PEDAGOGICAL APPROACHES TO TEACHING AND LEARNING ENTREPRENEURSHIP EDUCATION IN LIBRARY AND INFORMATION SCIENCE SCHOOLS IN THE UNIVERSITIES IN NORTH-WEST STATES OF NIGERIA

By

Nurudeen Mu'azu **MAIFATA,** NCE, BLIS, MIM (ABU) 2011
MPhil/PhD/EDUC/36778/12-13

A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF A

MASTER OF PHILOSOPHY DEGREEIN LIBRARY AND INFORMATION SCIENCE

DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE

FACULTY OF EDUCATION

AHMADU BELLO UNIVERSITY, ZARIA

AUGUST, 2016

Declaration

I declare that this thesis entitled 'Pedagogical Approaches to Teaching and Learning EntrepreneurshipEducation in Library and Information Science Schools in the Universities in North-west States of Nigeria' has been carried out by me in the Department of Library and Information Science. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this thesis was previously presented for another degree or diploma at this or any other Institution.

Nurudeen Mu'azu **MAIFATA**_____ _____

Signature Date

Certification

This thesis entitled "Pedagogical Approaches to Teaching and Learning Entrepreneurship Education in Library and Information Science Schools in the Universities In North-West States of Nigeria by Nurudeen Mu'azu **MAIFATA** meets the regulation governing the award of the degree of Master of Philosophy Library and Information science of Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

_____ _____

Prof. Zakari Mohammed **Date**
Chairman Supervisory Committee

_____ _____

Dr. Umar Babangida Dangani **Date**
Member Supervisory Committee

_____ _____

Dr. Baba Shuaibu Aduku **Date**
Head of Department

_____ _____

Prof. Kabir Bala **Date**
Dean Post graduate School

Dedication

This thesis is dedicated to my late parents Alhaji Mu'azu Maifata and Hajiya Adama Mu'azu Maifata and my late brother Bello Mu'azu Maifata

Acknowledgement

All praise is due to Allah (SWT) Who gave me health, long life and made it possible for me to complete this work. May the peace and blessings of Allah (SWT) be showered on His beloved Prophet Muhammad (SAW), his family, his companions and those who follow them with Ihsan (faith) till the day of recompense.

First and foremost, I wish to thank the Almighty for giving me the health, strength and wisdom to pursue this study to its logical conclusion. I also wish to express my profound gratitude to the Chairman of my supervisory committee Professor Zakari Mohammed for his relentless effort, patience, attention and guidance throughout the period of this research work. I also wish to extend the same appreciation to my second supervisor Dr. Umar Babangida Dangani for his role in making this work a success. May the Almighty reward them abundantly.

Similarly, I cannot but express my utmost gratitude to my mentor Professor M. A. Mainoma for his support, concern; guidance and encouragement towards making this dream a reality. It is my prayer and belief that the Almighty will reward you in countless folds. To my late parents, Alhaji Mu'azu Maifata and Hajiya Adama Mu'azu. I pray that the Almighty bless your souls and make them among the occupants of paradise, Amin. To my brothers, Aminu, Kabiru, Salisu, Ahmad, Abdullahi, Bashir, Yahaya, Musa, Ya'u, Sadiq & Sadiq, Ishaq, Yusuf and my sisters, Yaa karama, Halima, Aisha & Aisha, Sa'a, Hauwa, Hassana, Maimuna, Fatima; I appreciate your love and prayers.

Special thanks are also due to my lecturer Professor Tijjani Abubakar for his encouragement through the programme. I thank my Head of Department Dr. Baba S. Aduku for his intellectual contributions and encouragement to this work. I also thank the Acting University Librarian ABU, Zaria, Dr. Abdullahi I. Musa for his intellectual guidance and encouragement throughout the work. My gratitude also goes to Prof. Umar Ibrahim, Dr. Abu Yusufu, Dr. Ezra Gbaje, Dr. Mrs H. Daudu, Mrs R. W. Onadiran, Mal. Adamu Jibrin, Mrs F Mohammed, M.M. Hayatu, Mallam Aliyu Lawan, Mal. Idris Dauda, Mal. Jibrin Abdurrahman, and all other staff members of the Department of Library and Information Science, Ahmadu Bello University, Zaria. Their contributions by way of ideas and suggestions have helped me a lot in carrying out this study. I also appreciate and thank all staff members of Kashim Ibrahim Library and the President Kennedy Library, Kongo, ABU, Zaria.

Similarly, I also wish to extend my sincere gratitude and appreciation to Dr. Lawal Umar and Mal. Aliyu Abdulkadir for their unflinching support and guidance throughout the period of the study. I will never forget your kindness. I am also highly indebted to Ustaz Sani Idris and Liman S. Mairafi for their support and encouragement. I cannot also forget the contribution of Mal. Ibrahim Mohammed of the Business Administration Department, Ahmadu Bello University Zaria for his time and attention whenever I went knocking. I must also not forget the contributions of Abdulrazaq Madu, Umar Saulawa, Mal. Habibu, Mal. Hassan Usman, Suleiman Sambo, Mohammed Bappah, Abubakar Muhammed, Umar Bashir aka Caesar.

My appreciation goes to Professors, Musa I. Fodio, M. B. Uthman, S.A.S. Aruwa, Bello Sabo, and Dr. Musa F. Ishaqfor their support and words of encouragement. Similarly to Mrs Jamila Aliyu Muhammad of the Department of Theatre and Performing Arts, ABU, Zaria for her meticulous and painstaking editing. I must also acknowledge the support and prayers of my classmates Ahmad Zakaria, Kolo B. Muhammad, Hadi I. Buhari, Yunusa Isiaka and Rabi Muhammed.

Lastly, I wish to sincerely extend my gratitude to all my friends and colleagues too numerous to mention for their prayers, support and encouragement throughout the duration of the study. I pray that the Almighty reward them all in multiple folds. Amin.

Abstract

This study investigated the Pedagogical Approaches to Teaching and Learning Entrepreneurship Education in Library and Information Science Schools in the Universities in North-West States of Nigeria. The study adopted a survey research design and questionnaire was used as instrument for data collection. The population of the study was made up of the academic staff and students of LIS Schools in Ahmadu Bello University Zaria and Umaru Musa Yar'adua University, Katsina. Twenty nine, 29 academic staff and 283 students were selected as sample for the study, five research questions and three hypotheses were formulated and tested. Descriptive and Inferential statistics were used to analyse the data collected. All three null hypotheses formulated were rejected suggesting that There is significant relationship between the course content and the pedagogical approaches to teaching and learning of entrepreneurship education in the LIS Schools studied; There is significant relationship between the pedagogical approaches and the effect of entrepreneurship education on the LIS Students studied and there is significant relationship between the challenges of teaching and learning pedagogical approaches and the effects on LIS students. The study established among others, that there is some level of compliance with the National Universities Commission Standard on Entrepreneurship Education in the Library and Information Science Schools studied. But the partial implementation of the NUC content area and the use of traditional teaching methods affect the graduates' entrepreneurial skills upon completion of their programmes. The study concludes that effectiveness of the entrepreneurial pedagogy is of paramount importance and should be developed in the university system. The study recommends for the full implementation of NUC entrepreneurship course contents and issues concerning teaching strategies, funding of the programme, start-up capital and planning, supervision and evaluation should be reviewed.

Table of Contents

Title Page - - - - - - - - - -i

Declaration - - - - - - - - - -ii

Certification - - - - - - - - - -iii

Dedication - - - - - - - - - -iv

Acknowledgement - - - - - - - - - -v

Abstract - - - - - - - - - -vii

Table of Contents - - - - - - - - -viii

List of Tables - - - - - - - - - -xii

List of Figures - - - - - - - - - -xiii

Abbreviations - - - - - - - - - -xiv

Chapter 1: INTRODUCTION

1.1 Background to the Study - - - - - - - -1

1.2 Statement of the Problem - - - - - - - -3

1.3 Research Questions - - - - - - - -5

1.4 Aim and Objectives of the Study - - - - - - -6

1.5 Research Hypotheses - - - - - - - -7

1.6 Significance of the Study - - - - - - - -7

1.7 Scope of the Study - - - - - - - -8

1.8 Limitation of the Study - - - - - - - -8

1.9 Operational Definition ofTerms - - - - - - -8

References - - - - - - - - - -9

Chapter 2: REVIEW OF RELATED LITERATURE

2.0 Introduction - - - - - - - - -11

2.1 Course Contents of Entrepreneurship Education - - - - -11

2.2Concept of pedagogy - - - - - - - - -13

2.2.1Philosophy of Teaching and Learning - - - - - -15

2.2.2 Teaching Methods of Entrepreneurship - - - - -16

2.2.3 Traditional Methods - - - - - - - - -18

2.2.4 Non-Traditional Methods - - - - - - -19

2.2.5 Experiential Learning (EL) - - - - - - -19

2.2.6 Problem-Based Learning (PBL) - - - - - -22

2.3 Entrepreneurship - - - - - - - -23

2.3.1 Entrepreneurship Education - - - - - - -25

2.3.2 Models and Theories of Entrepreneurship Education- - - -27

2.3.3 Importance of Entrepreneurship - - - - - -28

2.4 Effectiveness of Entrepreneurship Education - - - - -30

2.5 Teaching andLearning Styles of Entrepreneurship Students - - -32

2.5.1 The “Teacher” in Entrepreneurship Education - - - -34

2.6 Challenges facing Entrepreneurship Education in Nigerian Universities -35

2.7 Summary of the Review - - - - - - -38

References - - - - - - - - - -39

Chapter 3: RESEARCH METHODOLOGY

3.1 Introduction - - - - - - - - -47

3.2 Research Design - - - - - - - - -47

3.3 Population of the Study - - - - - - - -47

3.4 Sample Size and sampling Technique - - - - - -48

3.5 Instrument for data collection - - - - - - -50

3.6 Validity of the instrument - - - - - - - - -51

3.7 Reliability of the instrument - - - - - - - -51

3.8 Procedure for Data Collection - - - - - - - -52

3.9 Procedure for Data analysis - - - - - - - -52

References - - - - - - - - - - -54

Chapter 4: DATA PRESENTATION AND ANALYSIS

4.0 Introduction - - - - - - - - - -55

4.1 Response Rate - - - - - - - - - -55

4.2 Data Analysis - - - - - - - - - -58

4.2.1 Descriptive Analysis - - - - - - - - -58

4.2.2 Course Contents of Entrepreneurship Education in LIS Schools - -58

4.2.3 Pedagogical approaches - - - - - - - - -63

4.2.4 Appropriateness of Adopted Pedagogical Approach for Teaching Entrepreneurship Education - - - - - - - - -66

4.2.5 Effect of Entrepreneurship Education on LIS Students - - - -69

4.2.6 Challenges of Teaching and Learning of Entrepreneurship Education - -73

4.2.7 Inferential Analysis - - - - - - - - -76

References - - - - - - - - - - -80

Chapter 5: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction - - - - - - - - - -81

5.1 Summary of the study - - - - - - - - -81

5.2 Summary of the findings - - - - - - - - -82

5.2.1 Findings on Descriptive analysis - - - - - -82

5.2.2 Findings on Inferential analysis - - - - - - -83

5.2 Conclusion - - - - - - - - -84

5.3 Recommendations - - - - - - - - -84

5.4 5.5 Suggestion for further studies - - - - - - -85

Bibliography - - - - - - - - - -86

Appendix 1 - - - - - - - - - -97

Appendix 2 - - - - - - - - - -98

Appendix 3 - - - - - - - - - 101

Appendix 4 - - - - - - - - - 102

LIST OF TABLES

Table 3.1 LIS Schools in the North-West Universities in Nigeria - - -48

Table 3.2 Sampled Schools in the North-West Universities - - - -50

Table 3.3 Criteria for Interpreting r Value - - - - - -53

Table 4.1 Response Rate - - - - - - - -55

Table 4..1.2 Qualification of the Academic Staff in the LIS Schools Studied -56

Tables 4.3 Relevance of LIS Course Contents to NUC Entrepreneurship Course Contents - - - - - - - - - -59

Tables 4.4 Entrepreneurship Course Contents in LIS Schools Studied - -61

Table 4.5 Pedagogical Approaches for Teaching Entrepreneurship Education in LIS Schools Studied - - - - - - - - -64

Table 4.6 Appropriateness of Adopted Pedagogical Approach for Teaching Entrepreneurship Courses in LIS Schools Studied - - - - -67

Table 4.7 Appropriateness of Pedagogical Approaches for Learning Entrepreneurship Courses in LIS Schools Studied - - - - - - -68

Table 4.8 Effect of Entrepreneurship Education on LIS Students - - -70

Table 4.9 Challenges of Teaching and Learning Entrepreneurship Education in LIS Schools - - - - - - - - - -74

Table 4.10 Analysis of relationship between Course Content and Pedagogical Approaches to Teaching and Learning Entrepreneurship Education on the LIS Schools Studied- - - - - - - - - - -76

Table 4.11 Analysis of relationship between Entrepreneurship Education in LIS Schools andthe effect on the LIS students - - - - - - -77

Table 4.12 Analysis of relationship between the Challenges of Teaching and Learning Entrepreneurship Education and the effect of Entrepreneurship Education on LIS Students - - - - - - - - - -78

LIST OF FIGURES

Figure 2.1: Components of Pedagogical Analysis - - - - -15

Figure 2.2: Structural dimension underlying the process of experiential learning and the resulting basic knowledge forms - - - - - - -21

Figure 4.1: Response Rate by Status - - - - - - -56

Figure 4.2: Response Rate by Qualification - - - - - -57

ABBREVIATIONS

ABU:	Ahmadu Bello University
AS:	Academic Staff
EE:	Entrepreneurship Education
EL:	Experiential Learning
LIS:	Library and Information Science
NUC:	National Universities Commission
PBL:	Problem Based Learning
ST:	Student
UMYU:	Umaru Musa Yar'adua University

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Entrepreneurship education is an inevitable strategy for inculcating an entrepreneurial culture and orientation in a nation, creating employment, raising individual incomes, transforming communities and enhancing national economic development. Nations that have embraced entrepreneurship have made good progress in addressing the problem of unemployment, and achieved impressive results (Alakbarov, 2010). Cho (1998) revealed that entrepreneurship education promotes entrepreneurial intention because the entrepreneurial knowledge and skills acquired by the students can arouse their interest and motivation to start up a business. Also, Henry (2004), found that entrepreneurship education significantly increases the start-up rate of a business.

Hartshorn (2001) argued that through learning of entrepreneurship, every student has the opportunity to be an entrepreneur and self-employed. It has been observed that in 2007, Nigerian government through the National Universities Commission (NUC) in her effort to ensure job opportunities for students after graduating from the universities established a compulsory Entrepreneurship Education programme.

European Commission (2016) stated that course content, teaching and learning methods need to be appropriate if entrepreneurship education is to be delivered effectively. Effective entrepreneurship courses/programmes should encourage students in problems solving skills. Thus, entrepreneurship education should include some team based activities, project or exercise (Rabbior, 1990).

According to (Aina, n-d) entrepreneurial course contents should include; Options, openings and possibilities for self-employment, employment creation; requirement for establishing and managing enterprises; business plan project; introduction to small business start-up; identifying information business opportunities; lobbying, advocacy and fund raising for development of libraries and information centres: branding and marketing for changing the image of libraries. NUC's (2007), entrepreneurship course contents were: introduction to entrepreneurship and new venture creation, entrepreneurship in theory and practice, the opportunity, forms of business, staffing, marketing and the new venture, determining your capital requirements, raising capital cost, financial planning and management, starting a new business, innovation, legal responsibility, insurance, and environmental consideration.

However, some teaching strategies are better suited to teaching entrepreneurial skills and fields of knowledge than others. Some strategies are better suited to certain student backgrounds, learning styles and abilities (Monaranjan, Bharati & Jayasri 2013). For decades, the classical way of education, teaching and learning in educational institutions has been through face-to-face, where the students rely on their teachers for everything related to the pursuit of their education goals. This teacher-centred methodology of education breeds students' over-dependence on the teacher. Hence, it has negative consequences on the students' independent capacity and competence to explore, create and innovate (Mohammed, 2015).

Pedagogy or teaching method is of paramount importance in the learning process. It involved effective method and approach,Teachers use different teaching methods to convey entrepreneurship education to students. Research has established that entrepreneurs learn

differently from others (Fredrick, 2007; Gatchalian, 2010). They "require active and concrete pedagogical interventions … through deepening learning in theory, process and practice of entrepreneurship" (Fredrick, 2007). In addition, pedagogy helps to make a range of instructional strategies and resources to match the variety of student skills and to provide each student several ways of exploring important ideas, skills, and concepts (Monaranjan et al, 2013).

1.2 Statement of the Problem

Graduate unemployment in Nigeria has become a national concern as the unemployed youths posed a great challenge to the socio-economic of the country (Samuel, Ofem, & Ikuenomore 2012).The high level of unemployment and its associated social ills have been traced to poor entrepreneurship education and skills development among students in tertiary institutions. This is manifested in a number of deficiencies that these graduates exhibit in their work places such as: lack of analytical skills; lack of entrepreneurial and problem solving/decision making skills; and inadequate technical skills (Ugwu & Ezeani, 2012). The graduate unemployment in Nigeria is attributable to the fact that employees' education and skills acquired are inadequate to meet the demands of modern day jobs(Samuel, et al 2012). Ogan (2015) asserted that as far as the formal sector is concern, the average Nigerian graduate is not employable as he/she does not possess skills needed by the employer of labour. This leads to insecurity, crime, prostitution and civil unrest and terrorism especially by the unemployed youth, this scenario has eaten deep into the fabric of the Nigerian society, hence, the need to curb this menace.

The Nigerian government in her effort to ensure job opportunities for students after graduating from the universities established a compulsory Entrepreneurship Education

course. Despite the compulsory Entrepreneurship Education in Nigerian universities, many graduates still remain unemployed for a long time after graduation. The Entrepreneurship Education delivered to undergraduates in their 300-level seems not to be meeting the aims and the objectives of the programme (Ifedili & Ofoegbu, 2011). The purpose of establishing the Entrepreneurship course seems to be defeated. There is need to determine the course contents and methodology of teaching and learning entrepreneurship education (Ifedili & Ofoegbu, 2011).

Entrepreneurship education is an inevitable strategy for inculcating an entrepreneurial culture and orientation in a nation, creating employment, raising individual incomes, transforming communities and enhancing national economic development. Nations that have embraced entrepreneurship have made good progress in addressing the problem of unemployment, and achieved impressive results (Alakbarov, 2010). The pursuance of entrepreneurship education as a panacea to the pervading problem of massive unemployment among graduates including graduates of library and information science schools in Nigeria has taken the front burner in recent times (Okiy, 2013).Consequently, potential entrepreneurs enter the sector ill prepared to effectively contribute to its success, while the existing ones remain latent in their operations (GoK, 2005cited in Nteere, Namusonge, & Mukulu, 2012). The key to a successful entrepreneurship education is to find the most effective way to manage the teachable skills and identify the best match between student needs and teaching techniques (Arasti, Falavarjani & Imanipour, 2012).

Teachers use teaching methods to convey entrepreneurship skills and knowledge to students. Research has established that entrepreneurs learn differently from others (Fredrick, 2007; Gatchalian, 2010). They “require active and concrete pedagogical

interventions … through deepening learning in theory, process and practice of entrepreneurship" (Fredrick, 2007).

Realizing the importance of entrepreneurship education in developing knowledgeable, confidence and competitive human capitals for business start-up, it is important that the teaching and learning entrepreneurship education is given more attention at the University level. This is because a clear basic knowledge in entrepreneurship field could be improved to a higher level more effectively and practically (Jusoh, 2012).

There is, therefore, need to study the pedagogical approaches to entrepreneurship education and the course contents as a determinant of entrepreneurship education success amongst the graduate of Library and Information Science Schools in Nigerian universities.

1.3 Research Questions

This research work was guided by the following research questions:

1. To what extent does the course content of Entrepreneurship Education in the Library and Information Science Schools in Nigeria conform to the NUC standard?
2. What are the Pedagogical Approaches used for Teaching and Learning Entrepreneurship Education in Library and Information Science Schools in Nigerian Universities?
3. To what extent are the Pedagogical Approaches appropriate for Teaching and Learning Entrepreneurship Education in Library and Information Science Schools in Nigerian Universities?

4. What is the effect of Learning Entrepreneurship Education courses on the students in Library and Information Science Schools in Nigerian Universities?
5. What are the Challenges of Teaching and Learning Entrepreneurship Education in Library and Information Science Schools in Nigerian Universities?

1.4 Aim and Objectives of the Study

The aim of this study is to investigate the teaching approach of entrepreneurship education in library and information science schools in Nigerian Universities. However, specific objectives are:

1. To find out the extent to which course content of Entrepreneurship Education in the Library and Information Science Schools in Nigeria Universities conforms to the NUC standard.
2. To determine the Pedagogical Approaches used for Teaching and Learning Entrepreneurship Education in Library and Information Science Schools in Nigerian Universities.
3. To determine the extent of Appropriateness Pedagogical Approaches for Teaching and Learning Entrepreneurship Education in Library and Information Science Schools in Nigerian Universities.
4. To determine the effect of learning entrepreneurship education on students in Library and Information Science Schools in Nigerian Universities.
5. To find out the Challenges of Teaching and Learning Entrepreneurship Education in the Library and Information Science Schools in Nigerian Universities.

1.5 Research Hypotheses

The null hypotheses formulated for the study were:

Ho^1: There is no significant relationship between the course content of the Entrepreneurship Education and the Pedagogical Approaches to Teaching and Learning Entrepreneurship Education in the LIS Schools in Nigeria.

Ho^2: There is no significant relationship between the Pedagogical Approaches to Teaching and Learning Entrepreneurship Education in the LIS Schools and the effect of Entrepreneurship Education on the LIS Students.

Ho^3: There is no significant relationship between the Challenges of Teaching and Learning Entrepreneurship Education and the effect of entrepreneurship education on the LIS Students.

1.6 Significance of the Study

One of the motives behind embarking on this research is to help find solutions to already identified problems for the society to progress. Faculty members as the pivots of university system need to become more productive and resourceful in their field of endeavour.

The findings from the research will bridge gaps in knowledge in the area of entrepreneurship education particularly the teaching methodology and the course contents. This will go a long way to improve the quality of the product from the Nigerian Universities by producing graduates who will be self-employed and entrepreneurs.

The study will also produce an empirical data in the area of entrepreneurship education, teaching method and strategies to implement the best approach to teaching and

learning entrepreneurship in Library and Information Science Schools in Nigerian Universities.

This research will no doubt be of assistance to the National Universities Commission, Government and Proprietors of private universities as it relates to issues on entrepreneurship education and training.

Finally, the research will be of assistance to the would be researchers who might continue from where this research stops.

1.7 Scope of the Study

This study was focused on the course contents and the Pedagogical Approaches to Teaching and Learning Entrepreneurship Education in library and information science schools in the Universities in North-West States of Nigeria.

1.8 Limitation of the Study

The most obvious limitation of this study is the inability to cover the entire Library schools in the North-West Nigeria, due to their size and time required, another challenge encountered was combining lectures, project and office of responsibility.

1.9 Operational Definition of Terms

Entrepreneurship- refers to individual ability and skills to apply knowledge and ideas into business opportunities.

Entrepreneurship Education-this is the process of transmitting/learning entrepreneurial knowledge and skills to students to help them explore a business opportunity, self-reliance and create jobs.

Learning- simply refers to knowledge or skill acquired by systematic study or by trial and error.

Pedagogy- simply means the strategies and methodology applied to teaching and training.

Teaching- this refers to activity or activities to help an individual to learn or acquire some knowledge, skills, attitudes or interests.

References

Aina, L.O. (n-d). *Entrepreneurship in Information*: A lecture note in the Department of Library and Information Science Faculty of Communication and Information Sciences University of Ilorin, Ilorin, Nigeria.

Alakbarov, I. (2010) Azerbaijan's Success Story on Sustainable Entrepreneurship Development through Adoption of Policies, Financing and Innovative Strategies, in International Conference on Policies to Address Financing and Entrepreneurial Challenges in High-growth Innovative Firms, Helsinki.

Arasti, Z., Falavarjani M., and Imanipour N., (2012). A Study of Teaching Methods in Entrepreneurship Education for Graduate Students .*Journals of Higher Education Studies* Vol.2 No.1 http://dx.doi.org/10.5539/hes.v2n1p2

Cho, B. (1998). Study of the Effective Entrepreneurship Education Method and Its Process. *Business Education Research, 2* (1), 27-47.

European Commission/EACEA/Eurydice, (2016). *Entrepreneurship Education at School in Europe*. Eurydice Report. Luxembourg: Publications Office of the European Union. Retrieved from (http://ec.europa.eu/eurydice).

Frederick, H. H. (2007) Blended Learning in Entrepreneurship Education in the Asia-Pacific:A Grounded Approach to Entrepreneurship Pedagogy, In Small Enterprise Conference, 23-26 Sep 2007, Unitec Business School, Auckland.

Gatchalian, M. L. (2010) An In-depth Analysis of the Entrepreneurship Education in the Philippines: An Initiative Towards the Development of a Framework for a Professional Teaching Competency Program for Entrepreneurship Educators, The International Journal of Research and Review, Vol 5, pp.51-73.

Hartshorn, C. (2001). Developing University Entrepreneurship: A Review of Academics' Conceptualizations of Enterprise and Its Importance on Curriculum Design and Enterprise Promotion. *The 24th ISBA National Small Firm Policy and Research Conference, Exploring the Frontiers of Small Business.* Leicester.

Henry, C. (2004). The Effectiveness of Training for New Business Creation: A Longitudinal Study. *International Small Business Journal, 22* (3), 249-271

Ifedili, C. J. & Ofoegbu, F. (2011). Managing Entrepreneurship Education in Nigerian Universities. *European Journal of Educational Studies.* Vol. 3 (1)

Mohammed, Z. (2015). Exploring the Potentials of Web Technologies in Education, Training, Teaching, Learning and Research in Educational Institutions in Nigeria: *A paper Presented at the Workshop on Web Technology Fluency for Teaching and Research Held at KIL, Ahmadu Bello University, Zaria Between 12th and 14th May, 2015.*

Monoranjan, B., Bharati, B. &Jayasri, B. (2013). Role of Pedagogy in EffectiveTeaching. *Basic Research Journal of Education Research and Review* Vol. 2(1). Available online http//www.basicresearchjournals.org

Nelson, R., & Mburugu, J. (1991). Exporting Entrepreneurship: In Kenya They Teach Students to Create Jobs. *Vocational Education Journal, 46*, 34-35.

Nteere, K.K., Namusonge, G. & Mukulu, E. (2012). Pedagogical Approaches Determining the Performance of Entrepreneurship Education in Kenya Public Universities. *International Journal of Humanities and Social Science Vol. 2 No. 13; July 2012*

National Universities Commission (2007), Benchmark Minimum Academic Standards Education documents for Undergraduate Programmes in Nigerian Universities. Abuja.

Ogan, H. I. (2015). 'Sustainable Development through Innovation and Entrepreneur Development in Tertiary Institutions'. Towards Achieving our Dream for ABU. *A publication of Alumni Association Ahmadu Bello University, Zaria*

Okiy B. R. (2013). Towards making graduates of librarianship in Nigeria efficient entrepreneurs for national development. *Paper presented at the Librarians Registration Council (LRCN) Workshop on Entrepreneurship in Librarianship*.

Prodromou, Z. (2009). *An Analysis of Entrepreneurship Education* (Birmingham Business School 2007-2009*). Retrieved from* etheses.bham.ac.uk/734/1/Prodromou10MSc.**pdf**

Rabbior, G. (1990): Elements of a Successful entrepreneurship/Economics/Education Program. In C. Kent (Eds), *Entrepreneurship Education: Current Developments, Future Directions* (pp. 53-66). New York: Quorum Books.

Rosnani Jusoh (2012), effects of teachers‟ readiness in teaching and learning of entrepreneurship education in primary schools International Interdisciplinary Journal of Education – Vol. 1, Issue 7

Samuel, A. Ofem, I. B. & Ikuenomore S. O. (2012), Graduate Turnout and Graduate Employment in Nigeria:International Journal of Humanities and Social Science Vol. 2 No. 14

Ugwu, F. &Ezeani, C. N., (2012) "Evaluation of Entrepreneurship Awareness and Skills among LIS Students in Universities in South East Nigeria". Library Philosophy and Practice (e-journal). http://digitalcommons.unl.edu/libphilprac/836

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter provides an extensive review of literatures on: entrepreneurship education; Teaching approaches and Challenges facing entrepreneurship education in Library and Information Science Schools. The chapter first discussed the definitions of two key concepts: the entrepreneurship, entrepreneurship education and then shift the focus to the main findings of existing studies on entrepreneurship education, including the teaching methods and course contents for entrepreneurship, the effectiveness (or outcome) of entrepreneurship education.

2.1 Course Contents of Entrepreneurship Education

Different opinions on the course contents of entrepreneurship have been observed in literature, Knight (1987) suggested that entrepreneurship education contents should include; opportunity identification, strategy development and resource allocation, which are key elements of entrepreneurship and should be emphasized in entrepreneurship courses or programs. While reviews of the curriculum of entrepreneurship education indicate that venture initiation, entrepreneurial skills and behaviour, venture financing, managing growth and studies are core areas in entrepreneurship education (Meyer, 2003).

Okebukola (2014) reported that at the Babson University, the entrepreneurship education integrates core competencies, key business disciplines, and the liberal arts into foundation, intermediate, and advanced-level courses while, at the Massachusetts Institute of Technology it includes; developmental entrepreneurship: seminar on funding, financing, and building entrepreneurial ventures in developing nations, how to develop breakthrough products and services, managing new ventures, corporate entrepreneurship,

innovation teams, media lab entrepreneurship and linked data ventures. Ronstadt (1987) argued that entrepreneurship education should include barriers to starting a new business and possible solutions.

Entrepreneurship education should equip students with different skills, including leadership skills, communication skills, new product development, innovation (Hisrich & Peters, 1998 & Richardson & Hynes, 2008) and information communication technology. Moreover, Hood and Young (1993), based on the opinions of 100 entrepreneurs and chief executive officers, proposed four main aspects for entrepreneurship education, including content (e.g., finance/cash management, engineering &accounting), skills(leadership, communication, and human relations) and behaviour, mentality (e.g., creativity & opportunistic thinking) and personality (e.g., self-motivation and risk-taking).

On the other hand, NUC (2007) stated that the course content of entrepreneurship education should include; introduction to entrepreneurship and new venture creation, entrepreneurship in theory and practice, the opportunity, forms of business, staffing, marketing and the new venture, determining your capital requirements, raising capital cost, financial planning and management, starting a new business, innovation, legal responsibility, insurance, and environmental consideration.

Aina (n-d) further stated that the Options, openings and possibilities for self-employment, Employment creation; Requirement for establishing and managing enterprises; Business plan project; Introduction to small business start-up; identifying information business opportunities; Lobbying, advocacy and fund raising for development of libraries and information centres: Branding and marketing for changing the image of libraries should be captured at the curriculum. Entrepreneurship curriculum

in library and information science, therefore, is the total package of the content, activities, approaches, etc used in imparting entrepreneurship skills to library and information science students so that on graduation, they become job creators rather than wait hopelessly in an already saturated economy, both public and private, where employment opportunities are already oversubscribed (Ekoja, 2013).

2.2 Concept of Pedagogy

Pedagogy or teaching method is of paramount importance in the learning process. It involved effective method and approach, competent lecturer, and teaching aid. There has been debate on whether entrepreneurs are born or made. The debate arises from few examples of few giant entrepreneurs who actually appear to have been born to be entrepreneurs, for instance Richard Branson and Bill Gates. However, there is consensus, in the literature that point to the fact that entrepreneurship can be taught. The debate is what should be taught and how it should be taught (Lourenco and Jones, 2006). Levies' study reflects on how courses are taught and places emphasis upon the importance of learning from: real situations; interactions by role playing and use of projects; and business plan development and presentations (Gibb, 2002). In inculcating the entrepreneurial spirit for education, enterprises require several innovations in the content, mode of teaching, assessment method towards more practical and exposure to real work life. Indeed, educators are challenged with designing effective learning opportunities for entrepreneurship students (Solomon, 2007).

Different strategies can be used in different combinations with different groups of students to improve their learning outcomes. Some teaching strategies are better suited to teaching certain skills and fields of knowledge than others. Also, some strategies are

better suited to certain student backgrounds, learning styles and abilities Monoranjan, Bharati, & Jayasri, (2013). Generally, pedagogy can be said to have the following components,

a) Content analysis of the unit/topic/single concept being taught by the teacher in the subject.
b) Set of the teaching or instructional objectives of the content material of the topic in hand by writing them in specific behavioural terms.
c) Suggestions on methods, techniques, teaching learning activities, aids and equipment's helpful for teaching and learning of the topic at hand quite in tune with the realization of the set instructional objectives.
d) Suggestion on the appropriate evaluation devices in the form of oral, written or practical activities and test questions etc for evaluating the outcomes of the teaching learning process carried in relation to the teaching of the topic at hand.

In the light of the relationship and interdependence existing among the above-mentioned four components of the pedagogical analysis, operations of the content material in the subject can be properly illustrated through the following diagram.

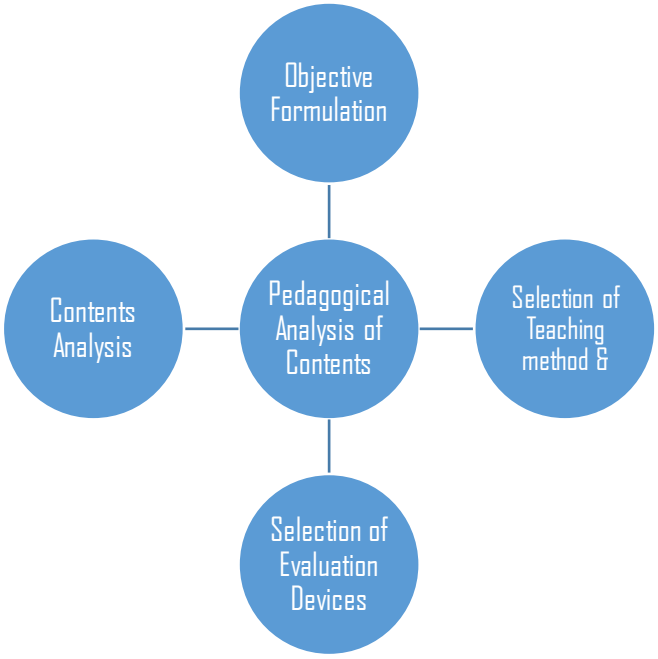


Figure 2.1Components of Pedagogical Analysis: Source: Monoranjan, et al, 2013

2.2.1 Philosophy of Teaching and Learning

A teaching philosophy statement is a systematic and critical rationale that focuses on the important components defining effective teaching and their impact on student learning in the post-secondary setting and is sensitive to contextual factors, Debra and Michel (2012). Learning and development philosophy is built upon how individuals internalize and apply what they learn based on how they acquire the knowledge. An instructor's teaching style is directly related to their philosophy of what it means to know and learn. The rationale for making particular teaching choices becomes more apparent when new faculty members reflect on what they believe about teaching and learning. Much of what faculty believe comes from their own experiences as a student, the images of teaching they hold, and their experiences as a teacher. There is, however, a body of research on teaching and learning that may serve faculty well as they hone their teaching craft (Robin, 2007).

According to Robin (2007) numerous philosophers have studied what it means to teach and learn, and have come up with various explanations of the process of becoming educated. The faculty begin to refine their own beliefs and understandings of what it means to know through examining numerous theories of knowledge and make sense of the processes of teaching and learning in their own minds. The philosophy of education and training is to improve the quality of the life of the educated to be useful to the self and the society especially by contributing positively to its overall development and advancement (Mohammed, 2015). Whereas, European Commission (2016) argued that Course content, teaching and learning methods need to be appropriate if entrepreneurship education is to be delivered effectively. (Hoffmann et al. 2012 cited in European Commission 2016), emphasizes on this point, that the skills needed for entrepreneurship change and are different at the idea stage from those needed at the growing organization or project stage, and hence entrepreneurship cannot be taught effectively using traditional pedagogical methods. Practical dimensions, student participation, interdisciplinary and international elements in teaching are all important. Moreover, they argue that 'formal teaching is not the only activity that affects students' ability to become great entrepreneurs' (European Commission, 2016).

2.2.2 Teaching Methods of Entrepreneurship

Different opinions on the teaching of entrepreneurship have been observed in literature. Some researchers suggested that entrepreneurship education should stress theories and principles of entrepreneurship because these are useful to develop cognitive skills of students (Fiet, 2001). However, other commentators argued that practically focused and action-based approaches are more valid (Hostager & Decker, 1999

&Johannisson, Landstrom & Rosenberg 1998). In a balanced view, Anderson and Jack (2008) argued that the teaching of entrepreneurship should highlight both the theoretical and practical aspects of entrepreneurship. Various ways to deliver the entrepreneurship courses/programs have been observed. According to Ronstadt (1990), students should be trained to make decisions in the "unstructured and uncertain nature of entrepreneurial environments" and hence the entrepreneurship education should focus on the practical training on how to set up and manage a new business.

However, Collin, Smith & Hannon, (2006) encouraged active teaching and learning approaches. Co and Mitchell (2006), based on different teaching approaches, explained that it is necessary to examine whether the current teaching methods achieve the course objectives. They advised using "more interactive methods such as role playing and simulation for students to practice analytical and decision making skills".

A study by Solomon, Duffy, & Tarabashy, (2002) noted that traditional lecturing methods are popular in entrepreneurship education. However, some commentators criticized using the traditional methods and argued that the teaching of entrepreneurship should be based on action-based and practical oriented (Davies & Gibb, 1991 & Mwasalwiba, 2010). The researchers argued that traditional methods which focus on theory and concepts are not appropriate to teach entrepreneurship, and instead the learning should be more proactive with teachers acting as guides or facilitators. This is supported by Young (1997) who argued entrepreneurship education requires experienced-based and practical learning settings and these are difficult to be obtained through traditional teaching attempts.

On the other hand, some scholars suggested problem-based learning for entrepreneurship education, where learning is student-centred (Hanke, Kisenwether &Warren 2005). The classical way of education, teaching and learning in educational institutions has been through face-to-face where the students rely on their teacher to the pursuit of their education goals. This teacher-centred methodology of education breeds students' over-dependence on the teacher, hence it has negative consequences on students' independent capacity and competence to explore, create and innovate, Mohammed, (2015).

2.2.3 Traditional Methods

According to McKeown, Cindy, Srikanth, Kelly & Lynn, (2006) most of the Higher Education Institution (HEI) programmes in the UK (86%) still use very traditional teaching and learning methods. Traditionally, entrepreneurship has been taught in classrooms using a didactic approach; well-known as "teacher centred" ~ the student's gain knowledge as the teacher is teaching. The use of didactic methods helps students to become accustomed to using immediate data, analysis and interpretation of these data. The examples of didactic methods include lectures, provision of selected readings, text books, seminars and assignments (Garavan and O"Cinneide, 1994; Hytti and O"Gormon, 2004).

However, Davies and Gibb (1991) criticise the adoption of traditional education methods, which focus mainly on theory and didactic approaches, suggesting that they are "inappropriate" in the teaching of entrepreneurship. In the same vein, Mohammed (2015), observed that teacher centred methodology of education breeds students over-dependence on the teacher. It has negative consequences on the students' independent capacity and

competence to explore, create, innovate, introduce, modify and improve upon what was taught by the teacher who may stylistically be seen as being autocratic and unwilling to accept from the students anything extra other than what was taught and discussed in the class.

Klandt (1993) pointed out that the most frequently used method in teaching entrepreneurship includes: reading, lectures, guest speakers, case studies, on-site visits, research papers, thesis/dissertations, and workshops. For specifically educating about entrepreneurship, Klandt (1993) added the following methods more commonly utilized: consulting services by students and researchers while educating for entrepreneurship involves using techniques such as: videos, practical work, writing business plans, computer simulations, role playing games, working with entrepreneurs, and joining a students' entrepreneurial club. In awareness of the issue, the discussion below will focus on the alternative methodologies that relates to teaching and learning entrepreneurship;

2.2.4 Non-Traditional Methods

The non-traditional methods of teaching are what can be considered as student-centered approach to teaching and learning. The students learning ingenuity, creativity, initiatives and innovativeness potential comes to play as the central focus. Mohammed (2015) submitted that the contemporary approach to teaching and learning is student-centred which is prone to independent learning, creativity, innovation, motivation, self-actualization and career application.

Some of the students' centred approach to teaching and learning includes;

2.2.5 Experiential Learning (EL)

Experiential learning builds on the work of several great social scientists and philosophers of the earlier part of the 20th century (Chell, 2001). These themes stem from the work of Dewey, Lewin, and Piaget (Kolb, 1984). It is common to all the three traditions of experiential learning to put emphasis on development toward a life of purpose and self-direction as the organizing principle for education.

The Experiential Learning Association (ELA) defines EL as a process in which a student can create knowledge, skills and values from direct experience. Experiential learning theory defines learning as "the process whereby knowledge is created through the transformation of experience (Kolb and Kolb, 2005).

Experiential learning is formulated based on the student and not the facilitator. The student is involved in carrying out activities, formulating questions, conducting experiments, solving problems, being creative and creating meaning from the acquired experience (Esters, 2004). Experiential learning is a learner-centred approach that caters to individual learning styles. Encouraging reflection along with the activity structure has proven to be an effective component of the cycle for students (Miettinen, 2000). Experiential learning provides the indigenous student with the task of being conscious about and taking responsibility for the reality of his/her own political and cultural awareness (O‟Connor, 2009).

Experiential learning is holistic in that it combines experience, perception, cognition (thinking) and behaviour. Ideas are formed and reformed through experience - a process which permits adaptation (Chell, 2001). The premise of experiential learning is that individuals create knowledge through the transformation of their lived experiences into existing cognitive frameworks, thus causing individuals to change the way they think

and behave (Kolb, 1984). The Experiential Learning Cycle proposes that learning consists of four interdependent constructs as shown in Figure 1 below (Kolb, 1984).

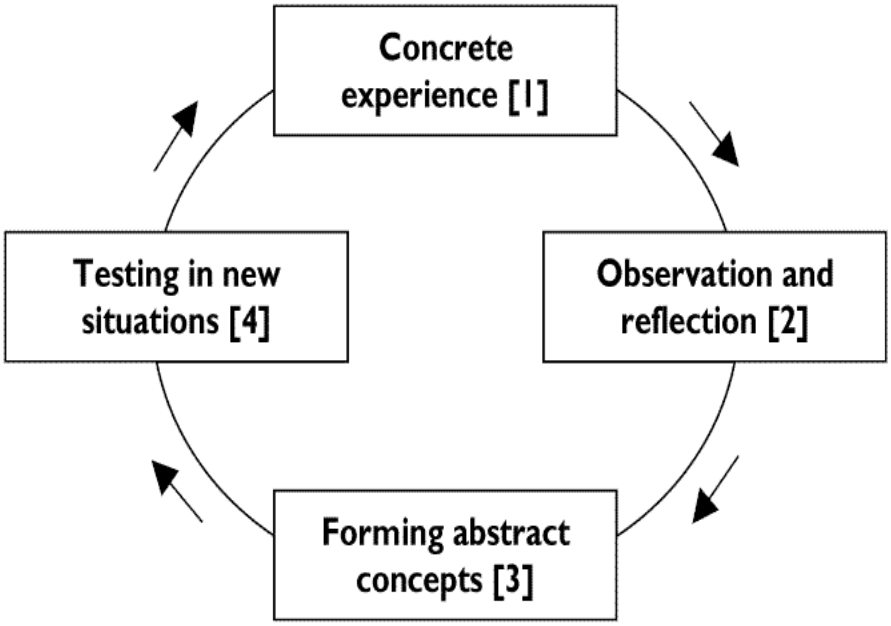


Figure 2.2: Structural dimension underlying the process of experiential learning and the resulting basic knowledge forms: Source: Kolb, 1984

The learning cycle (see Figure 1) starts with active experimentation and leads through concrete experience and reflective observation to abstract conceptualization (Kirby, 2003). According to Kolb, the whole experiential cycle is involved in learning through transactions between the person and their environment, that is, reciprocal influences, and as such concerns the complex process of adaptation (Chell, 2001). In entrepreneurship, offering students opportunities to "experience" is a theme among many entrepreneurial education programmes (Solomon, et al, 2002).

Entrepreneurship speakers' programmes are one form of EL that draws famous and successful entrepreneurs to the educational institution to discuss ideas, opportunities and business management. This programme exposes students to unique experience, lessons

that are acquired and issues and challenges as experienced by the entrepreneurs in real life situations. Students in the groups can interact directly with the entrepreneurs to share experience and interests (Norasmah, 2008).According to European Commission (2016), new teaching methods and multi-disciplinary business content and experiential approaches need to be integrated into the basic training of entrepreneurship education that students receive. It might be concluded that, experiential learning becomes the latest and practical approach in entrepreneurship study. It might be concluded that, experiential learning becomes the latest and practical approach in entrepreneurship study.

2.2.6 Problem-Based Learning (PBL)

Recently there has been great interest in the potential of problem-based learning (PBL) for management education. It is used to develop creative and problem-solving students (Klofsten, 2000 cited in Ismail, 2010). It is particularly useful for entrepreneurship, which is not distinguished as a specific subject but permeates all the activities of the university, including courses, research, and external activities (Gibb, 1987). According to Hanke, et al, (2005) PBL was first implemented in the 1950s by Case Western Reserve University and in medical schools in the 1970s. Spence (2001) and Hanke *et al.,* (2005) agreed that PBL means learning is student-centered, with teachers acting primarily in the role of facilitators. Students are encouraged to actively work with material and turn to the teacher for advice, mentorship, and answers to specific problems instead of being passive recipients of lectures. This view is supported by Jones and English (2004) who write that students have a great deal of autonomy over how they learn, when they learn and where they learn.

Unlike traditional teaching strategies, it is not a passive experience, but rather a deeper learning process. It includes collaborative activities, goal-driven tasks, intellectual discovery, activities that heighten thinking and activities that provide practice in learning skills. A combination of new technology and traditional resources is used to provide students with a rich variety of learning experiences. The objective is to create an environment in which students are encouraged to engage actively with the entrepreneurial process rather than simply read about it.

The development of the entrepreneurial education curriculum needs to include the principle of experiential and contextual education. Students can develop the skills and required knowledge effectively through the application of the entrepreneurial curriculum in situations that resemble the real business world (Norasmah, 2008). They added that, PBL provides opportunities to the students to: examine and experiment with what they know, explore what they need for knowledge, develop spiritual skills in order to achieve high performance in their groups, improve their oral and written communication skills, state and defend their arguments with the available evidence, be more flexible in processing knowledge and fulfilling obligation and practice skills that are needed after graduation.

2.3 Entrepreneurship

Research on entrepreneurship has been ongoing for decades. There is, however, lack of a universally accepted definition of this phenomenon. In order to fully understand the entrepreneurship notion, it is necessary to take off from the starting point-definition. By defining entrepreneurship, we can discover its essence, concerns and objectives which

are the basis for conceptually aligning entrepreneurship education with appropriate target audience, course contents and teaching methodologies.

Despite many studies on entrepreneurship, no consensus has been reached on the definition of entrepreneurship. According to Schumpeter (1934), an entrepreneur is an innovator who breaks an existing state of equilibrium to create progress. Innovation is the driving force to create new products, new production and operations methods, new sources, new business models and new markets. In this sense, entrepreneurship is highly related to the ability to produce something new (Timmons, 1989).

According to Drucker (1985), entrepreneurship is about taking a risk; it is the process of creating new values that did not previously exist; it is the practice of starting new organization, especially new business; it involves creation of new wealth through implementation of new concepts. Drucker (1985) believes that what entrepreneurs have in common is not personality traits but a commitment to innovation. For innovation to occur, the entrepreneur must have not only talent, ingenuity and knowledge but he must also be hard working, focused and purposeful. The hallmark of entrepreneurship is finding new ways of satisfying customer's needs; inventing new products and services; putting together existing ideas in new and different ways; creating new existing twists on existing products and services (Osisioma, 2009).

Entrepreneurship is a dynamic process of vision, change, and creation. It requires an application of energy and passion towards the creation and implementation of new ideas and creative solutions. Essential ingredients include the willingness to take calculated risks-in terms of time, equity, or career; the ability to formulate an effective venture team; the creative skill to marshal needed resources; and fundamental skill of

building solid business plan; and finally, the vision to recognize opportunity where others see chaos, contradiction, and confusion (Kuratko & Hodgetts, 2004).

2.3.1 Entrepreneurship Education

Interest in entrepreneurship education has grown rapidly since 1950s. During the past years, entrepreneurship has become an important domain of business education (Solomon & Fernald, 1991). However, there has been a lack of general agreement on the definition of entrepreneurship education, given the various definitions of the entrepreneurship phenomenon OECD Entrepreneurship Indicator Programme (2009) defines entrepreneurship education as "an enterprising human activity in pursuit of the generation of value through the creation or expansion of economic activity, by identifying and exploiting new products, processes or markets". Mainoma & Aruwa (2008), viewed entrepreneurship education as a collection of formalised teachings that informs, trains and educate students to participate in socio-economic development through a project to promote entrepreneurship awareness, business creation or small business development.

Entrepreneurship education, by its nature, has been found to precipitate employment generation, assist with the growth of the economy and the overall promotion of sustainable economic growth and development in a number of nations (Raimi, and Towobola, 2011; Jones & English, 2004). There are different understandings of entrepreneurship education. According to Hood and Young (1993), entrepreneurship education is to teach people to start new businesses successfully and operate the businesses profitably, and thus facilitate the economic growth. Bechard and Tolohous (1998) argued that entrepreneurship education is a program or course that aims to

introduce business knowledge and new business creation and to train individuals to start up. While Gottleib and Ross (1997) comprehend entrepreneurship education in terms of education for creativity and innovation, Kourilsky (1995) understood entrepreneurship education in relation to the identification of business opportunity, resources allocation, risk management, and new venture creation.

Entrepreneurship education is an integral part of general education aimed at preparing individuals for self-employment, occupational fields, and effective participation in the world of work (Ejiogu & Nwajiuba, 2012). Entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings (Ismail, et al, 2011). They view it as a new approach in imparting knowledge and know-how to students. Entrepreneurship education is made up of kinds of experiences that gives students the ability and vision of how to access and transform opportunities of different kinds (Refaat, 2009).

Entrepreneurship education is a lifelong learning process. It is any educational activity or program that promotes an understanding of how to start a business. Entrepreneurship education was introduced to library and information science with a view to stem the scenario whereby many librarians remained unemployed after graduation. The cardinal objective of entrepreneurship education is to equip students with skills that would enable them to be self-employed and create employment for graduates of Library and Information science. Anyanwu, Oduagwu, Osai-Onah & Amaechi, (2013).

Based on these, in this thesis, we see entrepreneurship education as the process of transmitting entrepreneurial knowledge and skills to students to help them exploit a

business opportunity, self-reliance and create jobs. In line with this, students are expected to improve their attitudes (desirability or interest) toward entrepreneurship and develop knowledge and skills required to solve complex problems and risks or uncertainties inherent in the entrepreneurial process. This is relevant for both those who are aiming to become entrepreneurs and those who may not be interested in becoming entrepreneurs but to be self-reliant.

2.3.2 Models and Theories about Entrepreneurship Education

Many models and theories have been developed and put forward so that research into entrepreneurship education can grow. Such models can be argued to form the framework to many studies as they support the development of hypotheses and ultimately give rise to new findings, which enlarges a particular field. A well-known model/theory is one, which has been developed by Ronstadt (1990). Ronstadt (1990) put forward a theory based upon programme offerings and how entrepreneurship courses are taught. Ronstadt argued that a programme, which followed "the old school", would be based on action by developing a business plan and being exposed to the right people who could help with one's entrepreneurial success. However Ronstadt argued that this programme was dependent upon individuals possessing the right human traits and characteristics. "The new school" still focuses upon action but also involves a great deal of experience. Ronstadt states that entrepreneurial success is based upon a combination of human, venture and environmental conditions (Cited in Solomon et al. 2002).

Furthermore Ronstadt (1987) also provided a two way continuum model to aid with entrepreneurship course design. The first continuum deals with whether a course should be unstructured or structured. It is argued that courses should be more

unstructured due to the dynamic entrepreneurial environment present in today's world. The second continuum of the model is called "entrepreneurial know-how/entrepreneurial know-who" which explains that an effective entrepreneurship programme should equip students with an entrepreneurial mind-set but also help students form a network of contacts who can aid with their entrepreneurial success in the future.

Both of the contributions put forward by Ronstadt help show that in order to benefit from an entrepreneurship programme a combination of many factors is required but one could argue that certain factors benefit certain individuals more than others as the field of entrepreneurship education and entrepreneurs should be treated subjectively as opposed to objectively Prodromou (2009). Not only this but Ronstadt (1987) argues that entrepreneurship courses should be unstructured but it can be said that this is not possible in an academic context particularly where assessments require structure. This is an area, which has not been addressed in Ronstadts' theories.

Another important model used in studies has been the "Teaching-Learning Process Model" devised by Gage and Berliner (1984), which looks at how to develop a teaching method that will complement the unique characteristics of students, in this case entrepreneurship students. It describes four phases, which includes what the teacher must do before instruction, which involves deciding teaching objectives based on students' characteristics. The second phase looks at how the teacher can use their ability to motivate students. The third phase involves carrying out the actions and the final phase is evaluating the instruction, which has been carried, and possibly re-using some parts of the process (Cited in Sexton and Upton 1987).

2.3.3 Importance of Entrepreneurship

Entrepreneurship also has a significant impact on producing "a lower orientation towards exports, a lower propensity to export employment, a qualitative change in the demand for capital and consultancy inputs, more variety in the supply of products and services or in the manner and aims of conducting research and development" (Thurik & Wennekers, 2004). Audretsch and Thurik (2000) studied 23 OECD (Organization for Economic Co-operation and Development) countries during 1984 and 1994 also found that entrepreneurship can significantly lower the unemployment rate.

The past decades have witnessed the rapid emergence of entrepreneurial activity across the globe. According to the Kaufman Index of Entrepreneurial Activity (2005), about 550,000 new businesses were generated every month in America during 1996-2004. These indicate that about 6.6 million firms were created every year accounting for 75% of the net new jobs of the country (Scarborough & Zimmerer, 2006). These reflect that the US economy is highly entrepreneurial. Indeed, not only in the USA, has entrepreneurship also perceived important in other nations. For example, Canadian small companies accounted for about 66% of new jobs of the whole country (Ibrahim & Ellis, 2002). In Europe, small companies represented more than 90% of all European Union enterprises and produced approximately 66% of all jobs (Henderson & Robertson, 2000). In China, nearly 75% of growth in GDP during 1980-2002 was due to the entrepreneurial activities created by the small and medium sized companies which constituted over 99% of all firms in China (Li, Zhang & Matlay, 2003).

Additionally, GEM 2009 research shows that early-stage entrepreneurs are most prevalent in the 25-34 age groups. This confirms a general assumption of the ages of

university graduates who start their own ventures. That is, it suggests that university graduates at this age range have high probability to start up.

It is well known that the rate of growth of libraries and information centres in developing countries is small compared with the number of graduates produced in library and information science. Thus, many librarians are not employed by the government and the private sector. In order to stem this unpleasant situation, there is a need to encourage librarians and other information professionals to be self-employed and in addition create employment, hence the importance of entrepreneurship education (Aina. nd). Library and Information science graduates are expected to possess entrepreneurship skills in order to be relevant in the new information arena within which to apply the entrepreneurial skills (Anyanwu, et al, 2013).

2.4 Effectiveness of Entrepreneurship Education

Entrepreneurship researchers have stressed that evaluation of entrepreneurship education and training is important for policy makers and educators to develop effective entrepreneurship education courses (Block & Stumpf, 1992; Curran & Stanworth, 1989).Some researchers measured the effect of entrepreneurship education in terms of how much entrepreneurship programs or courses benefit the society, such as in terms of technology transfer, new job opportunity, or assistance to local entrepreneurs (Henry, 2004). Others measured the impact through participants' satisfaction with the entrepreneurial programs or courses regarding innovation and their business performance (Henry, 2004).

Furthermore, some studies measured students' academic performance (e.g., GPAs) (Charney & Libecap, 2000). In the study of Vesper and Gartner (1997), the authors tried

to cover possible indicators to measure the effectiveness of entrepreneurship education. They reported 18 possible evaluation criteria for ranking the quality of entrepreneurship programs. These criteria included courses offered, faculty publications, impact on community, exploits of alumni, innovations, alumni start-ups, outreach to scholars, competitions and awards won, years of activity, size of program, halo of school or university, magnitude of resources, alumni comments years later, size of undergraduate program, incoming student qualities, size of doctoral program, faculty start-ups and location.

However, these findings were based on the subjective opinions of academics that may lack scientific reliability. Focusing on new venture creation, many researchers argued that there is a positive relationship between entrepreneurship education and start-up actions (Henry, 2004 & Kuratko 2005). Many studies have shown that entrepreneurship education affects the career choice of students and facilitates them to start up (Fleming, 1994). Clark, Davis & Harnish, (1984) reported that university students who had completed an entrepreneurship course demonstrated higher level of intention to create a new firm. According to the authors, most of the entrepreneurship students (nearly 80%) had entrepreneurial intention after studying the course and over 70% of them later on created their own companies. These showed that entrepreneurial education was effective to enhance the entrepreneurial intention of the students and to facilitate their subsequent start-ups.

Furthermore, Charney and Libecap (2000) investigated the impact of entrepreneurship education on venture creation. They studied 511graduates (105 entrepreneurship graduates and 406 non-entrepreneurship graduates) during 1985- 1999

in a university. The authors confirmed that entrepreneurship graduates had significantly higher start-up rate (27%) than their counter parts (9%). That is, entrepreneurship education significantly relates to new venture creation. They also found evidence that entrepreneurship education had positive impact on the graduates' propensity to create their own businesses and wealth generation in their regression analysis.

In a similar way, Dutta, Li & Merenda, (2010) surveyed 221 entrepreneurship alumni in a university from 1988 to 2008. The authors assessed the impact of entrepreneurship education on venture creation and wealth generation. They revealed that specialization of entrepreneurship education had a significant positive impact on venture creation; it, together with the diversity of education experience (e.g., exchange study & international residency) facilitated their businesses success (e.g., increased wealth).

In this study, entrepreneurship was considered as a general independent variable that links to venture creation and wealth creation. Similar findings have been supported in the literature. McMullan and Gillin (1998), claimed that individuals who took entrepreneurship courses possessed stronger intention to set up an own company at some point in their life than those who did not attend the courses. This was confirmed by others that entrepreneurship program facilitates individuals to business start up and improve the venture growth and development (Price & Monroe, 1992).

2.5 Teaching Entrepreneurship and Learning Styles of Entrepreneurship Students

It is important to consider that not all students will be able to follow one particular way of teaching. Kuratko (2005) states "Educators are challenged with designing effective learning opportunities for entrepreneurship students." So one could argue that in order to help with being able to offer the right programme to students then their input

should be considered. According to Gibb (1996) "It is recognised that students themselves may have different preferred learning styles but that a key objective of training and education should be to enrich their range of learning styles helping them to "learn to learn" in very different ways."

Focusing upon more than one institution in a study may be difficult but it will provide more insight into the area of research. For example McKeown et al. (2006) conducted a study on 123 HEI's in UK in order to examine graduate entrepreneurship education in the UK. It was found that entrepreneurship education is more profound at postgraduate level but an interesting find was that the main method of teaching entrepreneurship is by a traditional means with little use of technology. As argued by Heinonen and Poikkijoki (2006) an entrepreneurial-directed approach in teaching entrepreneurship is imperative. With such an approach the main objective is not solely to equip individuals with knowledge, as most traditional methods tend to do, but to equip individuals with new ways of thinking and new skills (Heinonen and Poikkijoki, 2006).

A similar study to that of McKeown et al. (2006) was that of Solomon et al. (2002) which focused upon a nationwide analysis of entrepreneurship education in the United States. This study also had a comparative element to it in that 2-universities were looked at. The results indicate that case studies are a common method of teaching entrepreneurship as are the creation of business plans. However, the use of guest speakers was found more predominately in 4-year colleges and international colleges and universities. Small business consulting and internships were found to be the most common external classroom pedagogical methods. Few studies have actually identified the main areas in which students would benefit from an improvement in entrepreneurship.

Carter and Collinson (1999) conducted a study on Alumni perceptions of HEI's with regards to entrepreneurship and found that students need to be taught more about financial management as well as business communication skills. Respondents also stated that they felt the main barriers to setting up a business were the lack of a viable business idea and the lack of start-up capital and experience.

From this study one should realise that developing entrepreneurship courses that target students' needs should first start with those who have been through the course themselves as they will know which areas they needed further help with and which areas did not benefit them as much as they hoped.

2.5.1 The "teacher" in Entrepreneurship Education

One needs to consider the importance the teacher plays in entrepreneurship education. This is an area, which has been studied by Gibb (1996) who argues that teachers face a possible challenge when teaching entrepreneurship because it may be the case that they are teaching it using what he calls a "conventional approach." Such an approach is quite authoritative in the sense that the teacher focuses solely on content and "know-how." On the other hand Gibb (1996) argues that in order to successfully teach entrepreneurship an "enterprising approach" needs to be employed by the teacher who is seen as a facilitator for students to learn from their mistakes. The teacher who follows this approach is responsive to students' needs and sessions are flexible. It can be argued that all entrepreneurship programmes should follow this approach so that students are able to see all the dimensions associated with entrepreneurship and realise that learning theory is only one element of entrepreneurship education.

Ultimately "without a clear consensus as to the definition of an entrepreneur, it is understandable that the content of a typical entrepreneurship course varies according to the professor's personal preferences as to definition and scope" (Sexton and Bowman 1984). This is not such a big problem so long as the professor has the relevant experience and knowledge in the field but Sexton and Bowman (1984) argue that a problem may arise when the professors are simply people who volunteer to teach the subject and have no real expertise in the field. Obviously this problem will be even worse when the level of education gets higher. In such cases it can be stated that students would be unlikely to gain the skills and knowledge required to become successful entrepreneurs.

2.6 Challenges facing Entrepreneurship Education in Nigerian Universities

The challenges facing entrepreneurship education in library and information science schools in Nigeria are multi-faceted. The first is that entrepreneurship education curriculum is ineffectively implemented hence the difficulty in achieving its goals (Garba, 2004), neither could its curriculum objectives like other specialized education be translated into practical realities at the implementation stage for the benefits of learners (Okebukola, 2004, & Onyeachu, 2008), because of insufficient experts in the field of entrepreneurship, absence of relevant text-books on entrepreneurship education/program, ineffective style of instruction, poor funding and insufficient teaching gadgets for practical-oriented training (Gabadeen & Raimi, 2012).

The second challenge facing entrepreneurship education in meeting its policy goals is traceable to lateness in starting entrepreneurship education in Nigeria. This is premised on the argument that introduction of anything new in human society takes time to develop. Available facts in the literature indicate that United States of America

introduced entrepreneurship into the curriculum of higher education in 1947 (Kuratko, 2003). By the 1990s, the literature indicates that the number of tertiary institutions that mounted entrepreneurship program increased to 1,050 schools, as against 300 in the 1980s (Solomon, Weaver & Fernald, 1994; Kuratko, 2003).

With entrepreneurship education in Nigeria still at its infancy, few challenges have started to emerge. Universities surveyed are burdened with the heavy initial outlay of implementing the programme. Trained personnel to deliver the quality entrepreneur education are short in supply. The environment which can permit easy start-up of small businesses is inclement. Graduates bubbling with newly-acquired entrepreneurial skills will be negatively affected by and unable to successfully grow their small businesses (Okebukola, 2014).

Another key challenge stifling the growth of entrepreneurship education is inadequacy of competent lecturers in the field of entrepreneurship to make the course practically interesting and goal-oriented as opposed to too much focus on theoretical instructions (Gabadeen & Raimi, 2012). Ifedili and Ofoegbu (2011), noted that professionals in the education sector are having serious nightmare on the theoretical contents of entrepreneurship education being delivered to the undergraduates across Nigerian higher institutions.

There is also serious deficiency in the books, hand-outs and other learning materials made available to undergraduate students offering entrepreneurship education course in the Nigerian tertiary institutions. Ifedili & Ofoegbu (2011) observed that because of absence of standard learning materials/text-books on entrepreneurship

education, the students had no option other than to fall back on scanty hand-outs/training manuals made available by course instructors.

Poor funding of entrepreneurship education in particular and the education sector in general has been a serious challenge to entrepreneurship, both at the institutional level and the nation at large. This funding constraint has adversely affected the implementation of entrepreneurship education curricula, a fact attested to by National Universities Commission and counterpart supervisory agencies (Gabadeen & Raimi, 2012).

Another serious challenge facing entrepreneurship education is ineffective style of teaching that stresses theoretical writing of business plan in groups of 10-15 students, a learning/teaching style that has been seriously criticized and flawed in the literature (Ifedili & Ofoegbu, 2011).

Another challenge is that undergraduate students perceive the entrepreneurship education as one of the unnecessary elective or general courses forced on them by their respective school/departmental authorities in order to fulfil graduation requirements (Ifedili & Ofoegbu, 2011; Gabadeen & Raimi, 2012). Based on the wrong mind-set painted above, they display very weak participation in all entrepreneurship activities (Ifedili & Ofoegbu, 2011).

Besides, the echoes of unpleasant experiences of self-employed graduates send wrong signals to undergraduates taking a compulsory course in entrepreneurship education in several tertiary institutions (Gabadeen and Raimi, 2012). Some of the negative feedbacks from self-employed individuals to those still in school include: multiple taxes, harsh business regulations, inadequate infrastructural facilities for small

businesses, high rate of inflation, labour regulations and stringent laws on starting/ running a business (Kisunko, Brunetti &Weder, 1999).

2.7 Summary of the Review

The discussion above concludes that effectiveness of the entrepreneurial pedagogy is of paramount importance and should be developed in the university system. Indeed, the method of teaching should be based on students rather than the lecturer. Secondly, this study indicates that action-based entrepreneurship education can be accomplished in many different ways depending on the operation. The university should exploit the method above according to the capability of the institutions such as the ability of the lecturer, especially in utilising non-traditional methods. The study also reveals that students prefer learning entrepreneurship through practical approaches rather than through theoretical ones. Proposed teaching methods emerged from the study such as experiential-learning, problem-based learning, learning by doing etc.

References

Aina, L.O. (n-d). *Entrepreneurship in Information*: A lecture note in the Department of Library and Information Science Faculty of Communication and Information Sciences University of Ilorin, Ilorin, Nigeria.

Anderson, A., & Jack, S. (2008). Role Typologies for Enterprising Education: The Professional Artisan? *Journal of Small Business and Enterprise Development, 15* (2), 259-273.

Anyanwu, E.U., Oduagwu, E. A., Ossai-Onah, O. V. & Amaechi, N. M. (2013). Repositioning Library and Information Science Graduates in Nigeria for Self-Employment through Entrepreneurship Education. *American International Journal of Contemporary Research.* Vol. 3 No.8 retrieved from www.aijcrnet.com/journals/vol.

Audretsch, D., & Thurik, A. (2000). Capitalism and democracy in the 21st century: from the managed to the entrepreneurial economy. *Journal of Evolutionary Economics, 10* (1), 17-34.

Bechard, J., & Tolohouse, J. (1998). Validation of a Didactic Model for the Analysis of Training Objectives in Entrepreneurship. *Journal of Business Venturing, 13,* 317-332.

Block, Z., & Stumpf, A. (1992). Entrepreneurship Education Research: Experience &Challenge. In D. Sexton, & J. Kasarada (Eds), *The State of the Art of Entrepreneurship* (pp.17-42). USA: PWS-Kent Publishing Company.

Carter, S., Collinson, E. (1999) "Entrepreneurship education: Alumni perceptions of the role of higher education institutions" *Journal of Small Business and Enterprise Development*. 6 (3), pp. 229-239

Charney, A., & Libecap, G. (2000). *The Impact of Entrepreneurship Education: An Evaluation of the Berger Entrepreneurship Program at the University of Arizona, 1985-1999.* Missouri: Kansas City: The Kauffman Centre for Entrepreneurial Leadership.

Chell, E. (2001). *Entrepreneurship: Globalization, Innovation and Development.* London: Thompson Learning.

Clark, B., Davis, C., & Harnish, V. (1984). Do Courses in Entrepreneurship Aid in New Venture Creation? *Journal of Small Business Management, 22* (2), 26-31.

Co, M., & Mitchell, B. (2006). Entrepreneurship Education in South Africa: A Nationwide Survey. *Education and Training*, 48 (5), 348-359.

Collins, L., Smith, A., & Hannon, P. (2006). Applying a Synergistic Learning Approach in Entrepreneurship Education. *Management Learning, 37* (3), 335- 354.

Curran, J., & Stanworth, J. (1989). Education and Training for Enterprise: Some problems of Classification, evaluation, policy and research. *International Small Business Journal, 7*(2), 11-22.

Davies, L., & Gibb, A. (1991). Recent Research in Entrepreneurship. *Proceedings of the 3rd International EIASM Workshop.* Gower, London.

Debra, D. and Michael, A. (2012). "Teaching Philosophy Statement" Teaching Support Centre. Retrieved from http://www.uwo.ca/tsc/index.html.

Dreisler, P., Blenker, P., & Nielsen, K. (2003). Promoting Entrepreneurship-Changing Attitudes or Behaviour? *Journal of Small Business and Enterprise Development, 10* (4),383-393.

Drucker, P. (1985). *Innovation and entrepreneurship.* London: Heinemann.

Dutta, D., Li, J., & Merenda, M. (2010). Fostering Entrepreneurship: Impact of Specialization and Diversity in Education. *International Entrepreneurship Management Journal, April*, Springer Science+Business Media, LLC.

Ejiogu, A.O. & Nwajiuba, C. A. (2012). The need for Inclusion of Entrepreneurship Education in Nigerian School Curricula. *Thunderbird International Business Review,* 54(1): 7-13.

Ekoja, I. I. (2013). Towards Developing and Implementing a Curriculum in Entrepreneurship in Librarianship. *Paper presented at the Librarians Registration Council (LRCN) Workshop on Entrepreneurship in Librarianship*. Kuchikau, Nasarawa State, 29 July-2 August.

Esters, C. A. (2004). Promoting Students Centred Learning in Experiential Education, *Journal of Experiential Education,* Vol. 27, Iss.2, pp. 141-160

European Commission/EACEA/Eurydice, (2016). *Entrepreneurship Education at School in Europe*. Eurydice Report. Luxembourg: Publications Office of the European Union. Retrieved from (http://ec.europa.eu/eurydice)

Fiet, J. (2001a). The Theoretical Side of Teaching Entrepreneurship. *Journal of Business Venturing, 16*, 1-24.

Fleming, P. (1994). The role of structured interventions in shaping graduate entrepreneurship. *Irish Business and Administrative Research, 15*, 146-157.

Gabadeen, W. O. & Raimi, L. (2012). Management of Entrepreneurship Education in Nigerian Higher Institutions: Issues, Challenges and Way Forward. *Abuja International Journal of Education and Management Sciences* (ABIJEMS), 2, pp. 1-26.

Garavan, T., & O'Cinneide, B. (1994). Entrepreneurship Education and Training Programs: A review and evaluation-Part 2. *Journal of European Industrial training, 18* (11), 13-21.

Garba, M. (2004). the critical role of educational resources on curriculum implementation in Noah, A.O.K., Shonibare, D.O., Ojo, A.A. and Olujuwon, T. (Eds) *curriculum implementation and professionalizing teaching In Nigeria*. Lagos: Central Educational Services.

Gibb, A. (1987). Enterprise Culture—Its Meaning and Implications for Education and Training. *Journal of European Industrial Training, 11*, 1-38.

Gibb, A.A. (1996). "Entrepreneurship and Small Business Management: Can We Afford to Neglect them in the Twenty-first Century Business School" *British Journal of Management.* 7 (4) pp. 309-321

Gibb, A. (2002). In Pursuit of a New 'Enterprise' and 'Entrepreneurship' Paradigm for Learning: Creative Destruction, New Values, New Ways of Doing Things and New Combinations of Knowledge. *International Journal of Management Reviews, 14* (3), 233-269.

Gottleib, E., & Ross, J. (1997). Made Not Born: HBS Courses and Entrepreneurial Management. *Harvard Business School Bulletin, 73*, 41-45.

Hanke, R., Kisenwether, E., & Warren, A. (2005). A Scalable and Adoptable Problem-Based Learning Course in Entrepreneurship. *The NCIIA 9th Annual Meeting*, (pp. 103-118).San Diego, CA, March 17-19.

Heinonen, J., Poikkijoki, S.A. (2006). "An Entrepreneurial-Directed Approach to Entrepreneurship Education: Mission Impossible?" *Journal of Management Development.* 25 (1), pp. 80-94

Henderson, R., & Robertson, M. (2000). Who Wants to Be an Entrepreneur? Your Adult Attitudes to Entrepreneurship as a Career. *Career Development International, 5* (6), 279-287.

Henry, C. (2004). The Effectiveness of Training for New Business Creation: A Longitudinal Study. *International Small Business Journal, 22* (3), 249-271.

Hisrich, R., & Peters, M. (1998). *Entrepreneurship* (4th Edition ed.). Boston, MA: Irwin McGraw-Hill.

Hood, J., & Young, J. (1993). Entrepreneurship's Requisite Areas of Development: A Survey of Top Executives in Successful Entrepreneurial Firms. *Journal of Business Venturing,8*, 115-135.

Hostager, T., & Decker, R. (1999). The Effects of an Entrepreneurship Program on Achievement Motivation: A Preliminary Study. *Small Business Institute*

Director's Association Conference. San Francisco, CA. Retrieved from http://www.sbaer.uca.edu/Research/1999/SBIDA/sbi28.htm.

Hytti, U., & O'Gorman, C. (2004). What is "Enterprise Education"? An Analysis of the Objectives and Methods of Enterprise Education Programmes in Four European Countries. *Education + Training, 46*, 11-23.

Ifedili, C. J. & Ofoegbu, F. (2011). Managing Entrepreneurship Education in Nigerian Universities. *European Journal of Educational Studies.* Vol. 3 (1)

Ibrahim, A., & Ellis, W. (2002). *Entrepreneurship and Small Business Management: Text, Readings and Cases* (4th Edition Ed.). Dubuque, IA: Kendall-Hunt Publishing Company.

Ismail, M.Z (2010). *Developing Entrepreneurship Education: Empirical Findings from Malaysian Polytechnics*. (Doctoral dissertation, The University of Hull, United Kingdom).

Ismail A. A., Eh Rak, A. D., & Cheoma, I. (2011). Sustainable Human Resources Capital Development through Entrepreneurship Education. *Global Higher Education Forum*, (GHEF 2011) 13-15 Dec., 2011, Pulau Pinang, pp.1-9

Jamieson, I. (1984). Schools and Enterprise. In A. Watts, & P. Moran (Eds), *Education for enterprise* (pp. 19-27). Ballinger, Cambridge: CRAC.

Johannisson, B., Landstrom H., & Rosenberg, J. (1998). University Training For Entrepreneurship-An Action Frame of Reference. *European Journal of Engineering Education, 23* (4), 477-496.

Jones, C., & English, J. (2004). A Contemporary Approach to Entrepreneurship Education. *Education + Training, 46* (8/9), 416-423.

Kirby, D. (2004). Entrepreneurship Education: Can Business Schools Meet the Challenge? *Education + Training, 46* (8/9), 510-519.

Kirby, D.A. (2003). "*Entrepreneurship*," London: McGraw-Hill.

Kisunko, G., Brunetti, A, & Weder, B. (1999). Institutional obstacles to doing business: region-By region results from a worldwide survey of the private sector. The WB: P.R. Working Paper Series: 1759.

Klandt, H. (1993) "Method of Teaching, what is useful for entrepreneurship education? *Conference Internationalizing Entrepreneurship Education and Training* (IntEnt1993), Vienna, Austria.

Knight, R. (1987). Can Business Schools Produce Entrepreneurs? An Empirical Study. *Frontiers of Entrepreneurship Research* (pp. 603-604). Babson College: Wellesley, MA.

Kolb, D. A. (1984). "*Experiential Learning: Experience as the Source of Learning and Development*," Englewood Cliffs, NJ: Prentice

Kolb, A. Y., and Kolb, D. A. (2005). Learning styles and learning spaces: Enhancing Experiential Learning in higher education. *Academy of Management Learning and Education.* 4(2): 193-212

Kourilsky, M. (1995). *Entrepreneurship Education: Opportunity in Search of Curriculum.* Kansas City, MO, Centre for Entrepreneurial Leadership: Ewing Marion Kauffman Foundation.

Kuratko, D. (2003). *Entrepreneurship Education: Emerging Trends and Challenges for The21st Century.* U.S. Association of Small Business Education.

Kuratko, D. F & Hodgetts, R. M. (2004). *Entrepreneurship: Theory, process, practice.* Mason, OH: South-Western College Publishers.

Kuratko, D. (2005). The Emergence of Entrepreneurship Education: Development, Trends, and Challenges. *Entrepreneurship Theory and Practice, 29*, 577-597.

Li, J., Zhang, Y., & Matlay, H. (2003). Entrepreneurship Education in China. *Education &Training, 45* (8/9), 495-505.

Lourenco.F and Jones.O. (2006). "Developing Entrepreneurship Education: Comparing Traditional and Alternative Teaching Approach", *International Journal of Entrepreneurship Education, Vol*. 4, pp. 111-140.

Meyer, M. (2003). Academic entrepreneurs or entrepreneurial academics research-based ventures and public support mechanisms. *R & D Management*, 33 (2): 107-115.

McKeown, J., Millman, C., Sursani, S.R., Smith, K., Martin, L.M. (2006). "Graduate entrepreneurship education in the United Kingdom" *Education and Training*. 48 (8/9), pp.
597-613

McMullan, W., & Gillin, L. (1998). Industrial Viewpoint—Entrepreneurship Education. *Technovation, 18* (4), 275–286.

Miettinen, R. (2000). "The Concept of Experiential Learning and John Dewey's Theory of Reflective Thought and Action," *International Journal of Lifelong Education*, Vol. 19, Iss. 1, pp. 54-72

Mainoma, M. A. & Aruwa, S. A. S., (2008), *Entrepreneurship: the root of Enterprises*. Entrepreneurship Academy Publishing, Kaduna

Mohammed, Z. (2015). Exploring the Potentials of Web Technologies in Education, Training, Teaching, Learning and Research in Educational Institutions in Nigeria: *A PaperPresented at the Workshop on Web Technology Fluency for Teaching and Research Held at KIL, Ahmadu Bello University, Zaria between 12th and 14th May,*

Monoranjan B., Bharati B. & Jayasri, B. (2012). Role of Pedagogy in Effective Teaching. B*asic Research Journal of Education Research and Review.* ISSN 2315-6872 Vol. 2(1) pp01-5 January 2013. Retrieved from http//www.basicresearchjournals.org

Mwasalwiba, E. (2010). Entrepreneurship Education: A Review of its Objectives, Teaching Methods, and Impact Indicators. *Education & Training, 52* (1), 20-47.

National Universities Commission (2007). Benchmark Minimum Academic Standards Education documents for Undergraduate Programmes in Nigerian Universities. Abuja.

Norasmah, O. (2008) "Entrepreneurial Studies in Institute of Higher Learning: Methods form Delivering Entrepreneurship Education, in Enhancing the Quality of Higher Education through Research: Shaping the Future", The Ministry of Higher Education, Malaysia (MoHE).

O'Connor K.B. (2009). "Northern Exposures: Models of Experiential Learning in Indigenous Education," *The Journal of Experiential Education, Vol*. 31, 3: pp. 415-416

OECD (2002). Small and medium enterprise outlook. Paris: Organisation for Economic Cooperation & Development. Retrieved from http://www.oecd.org/dataoecd/33/34/456328790.pdf

OECD. (2009). Eurostat Entrepreneurship Indicators Programme. Measuring Entrepreneurship: A Collection of Indicators. Retrieved from http://www.oecd.org/dataoecd/43/50/44068449.pdf.

Okebukola, P.A.O. (2004). Curriculum implementation in Nigeria, strategies for the 21st century in Noah, A.O.K., Shonibare, D.O., Ojo, A.A. and Olujuwon, T. (Eds) *curriculum Implementation and professionalizing teaching in Nigeria*. Lagos: Central Educational Services.

Okebukola, P.A.O. (2014). Managing the Educational System for Job Creation and Service Delivery in Nigeria. *A paper Presented at the 37th Pre-Convocation Lecture Held at Assembly Hall, Ahmadu Bello University, Zaria.*

Onyeachu, J.A.E. (2008). Curriculum implementation at the primary education level challenges for the 21stcentury in *Multidisciplinary Journal of Research Development*. 10 (1), pp. 38-49.

Osisioma, B. C. (2009). Practical Guide to Business Entrepreneurship. *A Publication of Association of National Accountant of Nigeria*. El-Demark, 76 Robinson Street, Enugu

Price, C., & Monroe, S. (1992). Educational Training for Women and Minority Entrepreneurs Positively Impacts Venture Growth. *Frontiers of Entrepreneurship Research* (pp. 216–230). Babson College, Wellesley, MA.

Prodromou, Z. (2009). *An Analysis of Entrepreneurship Education* (Birmingham Business School 2007-2009*). Retrieved from* etheses.bham.ac.uk/734/1/Prodromou10MSc.**pdf**

Raimi, L. and Towobola, W. L. (2011). Open Distance Learning (ODL): A Catalyst For Educational and Entrepreneurship Development in Nigeria. *Continental Journal of Education Research* 4 (3), pp. 1 – 11.

Refaat, A. A. (2009). The Necessity of Engineering Entrepreneurship Education for Developing Economies. *International Journal of Education and Information Technologies,* 2(3): 85 – 96.

Robin D. Mario (2007). Philosophy of teaching and learning. Retrieved from http://teachingcommons.cdl.edu/cdip/facultyteaching/hml.

Richardson, I., & Hynes, B. (2008). Entrepreneurship Education: Towards an Industry Sector Approach. *Education and Training, 50* (3), 189-198.

Ronstadt, R. (1990). The Educated Entrepreneurs: A New Era of Entrepreneurial Education is beginning. In C. Kent (Eds), *Entrepreneurship Education* (pp. 69-88). New York: Quorum Books.

Scarborough, N., & Zimmerer, T. (2006). *Effective Small Business Management: An Entrepreneurial Approach* (8th Edition ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Schumpeter, J. (1934). *The Theory of Economic Development.* Cambridge, MA. Harvard University Press.

Sexton, D.L., Bowman, N.B. (1984). "Entrepreneurship Education: Suggestions for Increasing Effectiveness" *Journal of Small Business Management*. 22 (2), pp. 18-25

Sexton, D.L., Upton, N.B. (1987). Evaluation of an Innovative Approach to Teaching Entrepreneurship. *Journal of Small Business Management*. 25 (1), pp. 35-43

Sexton, D.L., Upton, N.B (1988). Validation of an Innovative Teaching Approach for Entrepreneurship Courses. *American Journal of Small Business*. 12 (3), pp. 11-22

Solomon, G. (2007). An Examination of Entrepreneurship Education in the United States. *Journal of Small Business and Enterprise Development, 14* (2), 168-182.

Solomon, G., & Fernald, L. (1991). Trends in Small Business Management and Entrepreneurship Education in the United States. *Entrepreneurship Theory and Practice, 15* (3), 25-39.

Solomon, G., Duffy, S., & Tarabishy, A. (2002). The State of Entrepreneurship Education in the United States: Nationwide Survey and Analysis. *International Journal of Entrepreneurship Education, 1* (1), 65-86.

Solomon, G., Weaver, K., & Fernald, L. J. (1994). Pedagogical Methods of Teaching Entrepreneurship: A Historical Perspective. *Simulation and Gaming, 25* (3), 338-353.

Spence, L. (2001). *Problem Based Learning: Lead To Learn, Learn To Lead*, Problem Based Learning Handbook," School of Information Science and Technology.

Thurik, R., & Wennekers, S. (2004). Entrepreneurship, small business and economic growth. *Journal of Small Business and Enterprise Development, 11* (1), 140-149.

Timmons, J. (1989). *The Entrepreneurial Mind.* Andover, MA: Brick House Publishing Co.

Vesper, K., & Gartner, W. (1997). Measuring Progress in Entrepreneurship Education. *Journal of Business Venturing, 12* (5), 403-421.

Young, J. (1997). Entrepreneurship Education and Learning for University Students and Practicing Entrepreneurs. In D. Sexton, & R. Simlor (Eds), *Entrepreneurship 2000.* Chicago, IL: Upstart Publishing.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the research method adopted for the study, the population, the sample size and sampling techniques, research instruments utilized. Validity and reliability of instrument, procedure for data collection and techniques for data analysis.

3.2 Research Design Adopted

Survey design was adopted for this study. This was found to be the most appropriate because the researcher used sample to generalize results or claims to the population. According to Creswell (2009)survey design provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population. From sample results, the researcher generalizes or makes claims about the population. In the same vain, Osuala (2005) referred survey research as a process of selecting and studying samples chosen from the populations.Hence, it is seen as probably the suitable method the researcher should adopt for this study.

3.3 Population of the Study

The population of this study comprised of all the Universities recognized by the National Universities Commission (NUC) that are currently awarding a minimum of first degree in Library and Information Science in the Universities in the North-West States of Nigeria. According to the NUC (2014), there are four (4) universities in the North-West States of Nigeria awarding a minimum of first degree in Library and Information Science. Three federal universities and one state university have Library and Information Science programme in the North-West States of Nigeria. The study focused on the faculty members and their students.

Table 3.1 Library and Information Science Schools in the Universities in North-West States of Nigeria, their Faculty Members and Students

S/N	University	Proprietor	Faculty Members	Students
1	Ahmadu Bello University, Zaria	Federal	12	582
2	Bayero University, Kano	Federal	24	333
3	Umaru Musa Yar'adua University, Katsina	State	19	390
4	Usmanu Danfodiyo University, Sokoto	Federal	16	43
	Total	**4**	**71**	**1348**

Source: (i) NUC Interim Accreditation Report (2014)
(ii) Faculty Records from various Universities (2015)

3.4 Sample Size and Sampling Techniques

This study drew its sample using the sample size formula developed by Yamane (1967). According to Yamane (1967), the appropriate sample size of a population can be computed below:

The formula: $n = \frac{N}{1+N(e)^2}$

Where:

n = sample size,

N = Population size,

e = level of precision.

For the population of faculty members, the sample size was arrived at as follows:

n = Sample Size = ?

N = Population = 31

e = confidence level (put at 5%) 0.05

Thus, applying the formula, the sample of faculty staff was as follows:

$\frac{31}{1 + 31\ (0.05)^2}$ =

$\frac{31}{}$

1.07 = 29

= 29 approximately

For the sample size of students, the appropriate level using the Yamane (1967) formula was arrived at as follows:

n = Sample Size = ?

N = Population = 972

e = confidence level (put at 5%) 0.05

Thus, applying the formula, the sample of students was as follows:

$$\frac{972}{1 + 972\ (0.05)^2} =$$

$$\frac{972}{3.43} = 283$$

= 283 approximately

This calculations is depicted in table 3.2.

For the purpose of this study the researcher used two sampling techniques, which are the proportionate sampling technique and the simple random sampling technique with replacement. The proportionate technique was employed to proportionately allocate the sample size to the various institutions under study based on the size of their respective population. Furthermore, the simple random sampling technique was employed to give each member of the population an equal chance of being selected. A study sample is generally known as a part portion or ratio representation of population. Kumbo and Tromp (2006) stated that sampling technique is a procedure used by a researcher in selecting a proportion representing a chosen population in the study elements and characteristics.

Proportionate stratified random sampling techniques was employed to select members of the sample. The choice of the stratified and proportionate sampling techniques was informed by the assertion of Ndiyo (2005), stratified sampling technique is used when the total population is divided into two segments based on chosen criterion. It was planned that fifty percent (50%) of the Universities (2) and their Faculty members and students will be selected as sample. This position has been supported by Bell (1987) who posited that a sample of 50% of the population is adequate for behavioural research such as this. The ideal method according him is stratified random sampling that gives chance. The law of probability determines which members of the population are to be selected. When the sampling is employed whether the sample is large or small, the errors of sampling may be estimated giving researchers an idea of the confidence that they place on their findings. Table 3.2 presents the sample size of the study.

Table 3.2 Sampled Library and Information Science Schools in the Universities in Some North-West States of Nigeria, their Faculty Members and Students

S/N	University	Ownership	Faculty Members	Students
1	Ahmadu Bello University, Zaria	Federal	11	168
2	Umaru Musa Yar'adua University, Katsina	State	18	115
	Total	**2**	**29**	**283**

3.5 Instrument for Data Collection

Questionnaire was used as research instrument for data collection in this study. The choice of questionnaire was based on the fact that it facilitates collection of data in a uniform manner from a large number of respondents, spread over a large area within a short period of time which can then be interpreted comparatively (Radhakrishina, 2001). Two instrument for data collection were used and the questionnaire was divided into two

parts (A & B) where Part A was about the demographic aspect of the respondents, and Part B was about the: course contents; pedagogical approaches; effects of Entrepreneurship Education on LIS Students; and the challenges of teaching and learning entrepreneurship education in Library and Information Science Schools Studied.

3.6 Validity of the Instrument

In order to ascertain the validity of the instrument, the researcher subjected the instrument to research experts, colleagues and supervisors for validation. Content Validity assessed how adequate were the items and it ensured that the measure covers the broad range of areas within the concept under study. The panel experts ensure that the content areas is adequately sampled while the Construct Validity is ensured that the measure is actually measure what it intended to measure and no other variables. Using a panel of experts familiar with the construct in which this type of validity assessed.The instrument was corrected; and comments of the supervisor were used to improve the items structure and format before being administered.

3.7 Reliability of the Instrument

According to Suskie 1996(cited in Thompson 2004), a perfectly reliable questionnaire elicits consistent responses. Although it is difficult to develop, it is reasonable to design a questionnaire that approaches a consistent level of response. Robson (1993) indicated that a high reliability of response is obtainable by providing all respondents with the exact same set of questions. The reliability co-efficient of the scale adapted yielded r= 0.82 using a test retest reliability method. However, due to the modifications carried out on the items, there is a need to retest the reliability. As such, a pilot study was conducted at University of Ilorin to determine the reliability of the

instrument. The reliability co-efficient of r = 0.77 was obtained using the same test retest reliability method at one week interval between the two test.

3.8 Procedure for Data Collection

An introductory letter from the department to introduce the researcher and the purpose of the research to the respondents in order to facilitate data collection was used. The questionnaire was administered by the researcher to the respondents in the study with the help of research assistants. Two months was used for the administration and retrieval of the completed copies of the questionnaire administered from the respondents.

3.9 Procedure for Data analysis

Various statistical techniques were adopted for the analysis of data collected. Software Package for Social Sciences (SPSS) was used, Descriptive and Inferential statistical methods were used to present the data collected and percentage also employed to analyse the data that related to the research questions. The hypotheses of the study were tested using the Pearson Product-Moment Correlation.Modified Likert scales used in the study comprised of five points rating; SA (3.50-4.00), A (2.50-3.49), D (1.50-2.49), SD (1.00-1.49) and U (0.00-0.99). A theoretical mean of 4.00 was taken as a criterion to judge themean for the items in all the sections. Therefore, any item in section of the instrument with a mean score equal to 3.00 was regarded to be significant and agreeable, while item with less than 2.00 was regarded as not significant and disagreeable. According to Ibanga (1992) as cited in Sabo (2007), the Pearson calculation is given as follows:

$$r = \frac{n\Sigma XY - \Sigma X\Sigma Y}{\sqrt{n\Sigma X^2 - (\Sigma X)^2} \times \sqrt{n\Sigma Y^2 - (\Sigma Y)^2}} \quad \text{.....} (1)$$

Where:

n = Number of periods being considered

X = Independent variable

Y = Dependent variable

The table presents the criteria for interpreting the value of the coefficient of correlation (r) according to Ibanga (as cited in Sabo, 2007), which was also adopted for this study.

Table 3.3 Criteria for interpreting r Value

Value of r	Interpretation
Between 0 and ± 0.25	Zero or weak correlation
Between ± 0.25 and ± 0.50	Moderately weak correlation
Between ± 0.50 and ± 0.75	Moderately strong correlation
Between ± 0.75 and ± 1.00	Strong to perfect correlation

Source: Ibanga (as cited in Sabo, 2007, p. 152)

References

Bell, J. (1987). *Doing your Research Project: a guide for first time research in education and social sciences*. Britain, Open University Press.

Cresswell, J., W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Approaches*, (3rd Ed). California: Sage Publications Ltd.

Kumbo, L. & Troup, M. (2006). Info Skills: a holistic approach to on-line user education. *The Electronic Library*,20(1), 29-34.

National Universities Commission (2014). Retrieved from http://www.nuc.edu.ng/pages/universities.asp

Ndiyo, M. A. (2005). *Foundations of statistics and computer applications*. Calabar: Wusen Publisher.

Osuala, B. C. (2005). *Introduction to research methodology*, (3rd Ed) Onitsha: African-first Publisher.

Radhakrishina, R. B. (2007). Tips for Developing and Testing Questionnaires/instruments. *Journal of Extension. February*. Vol.45, No1. Retrieved from www.joe.org/2007/february/tt2.php

Robson, C. (1993). Real world research: A resource for social scientists and practitioner-researchers (1st ed.). Oxford: Blackwell. Accessed from www.dem.fmed.uc.pt/Bibliografia/Livros_Educacao.../Livro34.pdf on 19/07/2014.

Sabo, B. (2007). *An empirical assessment of business forecasting techniques: A study on forecasting bank profit in Nigeria.* Unpublished PhD Dissertation, Ahmadu Bello University.

Thomson, S. B. (2004, September). Qualitative research: Grounded theory - sample size and validity. Paper presented at the meeting of the 8. Faculty Research Conference. Monash University, Marysville, Victoria. Retrieved September 17, 2004, from http://www.buseco.monash.edu.au/research/studentdocs/mgt.pdf.

Yamane, T. (1967). *Statistics: An introductory analysis (2nd ed.).* New York: Harperand Row.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

This chapter presents the data collected, analysed and discussed according to the research questions and hypotheses formulated in the study.

4.1 Response Rate

Out of the 312 copies of questionnaire distributed to both the academic staff and students in the two Universities studied, 265 copies (85.0%) were returned. This high response rate, especially at Ahmadu Bello University, Zaria (94.41%) could be attributed to the researcher's familiarity with staff and students while the same was not at the Umar Musa Yar'adua University, Katsina (72.18%). Two instrument were used see appendix 1 & 2. The response rate of the respondents by their Universities is provided in table 4.1.

Table 4.1 Response Rate of the Respondents by their Universities

S/N	Respondents	LIS Schools Studied					
		ABU			UMYU		
		QA	QR	%	QA	QR	%
1.	Academic Staff	11	7	63.63	18	12	66.66
2.	Students	168	162	96.42	115	84	73.04
Total		**179**	**169**	**94.41**	**133**	**96**	**72.18**

KEY: (QA) Questionnaire Administered, (QR) Questionnaire Retrieved
(ABU) Ahmadu Bello University, (UMYU) Umaru Musa Yar'adua University

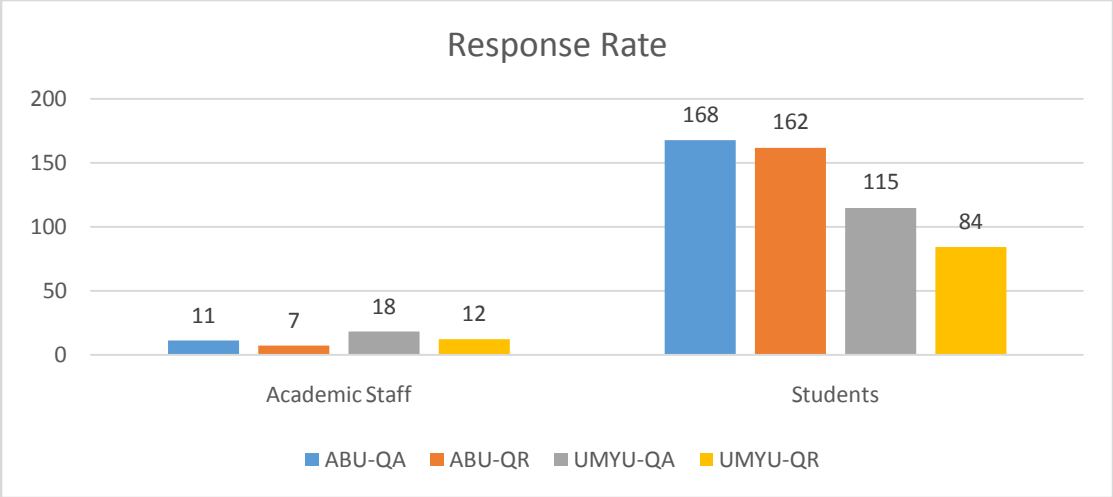


Figure 4.1: Response Rate by Status

The table 4.1 and figure 4.1 showed that Ahmadu Bello University, Zaria recorded 162 out of 168 students representing 96.42 % that responded. In Umar Musa Yar'adua University, Katsina of the 133 copies of questionnaire distributed, 96 were returned representing (72.1%). Also, figure 4.1 indicated that 29 copies of questionnaire were administered to the academics and 19 were returned, whereas, 283 copies of questionnaire were administered to students and 246 were returned. The overall response rate is adequate enough for the study.

Table 4.1.2 Qualification of the Academic Staff

S/N	Qualification	LIS Schools Studied				Total	
		ABU		UMYU			
		A S		A S			
		F	%	F	%	F	%
1.	Ph. D	3	42.86	2	16.67	5	26.32
2.	MLS/MARM/MSc	2	28.57	3	25.00	5	26.32
3.	BLIS	2	28.57	7	58.33	9	47.36
4.	Others specify	0	0.0	0	0.0	0	0.0
Total		**7**	**100**	**12**	**100**	**19**	**100**

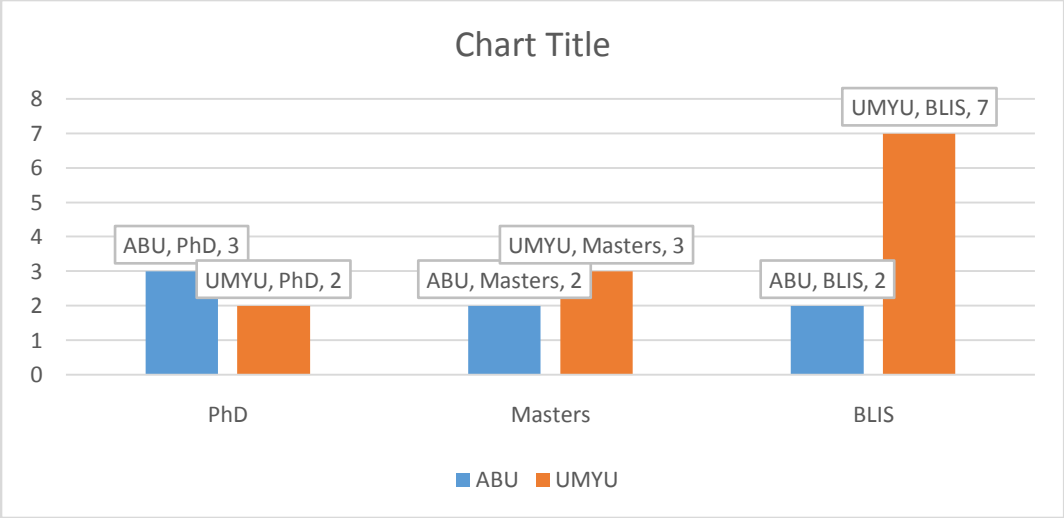


Figure 4.2: Academic Staff's Respondents

The table 4.2and figure 2 showed that out of the 19 copies of questionnaire that were returned from both Ahmadu Bello University; Zaria and Umar Musa Yar'adua University Katsina, the 5 academic staff that responded hold PhD (3, 42.86%) ABU,(2, 16.67%) UMYU, MLS/MARM/MSc (2, 28.57%) ABU,(3, 25.00%) UMYU, (42.86%), and BLIS (2, 28.57%) ABU,(7, 58.33%) UMYU.

The Qualification of the academic staff in the LIS schools studied was sought to determine whether the academic staff have additional relevant business qualification such as MBA, aside from their LIS qualifications. It has been established that from the respondents, none of the staff has the relevant academic qualification in the field of entrepreneurship. Though, the researcher, from experience, discovered that one may not have to have academic qualification in business management before he/she is good in entrepreneurship; Sexton and Bowman (1984) argued a problem may arise when the teachers are simply people who are assigning or volunteer to teach the subject and have no real expertise in the field. It is assured that the students may unlikely gain the skills and knowledge required to become successful entrepreneurs.

4.2 Data Analysis

This section presents the analysis of the data collected for the study and presented in two sub headings: descriptive and inferential analysis.

4.2.1 Descriptive Analysis

This section analysed and discussed the data collected for the purposes of answering the five (5) research questions raised in the study. Frequency, Tables and Percentages were used to compute and present the results for discussion.

4.2.2 The Contents of Entrepreneurship Education Courses in LIS Schools Studied.

Attempt was made by the researcher to determine the extent to which the course contents of the Entrepreneurship Education taught in LIS School Studied relate to the NUC standard, the respondents (academic staff & students) responses were provided in table 4.3

Tables 4.3 Relevance of LIS Course Contents to the NUC Entrepreneurship Courses for both Academic Staff & Students

S/N	NUC Entrepreneurship Courses	LIS Schools Studied													
		ABU						UMYU							
		R		NR		U		R		NR		U			
		F	%	F	%	F	%	F	%	F	%	F	%	F	%
1.	Introduction to entrepreneurship and new venture creation	130	76.9	11	6.5	28	16.5	40	41.6	13	13.5	43	44.7	**265**	**100**
2.	Entrepreneurship in theory and practice	122	72.1	20	11.8	27	15.9	60	35.5	15	15.6	21	21.8	**265**	**100**
3.	The opportunity	120	71.0	22	13.0	27	15.9	61	63.5	12	12.5	23	23.9	**265**	**100**
4.	Marketing and the new venture	80	47.3	33	19.5	56	33.1	59	61.4	3	3.1	34	35.4	**265**	**100**
5.	Determining your capital requirements	75	44.3	36	21.3	58	34.3	56	58.3	10	10.4	30	31.2	**265**	**100**
6.	Raising capital cost	63	37.2	35	20.7	71	42.0	57	59.3	9	9.3	30	31.2	**265**	**100**
7.	Financial planning and management	85	50.2	33	19.5	51	30.1	55	57.2	4	4.1	37	38.5	**265**	**100**
8.	Starting a new business	71	42.0	37	21.8	61	36.0	56	58.3	12	12.5	28	29.1	**265**	**100**
9.	Innovation and creativity	90	53.2	29	17.1	50	29.5	40	23.6	21	21.8	35	36.4	**265**	**100**
10.	Legal responsibility	125	73.9	18	10.6	26	15.3	59	61.4	13	13.5	24	25.0	**265**	**100**
11.	Insurance	79	46.7	24	14.2	66	39.1	59	61.4	7	7.2	30	31.2	**265**	**100**
12.	Environmental consideration	114	67.4	40	23.6	15	8.8	48	50.0	11	11.4	37	38.5	**265**	**100**

KEY: (R) Related, Merge of Highly Related and Related, (NR) Not Related, Merge of Rarely Related and Not Related, (U) Undecided

The table 4.3 indicated that the entrepreneurship education course contents in LIS Schools Studied that relate to the NUC standard for both Universities studied with 50% and above response scores were:Opportunity, Financial Planning and Management, Legal Responsibility, Entrepreneurship in Theory and Practice and Environmental Consideration.

Specifically however, the entrepreneurship education course contents in ABU that relate to the NUC standard apart from the above listed were: Introduction to Entrepreneurship and New Venture, and Innovation and Creativity. Whereas for that of Umaru Musa Yar'adua University, Katsina they were: Insurance, Marketing and the New Venture, Raising Capital Cost, Determining Business Capital Requirements and Starting a New Business.

The entrepreneurship education course contents in the LIS Schools Studied that did not relate to the NUC standard in ABU studied with less than 50% response were: Marketing and the New Venture, Determining Business Capital Requirements, Raising Capital Cost, Starting a New Business and Insurance. Whereas, UMYU have: Introduction to Entrepreneurship and New Venture Creation, and Innovation and Creativity. From the above findings, it could be said that the course contents of the entrepreneurship courses taught in the LIS Schools Studied have relationship with the NUC 12 courses provided.

Tables 4.4 Relevance of the Entrepreneurship Course Contents in LIS Schools Studied for both Academic Staff & Students

S/N	Entrepreneurship Courses in LIS Schools	LIS Schools Studied													
		ABU						UMYU							
		Levels of Relevance						Levels of Relevance							
		L		M		S		L		M		S			
		F	%	F	%	F	%	F	%	F	%	F	%	F	%
1.	Introduction to entrepreneurship and new venture creation	130	76.9	11	6.5	28	16.5	40	41.6	13	13.5	43	44.7	**265**	**100**
2.	Entrepreneurship in theory and practice	122	72.1	20	11.8	27	15.9	60	62.5	15	15.6	21	21.8	**265**	**100**
3.	The opportunity	120	71.0	22	13.0	27	15.9	61	63.5	12	12.5	23	23.9	**265**	**100**
4.	Marketing and the new venture	80	47.3	33	19.5	56	33.1	59	61.4	3	3.1	34	35.4	**265**	**100**
5.	Determining your capital requirements	75	44.3	36	21.3	58	34.3	56	58.3	10	10.4	30	31.2	**265**	**100**
6.	Raising capital cost	63	37.2	35	20.7	71	42.0	57	59.3	9	9.3	30	31.2	**265**	**100**
7.	Financial planning and management	85	50.2	33	19.5	51	30.1	55	57.2	4	4.1	37	38.5	**265**	**100**
8.	Starting a new business	71	42.0	37	21.8	61	36.0	56	58.3	12	12.5	28	29.1	**265**	**100**
9.	Innovation and creativity	90	53.2	29	17.1	50	29.5	40	46.1	21	21.8	35	36.4	**265**	**100**
10.	Legal responsibility	125	73.9	18	10.6	26	15.3	59	61.4	13	13.5	24	25.0	**265**	**100**
11.	Insurance	79	46.7	24	14.2	66	39.1	59	61.4	7	7.2	30	31.2	**265**	**100**
12.	Environmental consideration	114	67.4	40	23.6	15	8.8	48	50.0	11	11.4	37	38.5	**265**	**100**

KEY: L= Large Extent Merged with Very Large Ext, M= Moderate Extent, S= Small Extent Merged with No Extent

Table 4.4 revealed that the entrepreneurship education curriculum in the LIS Schools Studied that conforms with the NUC standard for the two Universities studied with 50% response scores and above were:Opportunity, Financial Planning and Management, Legal Responsibility, Entrepreneurship in Theory and Practice, and Environmental Consideration.

Specifically however, the entrepreneurship education curriculum in ABU that conforms with the NUC standard apart from the above listed were: Introduction to Entrepreneurship and New Venture, and Innovation and Creativity. Whereas for that of Umaru Musa Yar'adua University, Katsina they were: Insurance, Marketing and the New Venture, Raising Capital Cost, Determining Business Capital Requirements and Starting a New Business.

The entrepreneurship education course contents in the LIS Schools Studied that do not conform to the NUC standard in ABU with less than 50% response were: Marketing and the New Venture, Determining Business Capital Requirements, Raising Capital Cost, Starting a New Business and Insurance. Whereas, UMYU have: Introduction to Entrepreneurship and New Venture Creation, and Innovation and Creativity. From the above findings, it could be said that the course contents of the entrepreneurship courses taught in the LIS Schools Studied have relationship with the NUC 12 courses provided.

It can be argued from the fore going that Umar Musa Yar'adua University has ten (10) out of the twelve of its course contents on entrepreneurship education that are in line with NUC standard. Whereas, Ahmadu Bello University, Zaria has only seven (7) courses found to be relevant to that of the NUC Benchmark (2007). By implication, it can

be asserted that the ABU BLIS graduates are likely to be deficient in: Marketing and the New Venture, Determining Business Capital Requirements, Raising Capital Cost, Starting a New Business and Insurance. In like manner, it could be said that those from UMYU may be deficient in: Introduction to Entrepreneurship and New Venture creation as well as Innovation and Creativity Skills.

It is expected that for the Library and Information science graduates to fit into the new information arena, they should possess all relevant entrepreneurship skills in order to be self-reliant as argued by (Anyanwu, et al. 2013).This assertion also relates to that of Ronstadt's (1990) "old school" of thought that individuals need to possess the right human traits. If a student does not possess an entrepreneurial drive and learn the necessary skills required it may be likely they will want to pursue entrepreneurship to be self-reliant.

4.2.3 Pedagogical Approaches

The researcher sought to identify the approaches used for teaching entrepreneurship education in the institutions studied. The data collected in this regard was analysed and presented in table 4.5.

Table 4.5 Pedagogical approaches for Teaching Entrepreneurship Education in the LIS Schools Studied (Academic Staff)

S/N	Pedagogical Approaches	LIS Schools Studied									
		ABU				UMYU					
		AP		NP		AP		NP			
		F	%	F	%	F	%	F	%	F	%
1.	Lecture method	6	85.7	1	14.3	9	75.0	3	25	**19**	**100**
2.	Learning by doing	5	71.4	2	28.6	4	33.3	8	66.7	**19**	**100**
3.	Problem based learning	0	0.0	7	100	2	16.7	10	83.3	**19**	**100**
4.	Co-operative learning	5	71.4	2	28.6	0	0.0	12	100	**19**	**100**
5.	Field trip	4	57.1	3	42.9	5	41.7	7	58.3	**19**	**100**
6.	Creative problem solving techniques	1	14.3	6	85.7	0	0.0	12	100	**19**	**100**
7.	Case study/discussion method	0	0.0	7	100	4	33.3	8	66.7	**19**	**100**
8.	Peer learning	0	0.0	7	100	0	0.0	12	100	**19**	**100**
9.	Project based learning	0	0.0	7	100	0	0.0	12	100	**19**	**100**
10.	Real world simulation	0	0.0	7	100	7	58.3	5	41.7	**19**	**100**
11.	E-learning	0	0.0	7	100	5	41.7	7	58.3	**19**	**100**
12.	Learning diaries, portfolios	0	0.0	7	100	0	0.0	12	100	**19**	**100**
13.	Experiential Learning	2	28.6	5	71.4	1	8.3	11	91.7	**19**	**100**

Key: (AP) Applied, (NP) Not Applied,

Using a minimum benchmark of 50% and above response scores, the table revealed that the most applied pedagogical approaches for teaching entrepreneurship education with high impact in ABU were: Lecture Method, Learning by Doing, Co-operative Learning and Field Trip. On the other hand, those of UMYU were: Lecture Method and Real World Simulation. The approaches with less important response scores of less than 50% were: Problem Based Learning, Creative Problem Solving Techniques, Case Study/Discussion Method, Peer Learning, Project Based Learning, E-learning, Learning Diaries and Portfolios and Experiential Learning. Basically, it can be argued that of the 5 pedagogical approaches adopted with high impact and all most prevalent in the LIS School studied were only 5.

It can be argued that the approaches used in the institutions studied were in line with what McKeown *et al*., (2006) who found that most of the Higher Education Institution (HEI) programmes in the UK (86%) still use very traditional teaching and learning methods. Traditionally, entrepreneurship has been taught in classrooms using a didactic approach; well-known as "teacher centred" the students gain knowledge as the teacher is teaching.

Thus, it can be said that students in the LIS schools studied were taught in the traditional method that may not enable them to acquire the necessary entrepreneurial skills. The teaching of entrepreneurship education should adopt methodologies that will enable students to see all the dimensions associated with entrepreneurship. That learning theory is only one element of entrepreneurship education (Gibb, 1996).

This finding points to the need for the academic staff to diversify their approaches to teaching entrepreneurship education in their institutions. Gibb (1996) argued that in

order to successfully teach entrepreneurship an "enterprising approach" needs to be employed by the teacher who is seen as a facilitator for students to learn from their mistakes. The teacher who follows this approach is responsive to students' needs and sessions are flexible.

4.2.4 Appropriateness of Adopted Pedagogical Approach for Teaching Entrepreneurship Education

The researcher sought to find the appropriateness of the pedagogical approaches adopted for teaching and learning entrepreneurship education in the LIS Schools Studied. The data collected in this regard was analysed and presented in table 4.6 for academic staff and table 4.7 for students.

Table 4.6 Appropriateness of Adopted Pedagogical Approach for Teaching Entrepreneurship Courses in LIS School Studied (Academic Staff)

S/N	Pedagogical Approaches	LIS Schools Studied									
		ABU				UMYU					
		Levels of Appropriateness				Levels of Appropriateness					
		AP		NP		AP		NP			
		F	%	F	%	F	%	F	%	F	%
1.	Lecture method	6	85.7	1	14.3	9	75.0	3	25	**19**	**100**
2.	Learning by doing	5	71.4	2	28.6	4	33.3	8	66.7	**19**	**100**
3.	Problem based learning	0	0.0	7	100	2	16.7	10	83.3	**19**	**100**
4.	Co-operative learning	5	71.4	2	28.6	0	0.0	12	100	**19**	**100**
5.	Field trip	4	57.1	3	42.9	5	41.7	7	58.3	**19**	**100**
6.	Creative problem solving techniques	1	14.3	6	85.7	0	0.0	12	100	**19**	**100**
7.	Case study/discussion method	0	0.0	7	100	4	33.3	8	66.7	**19**	**100**
8.	Peer learning	0	0.0	7	100	0	0.0	12	100	**19**	**100**
9.	Project based learning	0	0.0	7	100	0	0.0	12	100	**19**	**100**
10.	Real world simulation	0	0.0	7	100	7	58.3	5	41.7	**19**	**100**
11.	E-learning	0	0.0	7	100	5	41.7	7	58.3	**19**	**100**
12.	Learning diaries, portfolios	0	0.0	7	100	0	0.0	12	100	**19**	**100**
13.	Experiential Learning	2	28.6	5	71.4	1	8.3	11	91.7	**19**	**100**

Key: (AP) Appropriate, (NP) Not Appropriate

Table 4.7 Appropriateness of Pedagogical Approach for Learning Entrepreneurship Courses in LIS School Studied (Students)

S/N	Pedagogical Approaches	LIS Schools Studied									
		ABU				UMYU					
		Levels of Appropriateness				Levels of Appropriateness					
		ST				ST					
		AP		NP		AP		NP			
		F	%	F	%	F	%	F	%	F	%
1.	Lecture method	86	53.0	76	47.0	51	60.8	33	39.2	246	100
2.	Learning by doing	151	93.2	11	6.8	84	100	0	0.0	246	100
3.	Problem based learning	157	97.0	5	3.0	70	83.3	14	16.7	246	100
4.	Co-operative learning	162	100	0	0.0	79	94.0	5	6.0	246	100
5.	Field trip	161	99.4	1	0.6	84	100	0	0.0	246	100
6.	Creative problem solving techniques	150	92.6	12	7.4	84	100	0	0.0	246	100
7.	Case study/discussion method	162	100	0	0.0	81	96.4	3	3.6	246	100
8.	Peer learning	158	97.5	4	2.5	55	64.5	29	34.5	246	100
9.	Project based learning	162	100	0	0.0	81	96.4	3	3.6	246	100
10.	Real world simulation	161	99.4	1	0.6	84	100	0	0.0	246	100
11.	E-learning	159	98.1	3	1.9	80	95.2	4	4.8	246	100
12.	Learning diaries, portfolios	162	100	0	0.0	84	100	0	0.0	246	100
13.	Experiential Learning	161	99.4	1	0.6	84	100	0	0.0	246	100

Key: (AP) Appropriate, (NP) Not Appropriate, (ST) Students

The table 4.6 showed that all the academic staff of the LIS School Studied differ on their agreement with the appropriateness of the pedagogical approaches adopted for learning entrepreneurship education by the students in table 4.7 with 50% and above response scores. It has been discovered that items (3, 6, 7-13) have less than 50% response scores in ABU and (2-9, 11-13) have less than 50% response scores in UMYU. On the other hand, all the students' respondents from the two LIS Schools Studied are in agreement with the appropriateness of the 13 pedagogical approaches adopted for learning entrepreneurship education in their Schools.

In support of the students' position, Mohammed (2015) argued that, "teacher centred" approach is "inappropriate" in the teaching of entrepreneurship education, because the teacher centred methodology of education breeds students over-dependence on the teacher. It has negative consequences on the students' independent capacity and competence to explore, create, innovate, introduce, modify and improve upon what was taught by the teacher who may stylistically be seen as being autocratic and unwilling to accept from the students anything extra other than what was taught and discussed in the class. However, for effectiveness, teachers may have to use an array of teaching strategies because there is no single universal approach that suits all situations. According to (Monaranjan et al, 2013), different strategies may be used in different combinations with different groups of students to improve their learning outcomes. Also, some teaching strategies are better suited to teaching certain skills and fields of knowledge than are others. Also, some strategies are better suited to certain student's backgrounds, learning styles and abilities.

4.2.5 Effect of Entrepreneurship Education on LIS Students Studied

The researcher attempted to find out the academic staff's extent of agreement with the effect of learning entrepreneurship education course on students. A bench mark of 50% response rate was considered significant, 30% to 49% as less significant and less than 30% as not significant. Thus, the respondents were asked to indicate the level of their agreement or disagreement from the options provided in table 4.8

Table 4.8 Effect of Entrepreneurship Education on LIS Students

S/N	Effects on Students	LIS Schools Studied													
		ABU						UMYU							
		Levels of Agreement						Levels of Agreement							
		A		U		D		A		U		D			
		F	%	F	%	F	%	F	%	F	%	F	%	F	%
1	The entrepreneurship course increases my understanding of the attitudes of entrepreneurs (i.e., how they view entrepreneurship & why they act).	130	76.9	11	6.5	28	16.5	40	41.6	13	13.5	43	44.7	265	100
2	The entrepreneurship course increases my understanding of the importance of entrepreneurship to both the society and the individuals.	138	81.6	11	6.5	20	11.8	42	43.7	13	13.5	41	42.7	265	100
3	The entrepreneurship course increases my understanding of the personal characteristics of entrepreneurs (e.g., risk-taking, innovation, etc.).	120	71.0	22	13.0	27	15.9	61	63.5	12	12.5	23	23.9	265	100
4	The entrepreneurship course gives me a sense that entrepreneurship is achievable.	80	47.3	33	19.5	56	33.1	59	61.4	3	3.1	34	35.4	265	100
5	The entrepreneurship course increases my understanding of the motives of engaging in entrepreneurial activities (e.g., money, self-achievement, social status, etc.).	75	44.3	36	21.3	58	34.3	56	58.3	10	10.4	30	31.2	265	100
6	The entrepreneurship course increases my understanding of generating innovative ideas.	63	37.3	35	20.7	71	42.0	57	59.3	9	9.3	30	31.2	265	100
7	The entrepreneurship course increases my understanding of financial preparation for entrepreneurial ventures.	85	50.2	33	19.5	51	30.1	55	57.2	4	4.1	37	38.5	265	100
8	The entrepreneurship course increases my understanding of planning a business.	71	42.0	37	21.8	61	36.0	56	58.3	12	12.5	28	29.1	265	100
9	The entrepreneurship course increases my understanding of market research for entrepreneurial ventures.	90	53.2	29	17.1	50	29.5	40	41.6	21	21.8	35	36.4	265	100
10	The entrepreneurship course enhances my ability to develop networks (e.g., obtaining useful advice/information from professors, guest speakers or classmates).	125	73.9	18	10.6	26	15.3	59	61.4	13	13.5	24	25.0	265	100
11	The creative atmosphere in the entrepreneurship class inspires my entrepreneurial mind.	79	46.7	24	14.2	66	39.1	59	61.4	7	7.2	30	31.2	265	100
12	Views of the professors inspire my entrepreneurial mind.	114	67.4	40	23.6	15	8.8	48	50.0	11	11.5	37	38.5	265	100
13	Views of external speakers inspire my entrepreneurial mind.	122	72.1	20	11.8	27	15.9	60	62.5	15	15.6	21	21.8	265	100
14	Successful stories of local entrepreneurs inspire my entrepreneurial mind.	121	71.5	20	11.8	28	16.5	59	61.4	15	15.6	22	22.9	265	100
15	The entrepreneurship experience of the entrepreneurs enhances my understanding of the entrepreneurial process.	120	71.0	21	12.4	28	16.5	60	62.5	13	13.5	23	23.9	265	100
16	The entrepreneurship course enhances my skills to develop a business plan.	83	49.1	33	19.5	53	31.3	58	60.4	3	3.1	35	36.4	265	100
17	The course enhances my skills to handle an entrepreneurship project.	75	44.3	38	22.4	56	33.1	56	58.3	11	11.5	29	30.2	265	100
18	The entrepreneurship course enhances my skills to deal with the risks and uncertainties.	64	37.8	34	20.1	71	42.0	57	59.3	9	9.3	30	31.2	265	100
19	The entrepreneurship course enhances my skills to allocate resources (e.g., money, personnel, time etc.).	86	50.8	33	19.5	50	29.5	56	58.3	3	3.1	37	38.5	265	100
20	The entrepreneurship course enhances my ability to identify a business opportunity.	70	41.4	38	22.4	61	36.0	56	58.3	10	10.4	30	31.2	265	100
21	Entrepreneurship education in higher education leads to more start-up ventures and more economic growth.	80	47.3	29	17.1	60	35.5	40	41.6	21	21.8	35	36.4	265	100

KEY: A= Agree Merged with Strongly Agree, U= Undecided, D= Disagree Merged with Strongly Disagree

Table 4.7 showed the entrepreneurship education course with effects on students in both Ahmadu Bello University, Zaria and Umaru Musa Yar'adua University Katsina with response scores of 50% and above were: The entrepreneurship course increases my understanding of the personal characteristics of entrepreneurs (e.g., risk-taking, innovation, etc.);The entrepreneurship course increases my understanding of financial preparation for entrepreneurial ventures; The entrepreneurship course enhances my ability to develop networks (e.g., obtaining useful advice/information from professors, guest speakers or classmates); The Views of the professors inspire my entrepreneurial mind; The Views of external speakers inspire my entrepreneurial mind; Successful stories of local entrepreneurs inspire my entrepreneurial mind; The entrepreneurship experience of the entrepreneurs enhances my understanding of the entrepreneurial process; and the entrepreneurship course enhances my skills to allocate resources (e.g., money, personnel, time etc.).

Specifically, the effect of learning entrepreneurship education course on ABU students alone apart from the above listed effects were: The entrepreneurship course increases my understanding of the attitudes of entrepreneurs (i.e., how they view entrepreneurship and why they act); The entrepreneurship course increases my understanding of the importance of entrepreneurship to both the society and the individuals; and the entrepreneurship course increases my understanding of market research for entrepreneurial ventures. In like manner, in the Umaru Musa Yar'adua University Katsina the effects were that: The creative atmosphere in the entrepreneurship class inspires my entrepreneurial mind; The entrepreneurship course enhances my skills to develop a business plan; The course enhances my skills to handle an entrepreneurship

project; The entrepreneurship course enhances my skills to deal with the risks and uncertainties and The entrepreneurship course enhances my ability to identify a business opportunity. These can be said to have significant effects on the respondents.

On the other hand, entrepreneurship education courses that have no significant effects on students in both ABU and UMYU were: Entrepreneurship education in higher education leads to more start-up ventures and more economic growth; The creative atmosphere in the entrepreneurship class inspires my entrepreneurial mind; The entrepreneurship course enhances my skills to develop a business plan; The course enhances my skills to handle an entrepreneurship project; The entrepreneurship course enhances my skills to deal with the risks and uncertainties; and The entrepreneurship course enhances my ability to identify a business opportunity; The entrepreneurship course increases my understanding of the attitudes of entrepreneurs (i.e., how they view entrepreneurship and why they act); The entrepreneurship course increases my understanding of the importance of entrepreneurship to both the society and the individuals and The entrepreneurship course increases my understanding of market research for entrepreneurial ventures.

On the contrary, some studies have showed that entrepreneurship education affects the career choice of students and facilitates them to start up (Fleming, 1994). Clark et al. (1984) reported that university students who had completed an entrepreneurship course demonstrated higher level of intention to create a new firm. According to the authors, most of the entrepreneurship students (nearly 80%) had entrepreneurial intention after studying the course and over 70% of them later on created their own companies.

4.2.6 Challenges of Teaching and Learning EE in LIS Schools Studied

Attempt was made by the researcher to find out the challenges of teaching and learning entrepreneurship education in the LIS Schools Studied. The respondents were provided with a list of options on challenges of teaching and learning entrepreneurship education. The respondents were asked to indicate their level of agreement or disagreement with the options in the list provided. The data collected in this regard were analysed and presented in table 4.9.

Table 4.9 Challenges of Teaching and Learning of Entrepreneurship Education in LIS Schools Studied for both Academic Staff & Students

S/N	Challenges	LIS Schools Studied													
		ABU						UMYU							
		A		U		D		A		U		D			
		F	%	F	%	F	%	F	%	F	%	F	%	F	%
1.	Emphasis on theoretical knowledge rather than practical knowledge due to lack of entrepreneurship education centre	138	81.6	11	6.5	20	11.8	42	43.8	13	13.5	41	42.7	265	100
2.	Poor funding of entrepreneurship education programme	121	71.6	20	11.8	28	16.6	59	61.5	15	15.6	22	22.9	265	100
3.	Insufficient teaching gadgets for practical –oriented training	120	71.0	21	12.4	28	16.6	60	62.5	13	13.5	23	24.0	265	100
4.	Ineffective style of instruction	83	49.1	33	19.5	53	31.4	58	60.4	3	3.1	35	36.5	265	100
5.	Inadequate qualified teachers & instructors as well as supporting staff and equipment	75	44.4	38	22.5	56	33.1	56	58.3	11	11.5	29	30.2	265	100
6.	Poor curriculum content	64	37.9	34	20.1	71	42.0	57	59.3	9	9.4	30	31.3	265	100
7.	Lack of access to capital	86	50.9	33	19.5	50	29.6	56	58.3	3	3.1	37	38.6	265	100
8.	Poor enabling environment	70	41.4	38	22.5	61	36.1	56	58.3	10	10.4	30	31.3	265	100
9.	Lack of infrastructural facilities	80	47.3	29	17.2	60	35.5	40	41.7	21	21.8	35	36.5	265	100
10.	Poor lecturers attendance	123	72.8	18	10.6	28	16.6	59	61.5	13	13.5	24	25.0	265	100
11.	Poor or ineffective planning , supervision & evaluation of the programme across board	74	43.8	34	20.1	61	36.1	59	61.5	7	7.2	30	31.3	265	100
12.	Inadequately furnished library	78	46.2	42	24.8	49	29.0	48	50.0	12	12.5	36	37.5	265	100
13.	Inadequate researches	88	52.0	29	17.2	52	30.8	47	49.0	21	21.8	28	29.2	265	100

KEY: (A) Agree Merged with Strongly Agree,(U) Undecided, (D) Disagree Merged with Strongly Disagree

Table 4.9 indicated the challenges of teaching and learning entrepreneurship education in the LIS School in both Ahmadu Bello University, Zaria and Umaru Musa Yar'adua University, Katsina with high response of 50% and above as: Poor funding of entrepreneurship education programme, Insufficient teaching gadgets for practical –oriented training, Lack of access to capital and Poor lecturer's attendance.

Specifically, in Ahmadu Bello University, Zaria the challenges of teaching and learning entrepreneurship education in the LIS school on students apart from the above listed were: emphasis on theoretical knowledge rather than practical knowledge due to lack of entrepreneurship education centre, and Inadequate researches. However, in Umaru Musa Yar'adua University Katsina the challenges of teaching and learning entrepreneurship education in the LIS School on students were: Ineffective style of instruction, Inadequate qualified teachers & instructors as well as supporting staff and equipment, Poor curriculum content, Poor enabling environment, Poor or ineffective planning, supervision & evaluation of the programme across board, and Inadequately furnished library.

This finding is in line with the previous researches by Okebukola (2014), Onyeachu (2008) and Gabadeen & Raimi, (2012) who stated that because of insufficient experts in the field of entrepreneurship, absence of relevant text-books on entrepreneurship education/program, ineffective style of instruction, poor funding and insufficient teaching gadgets for practical-oriented training, brought about the difficulty in achieving the desired goals.

The implication of the findings are that the LIS students in ABU may likely be deficient in entrepreneurial skills due to lack of: Poor funding of entrepreneurship education programme, insufficient teaching gadgets for practical –oriented training, lack of access to capital, poor lecturer's attendance, emphasis on theoretical knowledge rather than practical knowledge due to lack of entrepreneurship education

centre and inadequate researches. Whereas, in UMYU the students may likely be lacking due to: Poor funding of entrepreneurship education programme, Insufficient teaching gadgets for practical –oriented training, Lack of access to capital, Poor lecturer's attendance,Ineffective style of instruction, inadequate qualified teachers & instructors as well as supporting staff and equipment, Poor curriculum content, Poor enabling environment, poor or ineffective planning , Supervision & evaluation of the programme across board, and Inadequately furnished library.

4.2. Inferential Analysis

The data analysed in this section was based on the data collected with respect to the three null hypotheses raised in the study. They were tested using Pearson Product-Moment Correlation Coefficient. The researcher used 0.05 as the level of significance for testing the hypotheses. This was because the research involved human beings and the 0.05 level of significance is generally accepted due to likely human error that may be involved. The findings are presented as follows.

HYPOTHESIS 1: *There is no significant relationship between the course content of the entrepreneurship education and the pedagogical approaches to teaching and learning entrepreneurship education in the LIS Schools Studied in Nigeria.*

Table 4.10 Analysis of relationship between course content and pedagogical approaches to teaching and learning of entrepreneurship education on the LIS schools

Variables	Mean	Std. Dev.	N	DF	r	P
Course Contents	31.3321	13.49506	265	263	–0.158	0.010
Pedagogical Approaches	31.7887	13.74362	265	263		

From this table, Pearson correlation is r= - 0.158, p value is 0.010, the alpha used was 0.05. From this analysis, p value is less than alpha; hence the null hypothesis one is rejected.

To test this hypothesis, the Pearson Product Moment Correlation Coefficient (PPMC) technique was used. The summary was contained in Table 4.9, from which, the calculated value (r = -0.158) was significant at $\alpha = 0.05$ with df = 0.456.

The result in the Table 4.10 revealed that course content is significantly correlated with the pedagogical approaches in the LIS schools studied. This is indicated by an observed correlation coefficient of 0.158 compared to the critical value of 0.010 for the same degree of freedom at 0.005 significant level (P <0.05). By these observations, the null hypothesis that there is no significant relationship between the course content of the entrepreneurship education and the pedagogical approaches to teaching and learning entrepreneurship education in the LIS Schools Studied in Nigeria is therefore rejected. According to European Commission (2016), Course content, teaching and learning methods need to be appropriate if entrepreneurship education is to be delivered effectively.

HYPOTHESIS 2: *There is no significant relationship between the pedagogical approaches to teaching and learning entrepreneurship education in LIS Schools and the effect of entrepreneurship education on the LIS Students.*

Pearson Product-Moment Correlation was equally used for the above hypothesis; the summary table is presented in table 4.10

Table 4.11 Analysis of relationship between pedagogical approaches and the effect

Variables	Mean	Std. Dev.	N	DF	r	P
Pedagogical Approaches	29.2604	14.57154	265	263	-0.135	0.028
Effect of Entrepreneurship Education	40.1585	28.31100	265	263		

of entrepreneurship education on the LIS students

From this table, Pearson correlation coefficient is r= -0.135, p value is 0.028, the alpha used was 0.05. From this analysis, p value is less than alpha; hence the null hypothesis two is rejected.

To test this hypothesis, the Pearson Product Moment Correlation Coefficient (PPMC) technique was used. The summary was contained in Table 4.10, from which, the calculated value ($r = -0.135$) was significant at $\alpha = 0.05$ with $df = 10.8$.

The result in the Table 4.11 revealed that pedagogical approaches are significantly correlated with the Effect of Entrepreneurship Education on the LIS students. This is indicated by an observed correlation coefficient of 0.135 compared to the critical value of 0.028 for the same degree of freedom at 0.005 significant level ($P < 0.05$). By these observations, the null hypothesis that there is no significant relationship between the pedagogical approaches to teaching and learning entrepreneurship education in LIS Schools and the effect on the Students is therefore rejected. . However, on the assertion of European Commission (2016), new teaching methods and multidisciplinary business content and experiential approaches need to be integrated into the basic training of entrepreneurship education that students received.

HYPOTHESIS 3: *There is no significant relationship between the challenges of teaching and learning entrepreneurship education and the effect of entrepreneurship education on the LIS Students.*

In order to test this hypothesis, the data was subjected to Pearson Product-Moment Correlation test. The analysis was presented in Table 4.11

Table 4.12 Analysis of relationship between the challenges of teaching and learning entrepreneurship education and the effect of entrepreneurship education on LIS Students.

Variables	Mean	Std. Dev.	N	DF	R	P
Challenges of Teaching and Learning Entrepreneurship Education	29.3358	14.72386	265	263	0.132	0.032
Effect of Entrepreneurship Education	40.1585	28.31100	265	263		

From this table, Pearson correlation is r= -0.132, p value is 0.032, the alpha used was 0.05. From this analysis, p value is greater than alpha; hence the null hypothesis three is rejected.

This implies that there is significant relationship between the challenges of teaching and learning entrepreneurship education and the effect of entrepreneurship education on the LIS Students. The challenges identified in the study were; Poor funding of entrepreneurship education programme, Insufficient teaching gadgets for practical –oriented training, Lack of access to capital, Poor lecturer's attendance, emphasis on theoretical knowledge rather than practical knowledge due to lack of entrepreneurship education centre, and Inadequate researches, Ineffective style of instruction, Inadequate qualified teachers & instructors as well as supporting staff and equipment, Poor curriculum content, Poor enabling environment, Poor or ineffective planning , supervision & evaluation of the programme across board and Inadequately furnished library. However, the effects of entrepreneurship education on the LIS students were in the following areas: entrepreneurship education in higher education leads to more start-up ventures, more economic growth, the creative atmosphere in the entrepreneurship class inspires my entrepreneurial mind, the entrepreneurship course enhances my skills to develop a business plan, the course enhances my skills to handle an entrepreneurship project, the entrepreneurship course enhances my skills to deal with the risks and uncertainties, the entrepreneurship course enhances my ability to identify a business opportunity, the entrepreneurship course increases my

understanding of the attitudes of entrepreneurs (i.e., how they view entrepreneurship and why they act), the entrepreneurship course increases my understanding of the importance of entrepreneurship to both the society and the individuals, and the entrepreneurship course increases my understanding of market research for entrepreneurial ventures.

References

Anyanwu, E.U., Oduagwu, E. A., Ossai-Onah, O. V. & Amaechi, N. M. (2013). Repositioning Library and Information Science Graduates in Nigeria for Self-Employment through Entrepreneurship Education. *American International Journal of Contemporary Research.* Vol. 3 No.8. Retrieved from www.aijcrnet.com/journals/vol.

Clark, B., Davis, C., & Harnish, V. (1984). Do Courses in Entrepreneurship Aid in New Venture Creation? *Journal of Small Business Management, 22* (2), 26-31.

European Commission/EACEA/Eurydice, (2016). *Entrepreneurship Education at School in Europe*. Eurydice Report. Luxembourg: Publications Office of the European Union. Retrieved from (http://ec.europa.eu/eurydice)

Fleming, P. (1994). The role of structured interventions in shaping graduate entrepreneurship. *Irish Business and Administrative Research, 15*, 146-157.

Gabadeen, W. O. & Raimi, L. (2012). Management of Entrepreneurship Education in Nigerian Higher Institutions: Issues, Challenges and Way Forward. *Abuja International Journal of Education and Management Sciences* (ABIJEMS), 2, pp. 1-26.

Gibb, A.A. (1996). Entrepreneurship and Small Business Management: Can We Afford to Neglect them in the Twenty-first Century Business School. *British Journal of Management*. 7 (4) pp. 309-321

McKeown, J., Cindy M., Srikanth R.S., Kelly S. & Lynn, M. (2006). Graduate Entrepreneurship Education in the United Kingdom. *Education and Training*. London, Vol. 48, 8/9; pp. 597-613.

Mohammed, Z. (2015). Exploring the Potentials of Web Technologies in Education, Training, Teaching, Learning and Research in Educational Institutions in Nigeria: *A paper Presented at the Workshop on Web Technology Fluency for Teaching and Research Held at KIL, Ahmadu Bello University, Zaria between 12th and 14th May, 2015.*

Monoranjan, B., Bharati, B. &Jayasri, B. (2013). Role of Pedagogy in Effective Teaching Basic Research. *Journal of Education Research and Review* ISSN 2315-6872 Vol. 2(1). Retrieved from http//www.basicresearchjournals.org

National Universities Commission (2007). Benchmark Minimum Academic Standards Education documents for Undergraduate Programmes in Nigerian Universities. Abuja.

Onyeachu, J.A.E. (2008). Curriculum Implementation at the Primary Education Level Challenges for the 21stcentury in *Multidisciplinary Journal of Research Development*. 10 (1), pp. 38-49.

Sexton, D.L., Bowman, N.B. (1984). Entrepreneurship Education: Suggestions for Increasing Effectiveness. *Journal of Small Business Management*. 22 (2), pp. 18-25

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter provides the summaries of the study and findings. Conclusions were drawn as well as recommendations.

5.1 Summary of the study

The purpose of the study was to examine the pedagogical approaches to teaching and learning entrepreneurship education in library and information science schools in the universities studied in the north-west states of Nigeria. In order to achieve the objectives of the study, five research questions and three hypotheses were formulated. The existing studies on entrepreneurship education, including the teaching contents and methods for entrepreneurship, the effectiveness (or outcome) of entrepreneurship education and challenges were reviewed.

Survey research design was adopted for the study and questionnaire was the instrument used for data collection. The population of this study comprised of all the universities accredited by the National University Commission (NUC) that are currently awarding a minimum of first degree in library and information science. However, for convenience, two universities were selected out of the four in the zone. The subjects of the study were the faculty members involved in teaching and their students. The proportionate sampling technique and the simple random sampling technique were adopted to select 29 academics and 283 students that constituted the sample size.

Copies of questionnaire was administered by the researcher on to the respondents in the study area with the help of research assistants. Frequency table were used to present the data collected and percentages was employed to analyse the

data that relate to the research questions. The hypotheses of the study were tested using the Pearson Product-Moment Correlation Coefficient.

5.2 Summary of the findings

The following were the major findings of the study based on the collected and analysed data.

5.2.1 Findings on Descriptive analysis

1. The entrepreneurship education course contents in the LIS Schools studied i.e Ahmadu Bello University; Zaria and Umaru Musa Yar'adua University Katsina that conformed to the NUC standard to some extent were: Opportunity, financial planning and management, legal responsibility, entrepreneurship in theory and practice, environmental consideration, introduction to entrepreneurship and new venture creation, innovation and creativity, insurance and marketing the new venture, raising capital cost, determining your business capital requirements and starting a new business
2. The approaches used in teaching and learning entrepreneurship education in the LIS schools studied were: Lecture method, learning by doing and co-operative learning, Real World Simulation, and field trip in both Ahmadu Bello University; Zaria and Umaru Musa Yar'adua University Katsina.
3. The appropriate approaches in teaching and learning entrepreneurship education in Ahmadu Bello University, Zaria and Umaru Musa Yar'adua University Katsina as indicated by the respondents (students) were: Lecture method, learning by doing, problem based learning, co-operative learning, field trip, creative problem solving techniques, case study/discussion method, peer learning, project based learning, real world simulation, e-learning, learning diaries, portfolios and experiential learning. Whereas, the academic staff responses in the two institutions studied indicated the

following as appropriate: Lecture method, learning by doing, co-operative learning, real World simulation and field trip.

4. The negative effect of learning entrepreneurship education course on the students in both Ahmadu Bello University; Zaria and Umaru Musa Yar'adua University, Katsina were: entrepreneurship education in higher education leads to more start-up ventures and more economic growth; the creative atmosphere in the entrepreneurship class inspires my entrepreneurial mind; the entrepreneurship course enhances my skills to develop a business plan, the course enhances my skills to handle an entrepreneurship project; the entrepreneurship course enhances my skills to deal with the risks and uncertainties; the entrepreneurship course enhances my ability to identify a business opportunity; the entrepreneurship course increases my understanding of the attitudes of entrepreneurs (i.e., how they view entrepreneurship and why they act);the entrepreneurship course increases my understanding of the importance of entrepreneurship to both the society and the individuals; and the entrepreneurship course increases my understanding of market research for entrepreneurial ventures.
5. The challenges of teaching and learning entrepreneurship education in the LIS Schools in both Ahmadu Bello University, Zaria and Umaru Musa Yar'adua University, Katsina were:Poor funding of entrepreneurship education programme; Insufficient teaching gadgets for practical –oriented training; Lack of access to capital and Poor lecturer's attendance; emphasis on theoretical knowledge rather than practical knowledge due to lack of entrepreneurship education centre; Inadequate researches; Ineffective style of instruction; Inadequate qualified teachers & instructors as well as supporting staff and equipment; Poor curriculum content; Poor enabling environment; Poor or ineffective planning, supervision & evaluation of the programme across board; and Inadequately furnished library.

5.2.2 Findings on Inferential analysis

The result of the hypotheses tested showed that:

I. There is significant relationship between the course content and the pedagogical approaches to teaching and learning entrepreneurship education in the LIS Schools studied.

II. There is significant relationship between the pedagogical approaches and the effect of entrepreneurship education on the LIS Students studied.

III. There is significant relationship between the challenges of teaching and learning entrepreneurship education and the effect of entrepreneurship education on the LIS Students studied.

5.3 Conclusion

Based on the findings of the study, it concluded that through learning of entrepreneurship education every student has the opportunity to be an entrepreneur and self-employed. There is some level of compliance with the National Universities Commission Standard on Entrepreneurship Education in the Library and Information Science Schools studied. Teaching pedagogy helps to make a range of instructional strategies and resources to match the variety of student skills and to provide each student several ways of exploring important ideas, skills, and concepts to be self-reliance and create job.

5.4 Recommendations

From the findings of the study and the conclusion reached, the following recommendations are proposed.

I. In order to be in line with the NUC standard and to achieve maximum objectives for teaching and learning entrepreneurship education, the following courses should be incorporated into the entrepreneurship programme: Marketing and the new venture,

determining your business capital requirements,starting a new business, insurance, introduction to entrepreneurship and new venture creation, innovation and creativity.

II. For effectiveness, the academic staff (lecturers) need to adopt different teaching strategies as there is no single universal teaching approach that suits all situations. Thus, the following strategies have been suggested: Problem based learning, creative problem solving techniques, case study/discussion method, Peer learning, project based learning, e-learning, learning diaries, portfolios and experiential learning.

III. That entrepreneurial education was found to be effective in enhancing the entrepreneurial intention of the students and in facilitating their subsequent business start-ups, financial aid should be advanced to the graduates of LIS schools to enable them kick start their businesses.

IV. The effects of the Challenges identified in Teaching and Learning Entrepreneurship Education in LIS School on the students in Nigerian Universities can be surmounted by emphasizing practical knowledge, establishment of entrepreneurship centre, and provision of adequate funding, supply of teaching gadgets for practical–oriented training, effective planning, supervision and evaluation of the programme across board.

The Library and Information Science graduates are expected to possess all relevant entrepreneurship skills in order to be relevant in the new information arena within which to apply the entrepreneurial skills and be self-reliant and self-employed. For the objectives of the entrepreneurship programme to be realised in Library and Information Science Schools, issues concerning teaching strategies, business start-up capital and planning, supervision and evaluation should be reviewed.

5.5 Suggestion for further studies

Evaluation of Entrepreneurship Education Programme and Policy Implementation in Nigerian Universities.

Bibliography

Aina, L.O. (n-d). *Entrepreneurship in Information*: A lecture note in the Department of Library and Information Science Faculty of Communication and Information Sciences University of Ilorin, Ilorin, Nigeria.

Alakbarov, I. (2010) Azerbaijan's Success Story on Sustainable Entrepreneurship Development through Adoption of Policies, Financing and Innovative Strategies, in International Conference on Policies to Address Financing and Entrepreneurial Challenges in High-growth Innovative Firms, Helsinki.

Anderson, A., & Jack, S. (2008). Role Typologies for Enterprising Education: The Professional Artisan? *Journal of Small Business and Enterprise Development, 15* (2), 259-273.

Anyanwu, E.U., Oduagwu, E. A., Ossai-Onah, O. V. & Amaechi, N. M. (2013). Repositioning Library and Information Science Graduates in Nigeria for Self-Employment through Entrepreneurship Education. *American International Journal of Contemporary Research.* Vol. 3 No.8. Retrieved from www.aijcrnet.com/journals/vol.

Arasti, Z., Falavarjani M., and Imanipour N., (2012). A Study of Teaching Methods in Entrepreneurship Education for Graduate Students. *Journals of Higher Education Studies* Vol.2 No.1 doi.org/10.5539/hes.v2n1p2

Audretsch, D., & Thurik, A. (2000). Capitalism and democracy in the 21st century: from the managed to the entrepreneurial economy. *Journal of Evolutionary Economics, 10* (1), 17-34.

Bechard, J., & Tolohouse, J. (1998). Validation of a Didactic Model for the Analysis of Training Objectives in Entrepreneurship. *Journal of Business Venturing, 13*, 317-332.

Bell, J. (1987). *Doing your Research Project: a guide for first time research in education and social sciences.* Britain, Open University Press.

Block, Z., & Stumpf, A. (1992). Entrepreneurship Education Research: Experience and Challenge. In D. Sexton, & J. Kasarada, *The State of the Art of Entrepreneurship* (pp.17-42). USA: PWS-Kent Publishing Company.

Carter, S., Collinson, E. (1999). "Entrepreneurship education: Alumni perceptions of the role of higher education institutions" *Journal of Small Business and Enterprise Development.* 6 (3), pp. 229-239

Charney, A., & Libecap, G. (2000). *The Impact of Entrepreneurship Education: An Evaluation of the Berger Entrepreneurship Program at the University of Arizona, 1985-1999.* Missouri: Kansas City: The Kauffman Centre for Entrepreneurial Leadership.

Chell, E. (2001). *Entrepreneurship: Globalization, Innovation and Development.* London: Thompson Learning.

Cho, B. (1998): Study of the Effective Entrepreneurship Education Method and Its Process. *Business Education Research, 2* (1), 27-47.

Clark, B., Davis, C., & Harnish, V. (1984). Do Courses in Entrepreneurship Aid in New Venture Creation? *Journal of Small Business Management, 22* (2), 26-31.

Co, M., & Mitchell, B. (2006). Entrepreneurship Education in South Africa: A Nationwide Survey. *Education and Training,* 48 (5), 348-359.

Collins, L., Smith, A., & Hannon, P. (2006). Applying a Synergistic Learning Approach In Entrepreneurship Education. *Management Learning, 37* (3), 335- 354.

Creswell, J., W. (2009). Research Design: Qualitative, Quantitative, and Mixed Approaches, (3rd Ed). California: Sage Publications Ltd.

Curran, J., & Stanworth, J. (1989). Education and Training for Enterprise: Some problems of classification, evaluation, policy and research. *International Small Business Journal, 7*(2), 11-22.

Davies, L., & Gibb, A. (1991). Recent Research in Entrepreneurship. *Proceedings ofThe3rdInternational EIASM Workshop.* Gower, London.

Debra, D. and Michael, A. (2012). "*Teaching Philosophy Statement*" Teaching Support Centre. Retrieved from http://www.uwo.ca/tsc/index.html.

Dreisler, P., Blenker, P., & Nielsen, K. (2003). Promoting Entrepreneurship-Changing Attitudes or Behaviour? *Journal of Small Business and Enterprise Development, 10* (4), 383-393.

Drucker, P. (1985). *Innovation and entrepreneurship.* London: Heinemann.

Dutta, D., Li, J., & Merenda, M. (2010). Fostering Entrepreneurship: Impact of Specialization and Diversity in Education. *International Entrepreneurship Management Journal, April,* Springer Science+Business Media, LLC.

Dyer, W. G. (1994). "Toward a theory of entrepreneurial careers." *Entrepreneurship: Theory and Practice,* 19 (2), pp.7-21

Ejiogu, A.O. & Nwajiuba, C. A. (2012). The need for Inclusion of Entrepreneurship Education in Nigerian School Curricula. *Thunderbird International Business Review,* 54(1): 7-13.

Ekoja, I. I. (2013). Towards Developing and Implementing a Curriculum in Entrepreneurship in Librarianship. *Paper presented at the Librarians Registration Council (LRCN) Workshop on Entrepreneurship in Librarianship*. Kuchikau, Nasarawa State, 29 July-2 August, 2013

Esters, C. A. (2004). Promoting Students Centred Learning in Experiential Education, *Journal of Experiential Education,* Vol. 27, Iss.2, pp. 141-160

European Commission/EACEA/Eurydice, (2016). Entrepreneurship Education at School in Europe. Eurydice Report. Luxembourg: Publications Office of the European Union. Retrieved from (http://ec.europa.eu/eurydice)

Fiet, J. (2001). The Theoretical Side of Teaching Entrepreneurship. *Journal of Business Venturing, vol. 16,* pp1-24.

Fleming, P. (1994). The role of structured interventions in shaping graduate entrepreneurship. *Irish Business and Administrative Research, vol. 15,* pp146-157.

Gabadeen, W. O. & Raimi, L. (2012). Management of Entrepreneurship Education in Nigerian Higher Institutions: Issues, Challenges and Way Forward. *Abuja International Journal of Education and Management Sciences* (ABIJEMS), 2, pp. 1-26.

Garavan, T., & O'Cinneide, B. (1994). Entrepreneurship Education and Training Programs: A review and evaluation-Part 2. *Journal of European Industrial training, 18* (11), 13-21.

Garba, M. (2004). The critical role of educational resources on curriculum implementation in Noah, A.O.K., Shonibare, D.O., Ojo, A.A. and Olujuwon, T. (Eds) *curriculum implementation and professionalizing teaching In Nigeria*. Lagos: Central Educational
Services.

Gibb, A. (1987). Enterprise Culture—Its Meaning and Implications for Education and Training. *Journal of European Industrial Training, 11,* 1-38.

Gibb, A. (1996). Entrepreneurship and Small Business Management: Can We Afford to Neglect them in the Twenty-first Century Business School" *British Journal of Management*. 7 (4) pp. 309-321

Gibb, A. (2002). In Pursuit of a New 'Enterprise' and 'Entrepreneurship' Paradigm for Learning: Creative Destruction, New Values, New Ways of Doing Things and New Combinations of Knowledge. *International Journal of Management Reviews, 14* (3), 233-269.

Gottleib, E., & Ross, J. (1997). Made Not Born: HBS Courses and Entrepreneurial Management. *Harvard Business School Bulletin, 73*, 41-45.

Hanke, R., Kisenwether, E., & Warren, A. (2005). A Scalable and Adoptable Problem-Based Learning Course in Entrepreneurship. *The NCIIA 9th Annual Meeting*, (pp. 103-118).San Diego, CA, March 17-19.

Hartshorn, C. (2001): Developing University Entrepreneurship: A Review of Academics' Conceptualizations of Enterprise and Its Importance on Curriculum Design and

Enterprise Promotion. *The 24th ISBA National Small Firm Policy and Research Conference, Exploring the Frontiers of Small Business.* Leicester.

Heinonen, J., Poikkijoki, S.A. (2006). An Entrepreneurial-Directed Approach to Entrepreneurship Education: Mission Impossible?" *Journal of Management Development*. 25 (1), pp. 80-94

Henderson, R., & Robertson, M. (2000). Who Wants to Be an Entrepreneur? Your Adult Attitudes to Entrepreneurship as a Career. *Career Development International, 5* (6), 279-287.

Henry, C. (2004). The Effectiveness of Training for New Business Creation: A Longitudinal Study. *International Small Business Journal, 22* (3), 249-271.

Hisrich, R., & Peters, M. (1998). *Entrepreneurship* (4th Edition ed.). Boston, MA: Irwin McGraw-Hill.

Hood, J., & Young, J. (1993). Entrepreneurship's Requisite Areas of Development: A Survey of Top Executives in Successful Entrepreneurial Firms. *Journal of Business Venturing,8,* 115-135.

Hostager, T., & Decker, R. (1999). The Effects of an Entrepreneurship Program on Achievement Motivation: A Preliminary Study. *Small Business Institute Director's Association Conference.* San Francisco, CA. Retrieved from http://www.sbaer.uca.edu/Research/1999/SBIDA/sbi28.htm.

Hytti, U., & O'Gorman, C. (2004). What is "Enterprise Education"? An Analysis of the Objectives and Methods of Enterprise Education Programmes in Four European Countries. *Education + Training, 46,* 11-23.

Frederick, H. H. (2007) Blended Learning in Entrepreneurship Education in the Asia-Pacific:

A Grounded Approach to Entrepreneurship Pedagogy, In Small Enterprise Conference,

23-26 Sep 2007, Unitec Business School, Auckland.

Ifedili, C. J. & Ofoegbu, F. (2011). Managing Entrepreneurship Education in Nigerian Universities. *European Journal of Educational Studies.* Vol. 3 (1)

Gatchalian, M. L. (2010) An In-depth Analysis of the Entrepreneurship Education in the Philippines: An Initiative Towards the Development of a Framework for a Professional Teaching Competency Program for Entrepreneurship Educators, The International Journal of Research and Review, Vol 5, pp.51-73.

Ibrahim, A., & Ellis, W. (2002). *Entrepreneurship and Small Business Management: Text, Readings, and Cases* (4th Edition ed.). Dubuque, IA: Kendall-Hunt Publishing Company.

Ismail, M.Z (2010). *Developing Entrepreneurship Education: Empirical Findings from Malaysian Polytechnics*. (Doctoral dissertation, The University of Hull, United Kingdom).

Ismail A. A., Eh Rak, A. D., & Cheoma, I. (2011) Sustainable Human Resources Capital Development through Entrepreneurship Education. Global Higher Education Forum, (GHEF 2011) 13-15 Dec., 2011, Pulau Pinang, pp.1-9

Jamieson, I. (1984). Schools and Enterprise. In A. Watts, & P. Moran, *Education for enterprise* (pp. 19-27). Ballinger, Cambridge: CRAC.

Johannisson, B., Landstrom H., & Rosenberg, J. (1998). University Training for Entrepreneurship-An Action Frame of Reference. *European Journal of Engineering Education, 23* (4), 477-496.

Jones, C., & English, J. (2004). A Contemporary Approach to Entrepreneurship Education. *Education + Training, 46* (8/9), 416-423.

Kirby, D. (2004). Entrepreneurship Education: Can Business Schools Meet the Challenge? *Education + Training, 46* (8/9), 510-519.

Kirby, D.A. (2003). "*Entrepreneurship*," London: McGraw-Hill.

Kisunko, G., Brunetti, A, & Weder, B. (1999). *Institutional obstacles to doing business*: region- by region results from a worldwide survey of the private sector. The WB: P.R. Working Paper Series: 1759.

Klandt, H. (1993). "Method of Teaching, what is useful for entrepreneurship education? *Conference Internationalizing Entrepreneurship Education and Training* (IntEnt1993),
Vienna, Austria.

Knight, R. (1987). Can Business Schools Produce Entrepreneurs? An Empirical Study. *Frontiers of Entrepreneurship Research* (pp. 603-604). Babson College: Wellesley, MA.

Kolb, D. A. (1984). *"Experiential Learning: Experience as the Source of Learning and Development*," Englewood Cliffs, NJ: Prentice

Kolb, A. Y., and Kolb, D. A. (2005). Learning styles and learning spaces: Enhancing experiential learning in higher education. *Academy of Management Learning and Education*. 4(2): 193-212

Kourilsky, M. (1995). *Entrepreneurship Education: Opportunity in Search of Curriculum.* Kansas City, MO, Centre for Entrepreneurial Leadership: Ewing Marion Kauffman Foundation.

Kumbo, L. & Troup, M. (2006). "Info Skills: a holistic approach to on-line user education". *The Electronic Library*,20(1), 29-34.

Kuratko, D. (2003). *Entrepreneurship Education: Emerging Trends and Challenges for The21st Century.* U.S. Association of Small Business Education.

Kuratko, D. F & Hodgetts, R. M. (2004). *Entrepreneurship: Theory, process, practice.* Mason, OH: South-Western College Publishers.

Kuratko, D. (2005). The Emergence of Entrepreneurship Education: Development, Trends, and Challenges. *Entrepreneurship Theory and Practice, 29,* 577-597.

Li, J., Zhang, Y., & Matlay, H. (2003). Entrepreneurship Education in China. *Education &Training, 45* (8/9), 495-505.

Lourenco F. and Jones O. (2006) "Developing Entrepreneurship Education: Comparing Traditional and Alternative Teaching Approach", *International Journal of Entrepreneurship Education, Vol. 4*, pp. 111-140.

Meyer, M. (2003). Academic entrepreneurs or entrepreneurial academics research-based ventures and public support mechanisms. *R&D Management*, 33 (2): 107-115.

McKeown, J., Millman, C., Sursani, S.R., Smith, K., Martin, L.M. (2006) "Graduate entrepreneurship education in the United Kingdom" *Education and Training*. 48 (8/9), pp. 597-613

McMullan, W., & Gillin, L. (1998). Industrial Viewpoint—Entrepreneurship Education. *Technovation, 18* (4), 275–286.

Miettinen, R. (2000) "The Concept of Experiential Learning and John Dewey's Theory of Reflective Thought and Action," *International Journal of Lifelong Education*, Vol. 19, Iss. 1, pp. 54-72

Mainoma, M. A. & Aruwa, S. A. S., (2008), *Entrepreneurship: the root of Enterprises.* Entrepreneurship Academy Publishing, Kaduna

Mohammed, Z. (2015). Exploring the Potentials of Web Technologies in Education, Training, Teaching, Learning and Research in Educational Institutions in Nigeria: *A paper Presented at the Workshop on Web Technology Fluency for Teaching and Research Held at KIL, Ahmadu Bello University, Zaria between 12th and 14th May.*

Monoranjan B., Bharati B. & Jayasri, B. (2013), Role of Pedagogy in Effective Teaching. *Basic Research Journal of Education Research and Review.* ISSN 2315-6872 Vol. 2(1) pp01-05 January 2013. Available online http//www.basicresearchjournals.org

Mwasalwiba, E. (2010). Entrepreneurship Education: A Review of Its Objectives, Teaching Methods, and Impact Indicators. *Education & Training, 52* (1), 20-47.

National Universities Commission (2007), Benchmark Minimum Academic Standards Education documents for Undergraduate Programmes in Nigerian Universities. Abuja.

National Universities Commission (2014). Retrieved from http://www.nuc.edu.ng/pages/universities.asp

Nelson, R., & Mburugu, J. (1991): Exporting Entrepreneurship: In Kenya They Teach Students to Create Jobs. *Vocational Education Journal, 46*, 34-35.

Nteere, K.K., Namusonge, G. &Mukulu, E. (2012): Pedagogical Approaches Determining the Performance of Entrepreneurship Education in Kenya Public Universities. *International Journal of Humanities and Social Science Vol. 2 No. 13; July 2012*

Ndiyo, M. A. (2005). *Foundations of statistics and computer applications*. Calabar: Wusen Publisher.

Norasmah, O. (2008) "*Entrepreneurial Studies in Institute of Higher Learning*: Methods for Delivering Entrepreneurship Education, in Enhancing the Quality of Higher Education Through Research: Shaping the Future", the Ministry of Higher Education, Malaysia (MoHE).

O'Connor K.B. (2009) "Northern Exposures: Models of Experiential Learning in Indigenous Education," *The Journal of Experiential Education*, Vol. 31, Iss. 3; pp. 415-416

OECD (2002) *Small and medium enterprise outlook. Paris*: Organisation for Economic Cooperation & Development. Retrieved from http://www.oecd.org/dataoecd/43/50/44068449.pdf

OECD. (2009), *Eurostat Entrepreneurship Indicators Programme*. Measuring Entrepreneurship: A Collection of Indicators. Retrieved from http://www.oecd.org/dataoecd/43/50/44068449.pdf.

Ogan, H. I. (2015), 'Sustainable Development through Innovation and Entrepreneur Development in Tertiary Institutions'. Towards Achieving our Dream for ABU. *A publication of Alumni Association Ahmadu Bello University, Zaria*

Okebukola, P.A.O. (2004). Curriculum implementation in Nigeria, strategies for the 21st century in Noah, A.O.K., Shonibare, D.O., Ojo, A.A. and Olujuwon, T. (Eds) *curriculum implementation and professionalizing teaching in Nigeria. Lagos*: Central Educational Services.

Okebukola, P.A.O. (2014). Managing the Educational System for Job Creation and Service Delivery in Nigeria. *A paper Presented at the 37th Pre-Convocation Lecture Held at Assembly Hall, Ahmadu Bello University, Zaria.*

Okiy B. R. (2013): Towards making graduates of librarianship in Nigeria efficient Entrepreneurs for national development. *Paper presented at the Librarians Registration Council (LRCN) Workshop on Entrepreneurship in Librarianship*.

Olvera, R. (2001). Suicidal ideation in Hispanic mixed-ancestry-Adolescent". Suicide and Life-threatening behaviour, 3, (4) 416-427

Onyeachu, J.A.E. (2008) Curriculum implementation at the primary education level Challenges for the 21stcentury in *Multidisciplinary Journal of Research Development*. 10 (1), pp. 38-49.

Osisioma, B. C. (2009), Practical Guide to Business Entrepreneurship. *A Publication of Association of National Accountant of Nigeria*. El-Demark, 76 Robinson Street, Enugu

Osuala, B. C. (2005). *Introduction to research methodology*, (3rd Ed) Onitsha: African-first Publisher.

Peterman, N.E., Kennedy, J. (2003) "Enterprise Education: Influencing Students Perceptions of Entrepreneurship" *Entrepreneurship: Theory and Practice*. 28 (2) pp. 129-144

Price, C., & Monroe, S. (1992). Educational Training for Women and Minority Entrepreneurs Positively Impacts Venture Growth. *Frontiers of Entrepreneurship Research* (pp. 216–230). Babson College, Wellesley, MA.

Prodromou, Z. (2009), *An Analysis of Entrepreneurship Education* (Birmingham Business School 2007-2009*)*. Retrieved from etheses.bham.ac.uk/734/1/Prodromou10MSc.**pdf**

Rabbior, G. (1990): Elements of a Successful entrepreneurship/Economics/Education Program. In C. Kent, *Entrepreneurship Education: Current Developments, Future Directions* (pp. 53-66). New York: Quorum Books.

Radhakrishina, R. B. (2007). Tips for Developing and Testing Questionnaires/instruments. *Journal of Extension.* Vol.45, No1. Retrieved from www.joe.org/2007/february/tt2.php

Raimi, L. and Towobola, W. L. (2011). Open Distance Learning (ODL): A Catalyst For Educational and Entrepreneurship Development in Nigeria. *Continental Journal of Education Research* 4 (3), pp. 1 – 11.

Refaat, A. A. (2009). The Necessity of Engineering Entrepreneurship Education for Developing Economies. *International Journal of Education and Information Technologies*, 2(3): 85 – 96.

Richardson, I., & Hynes, B. (2008). Entrepreneurship Education: Towards an Industry Sector Approach. *Education and Training, 50* (3), 189-198.

Robin D. Mario (2007). *Philosophy of teaching and learning*. Retrieved from http://teachingcommons.cdl.edu/cdip/facultyteaching/html.

Rosnani Jusoh (2012), effects of teachers" readiness in teaching and learning of entrepreneurship education in primary schools International Interdisciplinary Journal of Education – Vol. 1, Issue 7

Robson, C. (1993). Real world research: A resource for social scientists and practitioner-researchers (1st ed.). Oxford: Blackwell. Accessed from www.dem.fmed.uc.pt/Bibliografia/Livros_Educacao.../Livro34.pdf on 19/07/2014.

Ronstadt, R. (1990). The Educated Entrepreneurs: A New Era of Entrepreneurial Education is Beginning. In C. Kent, (eds), *Entrepreneurship Education* (pp. 69-88). New York: Quorum Books.

Sabo, B. (2007). *An empirical assessment of business forecasting techniques: A study on forecasting bank profit in Nigeria.* Unpublished PhD Dissertation, Ahmadu Bello University.

Samuel, A. Ofem, I. B. & Ikuenomore S. O. (2012), Graduate Turnout and Graduate Employment in Nigeria:International Journal of Humanities and Social Science Vol. 2 No. 14

Scarborough, N., & Zimmerer, T. (2006). *Effective Small Business Management: An Entrepreneurial Approach* (8th Edition ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Schumpeter, J. (1934). *The Theory of Economic Development.* Cambridge, MA: Harvard University Press.

Sexton, D.L., Bowman, N.B. (1984). "Entrepreneurship Education: Suggestions for Increasing Effectiveness" *Journal of Small Business Management*. 22 (2), pp. 18-25

Sexton, D.L., Upton, N.B. (1987). "Evaluation of an Innovative Approach to Teaching Entrepreneurship" *Journal of Small Business Management*. 25 (1), pp. 35-43

Sexton, D.L., Upton, N.B (1988). "Validation of an Innovative Teaching Approach for Entrepreneurship Courses" *American Journal of Small Business*. 12 (3), pp. 11-22

Solomon, G. (2007). An Examination of Entrepreneurship Education in the United States. *Journal of Small Business and Enterprise Development, 14* (2), 168-182.

Solomon, G., & Fernald, L. (1991). Trends in Small Business Management and Entrepreneurship Education in the United States. *Entrepreneurship Theory and Practice, 15* (3), 25-39.

Solomon, G., Duffy, S., & Tarabishy, A. (2002). The State of Entrepreneurship Education in the United States: Nationwide Survey and Analysis. *International Journal of Entrepreneurship Education, 1* (1), 65-86.

Solomon, G., Weaver, K., & Fernald, L. J. (1994). Pedagogical Methods of Teaching Entrepreneurship: A Historical Perspective. *Simulation and Gaming, 25* (3), 338-353.

Spence, L. (2001). "*Problem Based Learning: Lead To Learn, Learn To Lead*, Problem Based Learning Handbook," School of Information Science and Technology.

Thomson, S. B. (2004, September). Qualitative research: Grounded theory - sample size and validity. Paper presented at the meeting of the 8. Faculty Research Conference. Monash University, Marysville, Victoria. Retrieved September 17, 2004, from http://www.buseco.monash.edu.au/research/studentdocs/mgt.pdf.

Thurik, R., & Wennekers, S. (2004). Entrepreneurship, small business and economic growth. *Journal of Small Business and Enterprise Development, 11* (1), 140-149.

Tidd, J., & Bessant, J. (2009) "*Managing Innovation: Integrating Technological, Market and Organizational Change*" (4th Edition) Chichester: John Wiley & Sons Ltd.

Timmons, J. (1989). *The Entrepreneurial Mind.* Andover, MA: Brick House Publishing Co.

Turker, D., Selcuk, S.S. (2009) "Which factors affect entrepreneurial intention of University Students?" *Journal of European Industrial Training*. 33 (2), pp. 142-159

Ugwu, F. &Ezeani, C. N., (2012) "Evaluation of Entrepreneurship Awareness and Skills among LIS Students in Universities in South East Nigeria". Library Philosophy and Practice (e-journal). http://digitalcommons.unl.edu/libphilprac/836

Veciana, J.M., Aponte, M., Urbano, D. (2005) "University Students' Attitudes towards Entrepreneurship: A two countries comparison" *International Entrepreneurship and Management Journal.* 1 (2), pp. 165-182

Vesper, K., & Gartner, W. (1997). Measuring Progress in Entrepreneurship Education. *Journal of Business Venturing, 12* (5), 403-421.

Yamane, T. (1967). *Statistics: An introductory analysis (2nd ed.).* New York: Harper Row.

Young, J. (1997). Entrepreneurship Education and Learning for University Students and Practicing Entrepreneurs. In D. Sexton, & R. Simlor (Eds), *Entrepreneurship 2000.* Chicago, IL: Upstart Publishing.

Zhao, F. (2005) "Exploring the synergy between entrepreneurship and innovation" *International Journal of Entrepreneurial Behaviour & Research*. 11 (1), pp. 25-41

Appendix 1

QUESTIONNAIRES FOR ACADEMIC STAFF

Department of Library and Information Science
Faculty of Education
Ahmadu Bello University, Zaria
September, 2015.

Dear Respondent,

I am a post graduate student in the Department of Library and Information Science Ahmadu Bello University, Zaria carrying out a research entitled "Pedagogical Approaches to Teaching and Learning Entrepreneurship Education in Library and Information Science Schools in the Universities in North-West States of Nigeria".

The information requested for is purely for research purpose. The identity of each respondent is not required. Please, help to respond honestly to the questions. All information given will be treated confidentially.

Thank you.

Yours Sincerely

MAIFATA, Nurudeen Mu'azu
MPhil/Phd/Educ/36778/2012-2013

Appendix 2

PART A: DEMOGRAPHIC INFORMATION (ACADEMIC STAFF)

Please kindly tick ( ) the space provided

1. **Status**

   Academic staff [ ]

2. **Institutions**

   Ahmadu Bello University, Zaria [ ]

   Umar Musa Yar'adua University, Katsina [ ]

3. **Qualifications**

   What is your highest qualification?

   a. Ph.D [ ]

   b. MLS/MSc/MARM/M.ED [ ]

   c. BLIS/BSc/BLS [ ]

   d. Others specify_____

PART B: APPROACHES TO TEACHING AND LEARNING OF ENTREPRENEURSHIP EDUCATION

SECTION A: Course Contents

Below are the course contents of entrepreneurship education provided by the NUC. The standard provides twelve CONTENTS. Kindly indicate which of the entrepreneurship education curriculum contents in your school relates to the NUC standard

Indicate your level of agreement with the statement below

NUC Course Contents	Highly Related	Related	Rarely Related	Not Related	Undecided
Introduction to entrepreneurship and new venture creation					
entrepreneurship in theory and practice					
the opportunity					
marketing and the new venture					
determining your capital requirements					
raising capital cost					
financial planning and management					
starting a new business					
Innovation and creativity					
legal responsibility					
Insurance					
environmental consideration					

4. Below are the course contents of entrepreneurship education in the Nigerian Universities. The standard provides twelve objectives. Kindly indicate the extent to which entrepreneurship education curriculum in your department conforms to the NUC standard.

Indicate your level of agreement with the statement below:

NUC Course Contents	No extent	Small extent	Moderate extent	Large extent	Very large extent
Introduction to entrepreneurship and new venture creation					
entrepreneurship in theory and practice					
the opportunity					
marketing and the new venture					
determining your capital requirements					
raising capital cost					
financial planning and management					
starting a new business					
Innovation and creativity					
legal responsibility					
Insurance					
environmental consideration					

SECTION B: Pedagogical approaches

5. Kindly indicate the teaching approaches used for teaching entrepreneurship education in your institutions. (tick as many as applicable)

1. Lecture method [ ]
2. Learning by doing [ ]
3. Problem based learning [ ]
4. Co-operative learning [ ]
5. Field Trip [ ]
6. Creative problem solving techniques [ ]
7. Case Study/Discussion method [ ]
8. Peer learning [ ]
9. Project based learning [ ]
10. Real world simulation [ ]
11. e-learning [ ]
12. Learning diaries, portfolios [ ]
13. Experiential Learning [ ]
14. Others, specify [ ]

6. How appropriate do you find the following teaching approaches in teaching entrepreneurship education in your institutions.

S/N	Teaching Approaches	Appropriate	Not Appropriate
1	Lecture method		
2	Learning by doing		
3	Problem based learning		
4	Co-operative learning		
5	Field Trip		
6	Creative problem solving techniques		
7	Case Study/Discussion method		
8	Peer learning		
9	Project based learning		
10	Real world simulation		
11	e-learning		
12	Learning diaries, portfolios		
13	Experiential Learning		
14	Others, specify		

Section D. Challenges of Teaching and Learning of Entrepreneurship Education in LIS Schools

7. To what extent do you agree or disagree with the Challenges of Teaching Entrepreneurship Education on LIS Students

Emphasis on theoretical knowledge rather than practical knowledge due to lack of entrepreneurship education centre	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
Poor funding of entrepreneurship education programme					
Insufficient teaching gadgets for practical-oriented training					
Ineffective style of instruction					
Inadequate qualified teachers & instructors as well as supporting staff & equipment					
Poor curriculum content					
Lack of access to capital					
Poor enabling environment					
Lack of infrastructural facilities					
Poor lecturers attendance					
Poor or ineffective planning, supervision & evaluation of the programme across board					
Inadequately furnished library					
Inadequate researches					

Appendix 3

QUESTIONNAIRES FOR STUDENTS

Department of Library and Information Science
Faculty of Education
Ahmadu Bello University, Zaria
September, 2015.

Dear Respondent,

I am a post graduate student in the Department of Library and Information Science Ahmadu Bello University, Zaria carrying out a research entitled "Pedagogical Approaches to Teaching and Learning Entrepreneurship Education in Library and Information Science Schools in the Universities in North-West States of Nigeria".

The information requested for is purely for research purpose. The identity of each respondent is not required. Please, help to respond honestly to the questions. All information given will be treated confidentially.

Thank you.

Yours Sincerely

MAIFATA, Nurudeen Mu'azu
MPhil/Phd/Educ/36778/2012-2013

Appendix 4

PART A: DEMOGRAPHIC INFORMATION (STUDENTS)

Please kindly tick ( ) the space provided

8. Status

Undergraduate student [ ]

9. Institutions

Ahmadu Bello University, Zaria [ ]

Umar Musa Yar'adua University, Katsina [ ]

PART B: APPROACHES TO TEACHING AND LEARNING OF ENTREPRENEURSHIP EDUCATION

SECTION A: Course Contents

Below are the course contents of entrepreneurship education provided by the NUC. The standard provides twelve contents. Kindly indicate which of the entrepreneurship education curriculum contents in your school relates to the NUC standard

Indicate your level of agreement with the statement below

NUC Course Contents	Highly Related	Related	Rarely Related	Not Related	Undecided
Introduction to entrepreneurship and new venture creation					
entrepreneurship in theory and practice					
the opportunity					
marketing and the new venture					
determining your capital requirements					
raising capital cost					
financial planning and management					
starting a new business					
Innovation and creativity					
legal responsibility					
Insurance					
environmental consideration					

10. Below are the course contents of entrepreneurship education in the Nigerian Universities. The standard provides twelve objectives. Kindly indicate the extent to which entrepreneurship education curriculum in your department conforms to the NUC standard.

Indicate your level of agreement with the statement below:

NUC Course Contents	No extent	Small extent	Moderate extent	Large extent	Very large extent
Introduction to entrepreneurship and new venture creation					
entrepreneurship in theory and practice					
the opportunity					
marketing and the new venture					
determining your capital requirements					

raising capital cost					
financial planning and management					
starting a new business					
Innovation and creativity					
legal responsibility					
Insurance					
environmental consideration					

SECTION B: Pedagogical approaches

11. How appropriate do you find the following teaching approaches in learning entrepreneurship education in your institutions.

S/N	Teaching Approaches	Appropriate	Not Appropriate
1	Lecture method		
2	Learning by doing		
3	Problem based learning		
4	Co-operative learning		
5	Field Trip		
6	Creative problem solving techniques		
7	Case Study/Discussion method		
8	Peer learning		
9	Project based learning		
10	Real world simulation		
11	e-learning		
12	Learning diaries, portfolios		
13	Experiential Learning		
14	Others, specify		

Section C. Effect of Entrepreneurship Education on LIS Students

12. To what extent do you agree or disagree with the effect of entrepreneurship education course?

The entrepreneurship course increases my understanding of the attitudes of entrepreneurs (i.e., how they view entrepreneurship and why they act).	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
The entrepreneurship course increases my understanding of the importance of entrepreneurship to both the society and the individuals.					
The entrepreneurship course increases my understanding of the personal characteristics of entrepreneurs (e.g., risk-taking, innovation, etc.).					
The entrepreneurship course gives me a sense that entrepreneurship is achievable.					
The entrepreneurship course increases my understanding of the motives of engaging in entrepreneurial activities (e.g., money, self-achievement, social status, etc.).					
The entrepreneurship course increases my understanding of generating innovative ideas.					
The entrepreneurship course increases my understanding of financial preparation for entrepreneurial ventures.					
The entrepreneurship course increases my understanding of planning a business.					

The entrepreneurship course increases my understanding of market research for entrepreneurial ventures.					
The entrepreneurship course enhances my ability to develop networks (e.g., obtaining useful advice/information from professors, guest speakers or classmates).					
The creative atmosphere in the entrepreneurship class inspires my entrepreneurial mind.					
Views of the professor inspire my entrepreneurial mind.					
Views of external speakers inspire my entrepreneurial mind					
Successful stories of local entrepreneurs inspire my entrepreneurial mind.					
The entrepreneurial experience of the entrepreneurs enhances my understanding of the entrepreneurial process.					
The entrepreneurship course enhances my skills to develop a business plan.					
The course enhances my skills to handle an entrepreneurship project.					
The entrepreneurship course enhances my skills to deal with the risks and uncertainties.					
The entrepreneurship course enhances my skills to allocate resources (e.g., money, personnel, time etc.).					
The entrepreneurship course enhances my ability to identify a business opportunity.					
Entrepreneurship education in higher education leads to more start-up ventures and more economic growth.					

Section D. Challenges of Learning of Entrepreneurship Education in LIS Schools

13. To what extent do you agree or disagree with the Challenges of Learning Entrepreneurship Education on LIS Students

Emphasis on theoretical knowledge rather than practical knowledge due to lack of entrepreneurship education centre	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
Poor funding of entrepreneurship education programme					
Insufficient teaching gadgets for practical-oriented training					
Ineffective style of instruction					
Inadequate qualified teachers & instructors as well as supporting staff & equipment					
Poor curriculum content					
Lack of access to capital					
Poor enabling environment					
Lack of infrastructural facilities					
Poor lecturers attendance					
Poor or ineffective planning, supervision & evaluation of the programme across board					
Inadequately furnished library					
Inadequate researches					