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ENTREPRENEURIAL EDUCATION
AND SUSTAINABLE
NATIONAL DEVELOPMENT

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THEME: ENTREPRENEURIAL EDUCATION AND SUSTAINABLE
NATIONAL DEVELOPMENT

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FROM THE EDITOR

The international conference of the faculty of education, Lagos State University is a major conference that holds every year bringing together stakeholders in areas of Education from around the world to debate, discuss, and exchange information and experiences.

The theme for the 2012 conference "Entrepreneurial Education and Sustainable National Development" with several sub-themes brought together Educators, business, engineering and design faculty from around the world, interested in building leading-edge entrepreneurship programs, researchers, experts in the entrepreneurial field of study as well as numerous successful entrepreneurs under one roof to share their knowledge base, experiences in the field of entrepreneurship and many other key understandings about this field. Specifically, the guests at the conference focused on entrepreneurship Education and National development and how to maximize this growing economic sector so that it will be able to compete in the global business place. The results of the conference as represented by the various papers presented will benefit entrepreneurs, students and educators in this field of study at institutes such as the Centre for Entrepreneurship and Enterprise Development.

The conference also provided the following:

- An opportunity to learn best practices for developing entrepreneurship
- A way to discover the latest strategies in experiential entrepreneurship learning
- The ability to meet and collaborate with leaders and peers within the field
- A chance to participate in interactive workshops on innovation, creativity and entrepreneurship curriculum development
- Create pathways for entrepreneurship through education and advocacy, helping today's youth gain the entrepreneurial skills and knowledge that can make them more successful in tomorrow's economy as workers, business owners and creators of new jobs.
- Develop strategic partnerships with all organizations and institutions that focus on education and/or workforce or economic development in order to assist in creating an environment that is conducive to the growth of entrepreneurship with an emphasis on underserved and disadvantaged populations.

I wish you all an enjoyable reading

Akeredolu, O. A.

Chairman, Conference Committee

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TEACHERS' PERCEPTION OF DIPLOMA IN LIBRARY AND INFORMATION SCIENCE CURRICULUM AND SUGGESTIONS TO MAKE IT CONFORM TO ENTREPRENEURIAL SKILLS

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Abstract

The study on teachers' perception of Diploma in Library and Information Science (DLIS) curriculum of Ahmadu Bello University, Zaria was conducted to find out whether it conforms to entrepreneurial skills. This is because the programme has grown so popular that it has produced large number of students who find it difficult to secure white collar jobs after graduation because of the keen competition in the world of jobs. Two research questions guided the researcher. Survey research design was used in carrying out the study while questionnaire that was validated by senior lecturers and above of Library and Information Science was used as instrument for data collection. Four-point Likert-scale instrument with midpoint for the scale as 2.50 was used. The study revealed mean rating of the overall perception of the lecturers as 2.11 which is below 2.50 and therefore, it was concluded that the curriculum is inadequate and irrelevant to entrepreneurial skills acquisition. It was recommended that the curriculum be reviewed to include infusion of entrepreneurial skills.

Introduction

Library Science as course in Nigeria started with diploma in Library Science. It was first established in 1959 at the University of Ibadan (UI) as a result of Carnegie corporation concern for library development in British West Africa. Since then, Library Science Programme has spread to 22 universities by the first quarter of 2008 (Ikyembe, 2011); showing that the course has become very highly subscribed to in Nigeria. Library Science is a course that prepares students to acquire the knowledge of providing library and information service to library users from all walks of life.

Zakari (2008) states that library and information service programmes should be designed to equip the students:

- a. with knowledge and techniques to handle the immediate job requirements in an efficient manner.
- b. to develop programmes procedures and services on modern lines with the use of various modern techniques, computers etc to provide better, quicker and efficient services.

Although librarians are traditionally associated with collections of books, modern librarians deal with information in many formats such as compact discs, video tapes, bibliographic databases and internet

resources. If librarians do not acquire the skills of handling information in these formats, other professionals can step into their core areas of work specialization and usurp their opportunities because skills have become both generic and multidisciplinary.

The introduction of Information Communication Technology (ICT) into library science has changed its nomenclature bringing the programme to a cross-road in the effort of educators to ensure they develop an appropriate curriculum that will match the requirements of the millennium. This is more so with developing countries like Nigeria where Library and Information Science (LIS) education largely followed the traditional practices coupled with the seemingly intractable challenge of under developed infrastructure and poor funding of university education (Abubakar & Ahmed 2011).

Traditionally, curriculum refers to statement(s) of intent, the "what should be" of a course of study (Nunan 1988). In another perspective, the curriculum is seen in terms of what teachers actually do, that is, in terms of what is, rather than what should be. In this paper, the curriculum is seen in the perspective of the lecturer because he/she is the prime agent of curriculum development, and, educational reality is not what educational planners say

ought to happen, but what teachers and learners actually do. In the light of this, the curriculum of Diploma in Library and Information Science was designed to last for two years. The content include Sociology of Library and Information Science; Cataloguing; Classification; Reference and Information Service; History of Nigerian Libraries and Information Centres; public relation for information workers; Information Technology; Public Libraries, Basic Statistics for Library and Information Centres; Information sources and Services; Media Services in Libraries; School Libraries; Special Library, Library and Information Service to young people; Records and Archives Handling and National Libraries.

The development of the course content or curriculum is tied to the purpose for which the programme was established, that is, to guide, instruct and develop intermediate staff by inculcating in them the intermediate skills necessary for the effective and efficient running of a library. It is also hoped that on completion of the programme, the graduates should be able to perform the following:

- Establish and successfully run school libraries work in all types of libraries such as college, public, special and academic libraries
- Select, acquire and process materials for the library
- Conduct reference interview and information searches to queries and producing desired results
- Display effective communication skills as appropriate to behavioral aspects of librarianship.

Examining the objectives of this programme, the training is basically geared towards securing jobs in libraries without any option. Like any other course of study in Nigeria institutions, it is possible that the graduates of library and information science go round the streets with their certificate without securing any white collar job. The desire in this paper is for entrepreneurial skills to be infused into the curriculum. Entrepreneurship is the ability to acquire functional education in a particular field of knowledge, which will serve as a catalyst for economic growth and development thereby reducing high poverty through creating employment opportunities (Onyido, 2011).

Historically, entrepreneurship was not necessary because based on personal experience, jobs were not a problem to anybody that has attained even the least level of education. Jobs were waiting for primary

school leavers as pupil's teachers, secondary schools or teacher's colleges graduates. Graduate from A-levels, polytechnics, colleges of education and universities were seen as super human beings. Today, young people decide to enroll for postgraduate programmes immediately after first degree as a result of unemployment and not as a matter of choice. Entrepreneurial education in which ever course people have read and what level of education they have attained will certainly empower them and bring about a sustainable national development.

Entrepreneurship education has been embraced by almost all the developed countries and its capabilities and efficacy in springing up economies is not in doubt. For this reason Garba (2010) believes that refocusing education system will immensely contribute in developing the spirit and culture of entrepreneurship in Nigeria. The role of entrepreneurship is to contribute towards creating new jobs, wealth creation, poverty reduction and income generation for both government and individuals. Therefore, careful attention is needed to invest and promote entrepreneurship. The channel of this promotion is through education in areas where the spirit and culture of entrepreneurship is very minimal.

In this era of shrinking economic activities, every profession is expected to encourage entrepreneurial spirit which can drive economic development through job creation. Universities, polytechnics and other institutions should make it a point of duty to develop self employed skills in every profession of which library and information science should not be an exception. Nigerian government is very worried on the increasing unemployment rate, poverty and generally bad economic condition in the country. In view of this, Library and Information Science can infuse entrepreneurship into some of the courses taught in the programme so that graduates of the diploma in Library and Information Science will not only depend on white collar jobs, but create jobs for themselves as well as provide job opportunities for others.

Statement of the problem

Library and Information Science as a programme is a popular programme at diploma and degree level and has gain acceptance hence many young people sought and gained admission into the programme. The steady growth of admission of candidates to the Programme Ahmadu Bello University, Zaria in the past three (3) academic sessions has

buttressed this claim. Graduates of this programme only look forward to working in libraries or gaining direct entry admission into the University for Degree Programme. Ugwu and Ezean (2011) have similar observation in relation to degree graduates of library and information science. What is responsible for this? Whether the curriculum prepares them for something else besides white collar job or admission into the university is what this paper investigated.

Research Questions

This paper was guided by the following research questions.

1. What are the Library and Information Science Lecturers' perceptions of Diploma in Library and Information Science Curriculum in terms of quality and relevance to entrepreneurial skills
2. What are Library and Information Science Lecturers' recommendations for the infusion of entrepreneurial skills?

Method

A survey research design was used in carrying out the study. The design was used to collect data from staff of Institute of Education, Ahmadu Bello University, Zaria on their perception of the library and information science diploma curriculum and its entrepreneurial skills. The population was the entire 8 staff members. Therefore, the sample is the same as the population because of its size.

The instrument used for data collection was a questionnaire tagged Adequacy of Diploma Library and Information Science Curriculum for Development of Entrepreneurial skills (ADLISCDES). The

questionnaire developed by the researcher was validated by three lecturers in Library and Information Science with the rank of senior lecturer and above. Their comments and suggestions were put together to come up with the final 12 items of the questionnaire out of the original items of 18. The questionnaire was validated and its reliability coefficient was found as 0.75. The questionnaire consisted of two parts: Part 1 and Part 2. Part 1 was made of the respondents bio data while part 2 was made up of the items that focused on the research questions. Also part 2 had two sections – A and B. Section A comprised of 8 items while section B comprised of 5 items. The section A of part 2 was all about the lecturers' perceptions about the adequacy of diploma in Library and Information Science curriculum for development of entrepreneurial skills and section B of part 2 addressed strategies for infusion of entrepreneurial skills into the diploma in Library and Information Science Curriculum. A four-point Likert-Scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) was used for the questionnaire. Based on the 4 point rating scale, the midpoint for the scale was 2.50. Therefore, only items with 2.50 and above were considered as agree while less than 2.50 were regarded as disagree.

Result

The results of findings are presented in the order of research questions.

Research Question 1

What are the Library and Information Science Lecturers' perceptions of Diploma in Library and Information Science Curriculum in terms of quality and relevance to entrepreneurial skills

Responses of the respondents are presented in Table 1

Table 1: Mean ratings of on the lecturers' perceptions on the curriculum in terms of quality and relevance to entrepreneurial skills.

SN	The Library and Information Science Curriculum in terms of quality and relevance to entrepreneurial skills	Mean \bar{X}	Decision	Remarks
1	The curriculum is adequate for imparting Entrepreneurial Skills	1.89	Disagree	Not Adequate and relevant
2	The Curriculum contains current Issues of use of students and society	2.11	Disagreed	Not Adequate and relevant
3	The Curriculum is relevant to the students in Terms of self reliance	1.53	Disagreed	Not Adequate and relevant
4	The Curriculum content is relevant in addressing Current issues in educational sector	1.77	Disagreed	Not Adequate and relevant
5	The Curriculum prepares the students for world	3.12	Agreed	Adequate and

6	Job The Curriculum clearly spells out the entrepreneurial Skill at every stage	1.50	Disagreed	relevant Not adequate and relevant
7	The Curriculum contents prepare students for higher learning	2.86	Agreed	Adequate and relevant
	Average mean	2.11		Not adequate and relevant

The result in Table 1 indicates that items 5 and 7 with means rating of 3.12 and 2.86 respectively are above 2.50. These show that the Diploma in Library and Information Science (DLIS) curriculum as perceived by the respondents is mainly to prepare the students for work and higher learning. The responses to items 1, 2, 3, 4, and 6 have their means ratings below 2.50. Therefore the curriculum is inadequate and has no relevant entrepreneurial skills.

Table 2: Mean rating on the lecturers' recommendation for the infusion of entrepreneurial skills in the curriculum of Diploma in Library and Information Science

S/N	Recommendations	Means (X)
1	Infusion of entrepreneurial skills in the curriculum	3.21
2	Employing experts and professionals	3.00
3	Improve quality of lecturers	2.99
4	Infusion of topical issues such as computer science applications and repairs, internet opportunities, e-library service management, book maintenance and printing	2.84
5	Review of curriculum	3.41

Summary of result in Table 2 reveals that there is the urgent need to review the curriculum of Diploma in Library and Information Science to accommodate entrepreneurial skills.

Discussion

The result in Table 1 shows that the Diploma in Library and Information Science Curriculum as perceived by the course lecturers is basically to produce students graduate for world of job and higher learning. This agrees with Lakpini and Bolorunduro (2011) who opined that post secondary schools graduate students from institutions of learning only with understanding of their subject areas and hope of further studies. Also the result in Table 1 items 1, 2, 3, 4 and 6 have mean ratings below 2.50 which are indications that the Diploma in Library and Information Science Curriculum content has inadequate entrepreneurial skill to offer to students. This is in line with Onwuachu and Okoli (2010) and Lawal (2011) who in similar studies found that biology curriculum for students' development of entrepreneurship skills is inadequate.

The study also revealed mean rating of the overall perception of the lecturers as 2.11 which is below 2.50 of the Diploma in Library

Research Question 2

What are the Library and Information Science Lecturers' recommendations for the infusion of entrepreneurial skill in the curriculum?

Responses of the respondents on recommendation for the infusion of entrepreneurial skills in the curriculum is presented in Table 2.

and Information Science Curriculum in terms of quality and relevance to entrepreneurial skills. Therefore, the curriculum is inadequate and irrelevant to entrepreneurial skills. This might be the reason why some of the products of the programme, who could neither gain admission for further studies nor get gainfully employed in any establishments end up roaming about on the streets of cities and towns. The curriculum therefore, does not help in developing in the students life-coping skills.

Conclusion and Recommendations

The findings of the study demonstrated an urgent need for reviewing the Diploma in Library and Information Science Curriculum to accommodate entrepreneurship education and skills. This is because the lecturers used in the study indicated that the curriculum contents fall short of entrepreneurial skills.

Based on the findings, the researcher recommends the followings:

- The Diploma in Library and Information Science Curriculum in the Institute of Education, Ahmadu Bello University, Zaria review should include infusion of entrepreneurial skills, computer science applications and repairs, internet opportunities ad

e-library service management book maintenance and printing.

- Higher quality lecturers be employed and those already on the job be encouraged to attend conference, workshops and seminars where they can update and upgrade their knowledge.

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