial intention. Thus the null hypothesis was rejected.

Pearson Product Moment Correlation Statistic was used to test the second hypothesis.

H_2: There is no significant relationship between entrepreneurship educationand entrepreneurial intention.

Table 4 **Correlations**

		EntrepreneurshipEducation	EntrepreneurialIntention
EntrepreneurshipEducation	Pearson Correlation	1	.721**
	Sig. (2-tailed)		.000
	N	75	75
EntrepreneurialIntention	Pearson Correlation	.721**	1
	Sig. (2-tailed)	.000	
	N	75	75

**. Correlation is significant at the 0.01 level (2-tailed).

This result showed that there is significant positive and strong relationship between entrepreneurship education and entrepreneurial intention which carries a correlation coefficient value of 0.721 and p-value of 0.000 which is significant at the alpha value of 0.01. Thus the null hypothesis was rejected. The finding of this study proved that entrepreneurship education and entrepreneurial intention are positively related. This result is supported byIzedonmi&Okafor's study, (2010) which affirms the major role entrepreneurship education plays in encouraging and inspiring students' inclination towards entrepreneurship intentions and further shows that universities and higher learning institutions are platforms for developing and exploring potential entrepreneurs.

CamScanner

This buttresses the fact that entrepreneurship education has equipped the students with necessary skills and the background knowledge that is needed to address and minimize the uncertainties and risks that are involved in venturing into entrepreneurship.(Ekpoh&Edet, 2011).

Recommendations

1. Universities should introduce further entrepreneurial courses at departmental level in the case of Library and Information Science Students of the University of Ilorin to further reinforce the rudimentary knowledge and skills required to venture into entrepreneurship required to excel in their profession.
2. Psychometric evaluation/assessment be conducted for final year students to assess their individual personal traits so that they can work on their weak personal traits especially those traits that can affect their performance in entrepreneurship.
3. Government should support those who have business plans by providing and assisting them with start-up capital and the necessary infrastructure that will be needed to launch/start their businesses.

References

Babalola, J. B. (2011). Eyeing sustainable development: entrepreneurship climate must change in Nigerian universities. Education and Training for Entrepreneurship (ed.) University Printing Press, Delta State University, Abraka.8-19.

Ekpoh, U. I., &Edet, A. O. (2011). Entrepreneurship Education and Career Intentions of Tertiary Education Students in AkwaIbom and Cross River States, Nigeria.*International Education Studies,* 4(1), 172-178.

Idiaghe, J.E. (2011). Teachers perception on education for entrepreneurship and sustainable development in Delta state. Education and Training for Entrepreneurship. (Ed). University Printing Press, Delta State University, Abraka.146-151

Izedonmi, P. F., &Okafor, C. (2010). The Effect of Entrepreneurship Education On Students' Entrepreneurial Intentions. *Global Journal of Management and Business Research,* 10(6), 49-60.

Lee, W. N., Lim, B.P., Lim, L. Y, & Wong, J.L. (2012). Entrepreneurial Intention: A study among students of higher learning institution. Unpublished Research Paper, University Utara Malaysia.

Maifata, N.M., &Zakari, M. (2016). Challenges of Teaching and Learning Entrepreneurship Education in Library and Information Science Schools in Nigeria.*Journal of the Nigerian Library Association,* 49(1&2), 34-44

CamScanner

McClelland, D. C. (1961). The achieving society. Princeton: Van Nostrand.

Nishantha, B. (2009). Influence of Personality Traits and Socio-demographic Background of Undergraduate Students on Motivation for Entrepreneurial Career: The Case of Sri Lanka, 龍谷大学経済学論集, 49(2), 71-82.

Nwaka, N. G. (2009). Managing entrepreneurship education for sustainable development: challenges. A paper presented at the Nigeria Association For Educational Administration and Planning (NAEAP) National Conference At Women Development Centre, Awka 22nd -23rd, September, 2009.

Soto, C. J. (2018). Big Five personality traits. In M. H. Bornstein, M. E. Arterberry, K. L. Fingerman, & J. E. Lansford (Eds.), *The SAGE encyclopedia of lifespan human development* (pp. 240-241). Thousand Oaks, CA: Sage.

Tam, H. W. (2009). How and to What Extent Does Entrepreneurship Education Make Students More Entrepreneurial? A California Case of the Technology Management Program. Doctor of Philosophy Dissertation, University of California, Santa Barbara.

Zain, Z. M., Akram, A. M., &Ghani, E. K. (2010). Entrepreneurship Intentions Among Malaysian Business Students. *Canadian Social Science*, 6(3), 34-44.

Zhao, H., Seibert, S.E., Lumpkin, G.T (2010).The relationship of personality to entrepreneur intentions and performance: A meta-analytical review. *Small Business Management*,36, 381-404

CamScanner