

**POSITIVE PERCEPTION AND ACADEMIC PERFORMANCE OF
UNDERGRADUATES ON ENTREPRENEURIAL COURSES IN LIBRARY AND
INFORMATION SCIENCE SCHOOLS AT ABIA STATE AND IMO STATE
UNIVERSITIES**

Nwaohiri Ngozi Maria

University Library, Federal University of Technology Owerri

ABSTRACT: *The study examined the relationship between positive perception of entrepreneurial courses and academic performance of library and information science undergraduate at Abia State and Imo State Universities in South East Nigeria. Undergraduates' positive perception of library and information science (LIS) entrepreneurial courses and academic performance is seen as a strategy for unemployment and poverty reduction amongst Nigerian youths. Specifically examined in this paper were the LIS entrepreneurial courses available and taught in two state universities in South East Nigeria and how LIS undergraduates' positive perception relates with their academic perception. Descriptive survey design was adopted in which 300 and 400 level students of Abia State and Imo State Universities were purposely sampled using a researcher - structured questionnaire. Tables, means and percentages were used to analyze data. Findings revealed that Positive perception has strong relationship with LIS undergraduates' academic performance thus resulting to excellent academic performance in most LIS entrepreneurial courses, this is also an indication that LIS students upon graduation could be seen as graduates of make job syndrome than take job syndrome.*

KEYWORDS: Academic performance; Entrepreneurship courses; Positive perception; Unemployment reduction

INTRODUCTION

Unemployment remains one of the most critical problems facing most developing nations of the world. If the rate of unemployment is not checked, it may lead to more graduates being recruited into the rank of oil theft syndicates, armed robbers, kidnappers, militants and insurgents. The problem of unemployment in Nigeria is particularly pathetic as the number of those coming out from institutions of higher learning, including graduates of library and information science schools (LIS), looking for employment is increasing day by day (Edewor, 2012). Many people believe that one of the ways to curb high rate of unemployment in Nigeria is the introduction of entrepreneurship courses in our higher institutions of learning.

The sustained interest in the field of entrepreneurship is promoted by the fact that entrepreneurial courses are seen as means of revitalizing stagnated economies, coping with unemployment problems by providing new job opportunities (Brijlal, 2011). The ultimate aim of entrepreneurship education is to instill in the students, the capacity to develop skills that are not just course content-oriented but business-oriented. It is expected that the skills when acquired by the students would enable them to realize their dreams beyond just being employed. It is based on this fundamental principle that entrepreneurship education was introduced into the Nigerian educational system. However, based on the understanding that entrepreneurship education will unlock the enterprising and innovative potentials of the beneficiaries, the Federal Government of Nigeria has approved its incorporation into the curriculum of her higher education institutions (Nnadozie, Akanwa & Nnadozie, 2013).

Entrepreneurship is one of the main factors to improve the economies in a country as it is able to create wealth for the entrepreneurs. It is mainly a culture, a way of thinking, a way of acting, a concept of life and freedom to innovate and to assume risks. It is the ability of a person to collaborate with others and to act in the face of new opportunities (Unachukwu, 2009; Marques & Albuquerque, 2012; Nian, Bakar & Islam, 2014; Nnadozie 2014) posits that entrepreneurship has become a global project as its popularity cut across both industrialized and developing countries. It was incorporated into the educational system in order to equip students with the requisite skills that would empower them to meet up with the demands of contemporary society. It is aimed at empowering the students with the ability to harness the potentials within the environment for the transformation of not just the immediate society but also their personal lives.

A lot of entrepreneurship courses now form part of the curricular of library schools and integrated into library education in Nigeria. These courses include indexing and abstracting, book trade and publishing, marketing of information products and services, ICT and database management, infopreneurship, software development etc. Library and information science entrepreneurship education is intended to make graduates to be self-employed, self-reliant and even employers of labour. Entrepreneurial librarianship offers specific techniques for creating an entrepreneurial environment in library and information service. It seeks to provide students with the knowledge, skills and innovation to encourage entrepreneurial success in a variety of settings (Ekoja, 2011; Edewor & Omosor, 2012; Ntui, 2015; Ngerem & Ezike, 2016). Students are therefore expected to perform well in entrepreneurship courses because of the objectives and mission of such courses.

Performance measures the aspect of behaviour that can be observed at a specific period. The performance of students in semester and term examination is considered as academic performance (Veena and Shastri, 2016). Academic performance is regarded as student's performance in an examination based on his cumulative grade point average. Academic performance of a student therefore can be regarded as the observable and measurable behaviour of a student in a particular situation (Yusuf, n.d.)

However, the success of entrepreneurship courses in library and information science can be measured using the students' performance in the courses as a correlation of their perception. The undergraduate students of library and information science may have varied perceptions about entrepreneurial courses in as much as their entrepreneurial intentions differ. Davies & Houghton

(1995) define perception as the “active” process by which information from the senses (such as vision) is interpreted, using past experience and knowledge. People assign different meanings to what they perceive and the meanings might change for a certain person. Hence, people assign different meanings to what they perceive. Perceptual variations results from the fact that each person is different, with a different personality, background and set of experiences. Therefore, several factors influence the development of the individual’s perception, these factors as the self-concept, environment, personal experience, background results to one having a positive perception and another a negative perception or phobic perception about a particular thing/situation (Huse, 1977). Consequently, undergraduates’ in Library and Information Science Schools in South-East Zone in Nigeria are subject to have positive, negative, neutral and fear/phobic perceptions about the LIS entrepreneurial courses that are taught. It is also pertinent to note that the scope of this research work as regards to perception variables will be limited only to positive perception. Therefore, positive perception as defined by Travel Soul Therapy (2017) is “the catalyst that transforms potential probability of reality into its high-octane energy of growth and transformation. Positive perception is a move from a mindset that is guarded by fear and rigidity, to a life orientation that is founded on a different set of beliefs that accepts taking new actions, listening to intuition and manifests readiness to change. Also method of teaching entrepreneurship education and learning style of students are important factors to determine the effectiveness of entrepreneurship education, not all students are able to follow one particular way of teaching since different students have their own different ways of learning. This as well influences LIS students to have positive or negative perception. (Nian; Bakar; and Islam 2014). However, what is yet to be established is undergraduates’ positive perception of entrepreneurial courses and its influence on their academic performance in library schools at Abia State and Imo State Universities. This study tends to provide through its findings, empirical evidence on the relationship between academic performance and positive perception of the undergraduates in university-based library schools in some state universities in Nigeria.

Statement of the Problem

The driving force behind entrepreneurial courses in tertiary institutions in Nigeria is to create an entrepreneurial culture and entrepreneurial spirits among students. It is probably in line with this laudable objective that library and information science schools in Nigerian tertiary institutions integrated entrepreneurial courses into their curriculum with the aim of ensuring that graduates of library schools would become job and wealth creators instead of job seekers. However, positive perception of LIS undergraduates of LIS entrepreneurial courses and their academic performance is still shrouded in imaginations and guess work because there is hardly any empirical evidence that could show a combined study on the relationship between student’s positive perception of the entrepreneurship courses and their academic performance thereto in library and information science schools in Some state universities in Nigeria as a whole is still unavailable. This is the gap this researcher saw and is moved to investigate undergraduates’ positive perception and academic performance in entrepreneurship courses in library and information science schools in Nigeria, using two state universities in South-East Geo-Political zone as focal point.

Objectives of the Study

The general objective of this study is to determine the undergraduates' perception and academic performance in entrepreneurship courses in library and information science in two state universities in Nigeria. Specifically, the study seeks to:

- i. establish the various entrepreneurial courses available and taught in the library and information science schools at Abia State and Imo State Universities;
- ii. ascertain the relationship between positive perception of entrepreneurship courses and students' academic performance in LIS entrepreneurial courses in the library schools studied;
- iii. investigate the academic performance of students in specific entrepreneurship courses in relation to their perceptions in such courses;

Research Questions

The following research questions were formulated in line with the objectives of the study:

- i. What are the various entrepreneurial courses available and taught in the library and information science schools at Abia State and Imo State Universities in Nigeria?
- ii. What is the relationship between positive perception and students' academic performance in LIS entrepreneurial courses in the library schools studied?
- iii. What are the academic performances of students in specific entrepreneurship courses in relation to their perception in such courses in the library schools studied?

Significance of Study

Through the findings of this study, researchers, heads of institutions, library schools and other stakeholders in the educational sector would know the correlation between undergraduates' positive perception and academic performance on LIS entrepreneurial courses. Moreover, apart from the researchers, the other stakeholders mentioned above would be in a better position to know the best approach to adopt in incorporating entrepreneurship courses to library schools in order to yield the desired result of reducing unemployment and producing graduates that are self-reliant and contributes greatly to the over economic growth of the nation. This study may open further areas of entrepreneurship education in library schools that need urgent attention for the development of the nation.

REVIEW OF RELATED LITERATURE

Entrepreneurship is viewed in different contexts by different persons, according to the persons understanding and what it intends to portray. For instance, Akpan & Etor (2013) posit that entrepreneurship education is being offered in all universities and other higher institutions. The introduction of entrepreneurship education into the university curriculum is an empowerment strategy for graduate self-employment, self-reliance and poverty reduction. Onyebu (2015:122) avers that entrepreneurship enables human beings to get the most out of life experiences and resources. Entrepreneurship produces actionable ideas, new concepts, new designs and new opportunities while innovation adds values to the new products. The essence of introducing entrepreneurial educational programmes to schools is to equip students with the necessary skills

and mindsets required for successful entrepreneurship from their early years and also to instill in students across all levels of education, the self-confidence and assurance required for launching business (Izedonmi & Okafor, 2010).

Amidu and Umaru (2016) in their Repositioning of entrepreneurship education for entrepreneurial success of library and information science students in Nasarawa State Polytechnic found out that the non-availability of facilities for teaching library related businesses in the area of desktop publishing, reprography, internet, digitalization, library software installation, computer maintenance, telecommunication and library networking are serious factors to make LIS undergraduates develop negative attitude towards entrepreneurship education. However, Ekoja and Odu (2016); Anyanwu, Oduagwu, Oyemike and Amaechi still recommends that LIS students should be encouraged to have the right mindset for entrepreneurship skills acquisition by ensuring that lecturers with practical knowledge and consciousness are absorbed, functional laboratories/facilities are put in place at departments, industrial attachment places and SIWES for both theory and practical-oriented learning. Nigeria may have joined the global drive of entrepreneurship, in order to minimize the consistent and persistent increase in unemployment of our teeming population; the need to maximize and optimize the provision of national infrastructure; the need to expand the frontiers of our economy; the need for Nigeria to become highly industrialized based on government support to local industries, research institutions, individuals in our free enterprise system etc. Thus entrepreneurship education assists students to develop positive attitudes, innovation and skills for self-reliance rather than depending on the government for employment. It constitutes a vital engine for economic, social, practical and all-round development (Ekankumo and Kamebaradikumo, 2011).

Amidu and Umaru (2016) in their Repositioning of entrepreneurship education for entrepreneurial success of library and information science students in Nasarawa State Polytechnic found out that the non-availability of facilities for teaching library related businesses in the area of desktop publishing, reprography, internet, digitalization, library software installation, computer maintenance, telecommunication and library networking are serious factors to make LIS undergraduates develop negative attitude towards entrepreneurship education. However, Ekoja and Odu (2016); Anyanwu, Oduagwu, Oyemike and Amaechi still recommends that LIS students should be encouraged to have the right mindset for entrepreneurship skills acquisition by ensuring that lecturers with practical knowledge and consciousness are absorbed, functional laboratories/facilities are put in place at departments, industrial attachment places and SIWES for both theory and practical-oriented learning are observed. Many empirical works relating to the subject matter have been extensively revealed and evidences from the review indicate a gap that this study intends to fill. It is surprising that of all the empirical works reviewed, none specifically addressed undergraduates' perception and academic performance in entrepreneurship courses in library and information science schools in some state universities in south-east geopolitical zone of Nigeria. LIS undergraduates' positive perception of business related courses (entrepreneurial courses) and their academic performance is an indication that LIS undergraduates, upon graduation will possess the willingness, skills and knowledge to engage in library related businesses thereby reducing unemployment and poverty rate amongst Nigerian youths.

METHODOLOGY

The study is a research survey which used the descriptive designed. The population comprised all 300 and 400 level undergraduates of library schools at Abia State and Imo State universities. Questionnaires were used to collect data from 286 students of the library schools. The questionnaires were designed using a four point likert scale and out of the 286 questionnaires, 234 copies representing % were returned.

RESULT

The data collected for the study through the structured questionnaire were analyzed, interpreted and presented using tables and mean values to answer the research questions.

Data Presentation and Analysis

R Q 1

Entrepreneurial Courses Available and Taught in LIS Schools studied

SN	ENTREPRENEURIAL COURSES	ABSU	IMSU	COUR SE	COUR SE %
A	Bibliography	Yes	Yes	2	100%
B	Desktop Publishing / Printing	Yes	No	1	50%
C	Book Trade	Yes	Yes	2	100%
D	Database Management / System Maintenance	Yes	Yes	2	100%
E	Indexing and Abstracting	Yes	Yes	2	100%
F	Information Brokering / Marketing of Library Services	Yes	No	1	50%
G	Information Technology Management	Yes	Yes	2	100%
H	Knowledge Management	Yes	Yes	2	100%
I	Networking and Internet Services	Yes	Yes	2	100%
J	Software Development	Yes	No	1	50%
K	Web Design and Management	Yes	No	1	50%
L	Website Hosting	No	No	-	-
M	Reprographic training (binding, photocopying and machine maintenance)	No	Yes	1	50%
	INSTITUTION TOTAL	11	8	19	

The table above reveals that the entrepreneurial courses that are mostly available and taught in the LIS schools studied is Indexing and Abstracting and Knowledge Management. This is followed by Bibliography, Book Trade and Database Management|System maintenance, Information Technology Management and Networking and Internet Services. Also, the table reveals that the entrepreneurial course that is least available and taught is Website Hosting.

R Q 2

The mean analysis of positive perception and students' academic performance in LIS entrepreneurial courses in the library schools studied

S/N	ITEMS	SA	A	D	SD	MEAN	DECISION
a.	Positive perception of LIS entrepreneurial courses offers functional education for the youth that will enable him to be self-employed and self-reliant	115	96	18	5	3.37	Significant
b.	Positive perception of LIS entrepreneurial courses provides the adequate training that will enable creative and innovative spirit in identifying novel business opportunities in library profession	133	76	21	4	3.44	Significant
c.	Positive perception of LIS entrepreneurial courses helps me to do better in LIS entrepreneurial courses	68	136	20	10	3.11	Not Significant
d.	Positive of LIS entrepreneurial courses guarantees hope of self-reliance improves interest in LIS entrepreneurial courses	106	107	13	8	3.32	Significant
e.	Positive perception of LIS entrepreneurial courses inculcates the spirit of perseverance in the youths and adults which will enable them to persist in any business venture they embark on	62	121	27	24	2.94	Not Significant
f.	Positive perception makes LIS entrepreneurial courses easy to comprehend	100	123	7	4	3.36	Significant
g.	Positive perception of LIS entrepreneurial courses is a sure way to run away from unemployment	73	133	9	19	3.11	Not Significant

Significant at 3.23

Result from the table above has shown that LIS undergraduates have positive perception of LIS entrepreneurial courses because they feel that these courses offers functional education that will enable them to be self-employed and self-reliant will as well as guarantees hope of self-reliance

and improves interest in LIS entrepreneurial courses. Furthermore, the table also reveals that four out of the seven constructs are above the significant mean score.

R Q 3

Students' Personal Evaluation of their Academic Performances in relation to their perception in LIS Entrepreneurial Courses

S/N	Description of students' performance in the following LIS entrepreneurship courses	VH	H	L	VL	MEAN
a.	Bibliography	43	162	21	8	3.02
b.	Desktop Publishing / Printing	25	131	42	36	2.61
c.	Book Trade	54	169	11	-	3.18
d.	Database Management / System Maintenance	53	150	21	10	3.05
e.	Indexing and Abstracting	78	113	32	11	3.10
f.	Information Brokering / Marketing of Library Services	89	125	13	7	3.13
g.	Information Technology Management	69	112	29	24	2.96
h.	Knowledge Management	77	137	7	13	3.18
i.	Networking and Internet Services	60	127	37	10	3.01
j.	Software Development	27	81	79	47	2.35
k.	Web Design and Management	60	97	47	30	2.79
l.	Website Hosting	-	-	-	-	-
m.	Reprographic training (binding, photocopying and machine maintenance)	71	95	47	21	2.92
	Overall students' performance	706	1,499	386	217	35.3

Significant at 2.94

The table on undergraduates' personal evaluation of their academic performances in relation to their perception in LIS entrepreneurial courses, it can be deduced that the academic performances of

these LIS undergraduates on most entrepreneurial courses are above the significant mean score indicating good academic performances because they have positive perception of these LIS entrepreneurial courses. However, the table also reveals poor academic performances in courses that require hands on deck practical and fields visit.

The under studied undergraduates were asked to rate themselves in their academic performances on the LIS entrepreneurial courses available and taught in their various schools. Table 4.8 shows the academic performances of students in specific entrepreneurship courses available and taught in the Library and Information Science (LIS) schools in the South-East Geo-political zone of Nigeria. The Table shows that students' academic performances in seven (7) out of the thirteen (13) entrepreneurship courses considered in the study were found to be significant

DISCUSSION OF FINDINGS

The findings of this research work revealed the various entrepreneurial courses available and taught in the LIS schools studied. Furthermore, the respondents generally agree on the items of positive perception of LIS entrepreneurial courses makes LIS entrepreneurial courses easy to comprehend, as one that will help them acquire functional education for self-employment and self-reliance, enable them to be trained hence become creative, innovative and identify novel business opportunities in library profession. This is reflected in their academic performances in the various LIS entrepreneurship courses where majority of the undergraduates made very high and high scores in all the library business related courses taught. These findings also show that there is relationship between positive perception of LIS entrepreneurial courses and academic performance of undergraduated in the library schools studied.

Scores from the table where students were aksed to evaluate themselves are recorded as good academic performances, this may be because LIS undergraduates feel that LIS entrepreneurial courses will assist them to develop positive attitudes, innovations and skills for self-reliance rather than depending on the government for employment, hence the good academic performance. These findings are in agreement with the revelations of Akpan & Etor (2013) who posit that the introduction of entrepreneurship education into the university curriculum is an empowerment strategy for graduate self-employment, self-reliance and poverty reduction. The result from table 4.2 also agrees with Nian, Bakar & Islam (2014) whose research at the University of Malaysia Perlis, with a sample of 200 students reveals that the performance of entrepreneurship education in University of Malaysia Perlis was favorable and recognized by students due to the fact that there were positive perceptions from the students towards entrepreneurship education.

Recommendations

Results from this research work have shown that there are poor academic performances in some library and information science entrepreneurial courses that are practical oriented, that require library workshop and ICT facilities. Hence the following recommendations are made:

1. Library staff and lecturers in library schools should ensure that they are provided with state of the art reprographic/printing laboratory with printing machines, photocopiers, binding and lamination machines, preservation and reservation materials and an ICT center with

internet and library digitization softwares to drive the needed entrepreneurship skills in library related businesses.

2. Heads of Library and Information Science departments should ensure that LIS undergraduates duly embark on industrial attachment and SIWES and that comprehensive report on practicals done in entrepreneurial skills are submitted.

CONCLUSION

It is deduced from the findings above that there are different entrepreneurial courses available and taught to LIS undergraduates at Abia State and Imo State Universities for unemployment and poverty reduction, job creation and self-reliance. Positive perception has strong relationship with LIS undergraduates' academic performance thus resulting to excellent academic performance in most LIS entrepreneurial courses resulting to LIS students upon graduation to be seen as graduates of make job syndrome than take job syndrome.

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