

Journal of Education



Vol. 9, No. 2

September, 2016

**Published by the Faculty of Education,
University of Uyo, P. M. B. 1017, Uyo**

LIBRARY AND INFORMATION SCIENCE CURRICULUM AND ENTREPRENEURIAL ADVANCEMENT FOR SUSTAINABLE ECONOMIC DEVELOPMENT

ENANG, UDUAK U. Ph.D
DEPARTMENT OF EDUCATIONAL TECHNOLOGY AND LIBRARY SCIENCE
UNIVERSITY OF UYO
manasseh.ue@gmail.com

and

OKON, GODSWILL UDOH CLN
UNIVERSITY OF UYO LIBRARY
godswill_umoibom@yahoo.com

Abstract

This paper examined the Library and Information Science (LIS) curriculum as it promotes entrepreneurial advancement for a sustainable economy development in Nigeria. The study reviewed related literature on LIS curriculum and how it provides practical trainings, entrepreneurial skills and competence on various areas of specializations in LIS. The study adopted descriptive survey research design. Fifty-two final year students of Library and Information Science constituted the population for the study. The 52 final year students were purposively used as sample for the study. A questionnaire titled "Library and Information Science Curriculum and Entrepreneurial Advancement Questionnaire" and University of Uyo bachelor of LIS programme handbook were used to collect data. The data collected were analyzed using simple percentages. The finding revealed that LIS curriculum has a lot in stock for entrepreneurial advancement but only a little is reflected on the curriculum to actually train students on competence and skills for entrepreneurial librarianship. The findings also revealed that students are fairly aware of the various areas of specialization in LIS but knew only a little on the various entrepreneurial opportunities in the area of specialization. It was concluded that Library and information science curriculum can aid librarianship entrepreneurial advancement if required entrepreneurial courses are included in the curriculum and same taught to the LIS students. Based on the conclusion, it was recommended that LIS curriculum should include courses in the various areas of specialization and entrepreneurial librarianship. Also recommended was that LIS undergraduates should be exposed to undergo practicum at various LIS entrepreneurial outlets.

Keyword: LIS Curriculum, LIS entrepreneurial skills, Economic development, Entrepreneurial advancement

Introduction

Education has now gone beyond just acquiring the certificate to acquiring necessary skills that can make one be very efficient and self-reliant. The present economy recession is a key indication that any one that does not look into entrepreneurship will end up finding him or herself in economic jeopardy. These days the

degree most times does not give one the required and expected comfort it should because jobs are hard to come by for the teeming graduates from the various universities. Hence the need to inculcate the necessary trainings for graduates to be self-reliant after school. Librarianship being a field vast and lucrative in entrepreneurship has to be researched to bring out the various

entrepreneurial opportunities and skills needed for the sustenance and development of the economy. The library schools have to really expose the entrepreneurial opportunities that exist in the profession so that on graduation each librarian can be self-reliant for the sustainable development of both the individual and the National economy. The various areas in librarianship namely Library Science, Information Science, Archives and Records Management and Publishing and Book Trade have a lot to offer for librarian entrepreneurs and such is necessary to be made a part of the training curriculum.

Literature Review

Library and Information Science Education and Entrepreneurial Advancement

Librarianship being a service oriented profession has suffered a lot of setback when it comes to the graduates being self-reliant in order to develop themselves and the economy of the nation. Library and information science education is the training of Librarians in all aspects of librarianship, in order to make them proficient in delivering professional library services. Aina & Moahi (1999) noted that job opportunities in the library and information science field are becoming increasingly difficult; moreover, Library and Information Science graduates are expected to possess entrepreneurship skills in order to be relevant in the present information era which of course needs a lot of entrepreneurial techniques. The authors further noted that we are living in a complex and hybrid information environment that is highly competitive and as such the graduates of Library and Information Science ought to be fully equipped with the

entrepreneurial skills that will empower them to reposition themselves in the society where unemployment is almost if not becoming a norm. Library and Information Science education in Nigeria today cannot be relevant without effective preparation of new generation librarians to effectively use the new information skills and technology in their professional practices (Edegbo, 2011). Library schools according to Aina & Moahi (1999) are expected to impart the necessary library and information skills to their students so that after graduation, the graduates can function effectively in libraries and other information related work settings with minimal supervision. With the current state of the economy in the society, Ugwu (2012) noted that entrepreneurship is fast developing as there are inadequate employments to cater for the needs of the people. Entrepreneurship is fast advancing as it appears to be the nearest solution to curb poverty and improve professionalism.

Library and Information Science Curriculum

In order for the students to be properly trained to compete favorably with their contemporaries and be economically self-reliant, the curriculum of training these graduates have to be organized, tailored and compacted towards exposing the various entrepreneurial opportunities that exist in librarianship. So many librarians sometimes erroneously think that the only entrepreneurial opportunity that exists in librarianship is to either arrange a library for individuals or organization or information brokerage, not knowing that there are salient and overlooked areas that are money spinners if properly researched and harnessed. The various areas of specialization in librarianship can go a long way to develop

entrepreneurship in librarians only that these areas are not emphatically captured in the training curriculum.

Federal Republic of Nigeria (FRN) (2013) in section 8, specifically sub-section 59 states that the goals of tertiary education i.e. higher education shall be to:

- contribute to the national development through high level relevant manpower training;
- develop and inculcate proper values for the survival of the individual and society;
- develop the intellectual capability of individual to understand and appreciate their local and external environments;
- acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society;
- promote and encourage scholarship and community service;
- forge and cement national unity;
- Promote national and international understanding and interaction. (FRN, 2013, pp.86).

The above stated goals according to Federal Republic of Nigeria (FRN) can be achieved through: teaching, research and development, generation and dissemination of knowledge, inter- institutional cooperation; and dedicated services to the community through extra mural and extension services. As recorded in University of Uyo LIS programme handbook (2016) the LIS curriculum addresses few entrepreneurial issues on Bibliography, indexing and cataloguing and classification. The curriculum also address trainings on other entrepreneurial skills like catering and setting up of business. Unfortunately, this is not enough to

equip LIS graduate for the entrepreneurial task ahead.

Based on the FRN, education and training of LIS professionals has to be such that empowers LIS graduates to unleash their potential as they endeavor to offer relevant and efficient services within the current levels of technological sophistication (Minishi-Majanja, 2007). The formal education of information professionals according to Ashcroft (2005) has to take into account the diversity of information work in the 21st century. According to the Chartered Institute of Library and Information Professionals (CILSIP) in the UK as cited by Edogbo, (2011), in assessing a course CILIP will be primarily concerned with its relevance to current and developing practice in librarianship and information science, rather than purely academic issues. In view of the wide range of skills and expertise now needed for the efficient provision of information and the effective management of library and information services, the professional body does not seek to stipulate precise requirements for course content. Courses submitted should however; provide students with appropriate knowledge. This is a pointer that library schools in Nigeria are required to design their curriculum to meet the current trend in today's society so as to compete favorably globally.

Entrepreneurial Skills in LIS

Entrepreneurship according to Ayanwu, Oduagwu, Ossai-onah, & Ameachi, (2013) therefore implies the ability to be prepared to risk personal energy and financial resources to achieve unpredictable results. In other words, it is the results of a discipline, systematic process of applying creativity and innovation to the needs

and opportunities in the market place. The present economy reality of the nation now makes entrepreneurship very necessary for virtually every individual as it appears to be the key to poverty alleviation. Every field of endeavor training people to be self-employed in their various professions is contributing to the general wellbeing and development of the Gross Domestic Product of the nation both directly and indirectly. This is done by generating employment through entrepreneurship, taking care of families, paying taxes etc.

Ayanwu, et al (2013), posited that library and information science (LIS) as a discipline is designed to produce information professionals that will competently serve different stakeholders for development. The graduates of Library and Information Science ought to be empowered through practical entrepreneurial skills. The graduates-to-be are expected to draw from the various entrepreneurial well of knowledge and be repositioned for job creation. Library and Information Science graduates need to be given core entrepreneurial trainings in relation to library and information services so that, at graduation, they can become employable instead of looking for white-collar jobs. In this era of economic recession, entrepreneurship education has become a necessity. Library and Information Science education plays a significant role in the educational achievement of any nation. The field of Library and Information Science (LIS) is undergoing immense transformation and this has affected the landscape of library and information service parlance. In our contemporary society, where education has become the hub upon which economic development rotate, the place of library and information services cannot be ignored. Library and Information Science programme is designed to assist students in the development of a

wide range of technical skills in both library and media services that can lead to or enhance employment in the library field and other related industries. 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 (Ayanwu, et al, 2013). For example in the area of information science as a specialization there are a lot of entrepreneurial skills to offer if detailed research and teaching is done on it. Librarians can be trained on website design, blogging, and graphics etc, all these are part of information science and have great entrepreneurial opportunities. Librarians can also be trained to be editors and proof readers especially now that a lot of projects, dissertations, theses and also publishing of books are done. Indexing and abstracting is a great opportunity in library science and such services are widely needed. Publishing, book trade and printing is another great area where librarians can be trained and equipped with necessary tools to be able to be self-reliant, develop and diversify the economy professionally.

Information science is one specialization that has a lot to offer in entrepreneurial education. In this specialization students are trained on information search strategy, information management and development, information brokering, website design, development and management, web blogging, graphics design, servicing and operation of smart classrooms etc.; in publishing and book trade, skills developed include: publishing skills, editorial/proof reading skills, book vending/trading skills, printing skills etc.; in Library Science a lot of skills like library development, management and operation skills, acquisition skills, indexing, abstracting and bibliographic skills, library equipment operation

and management skills, etc could be acquired. Then in Archives and Records Management, one is trained to develop curating skills, archival procedures and management skills, records management skills, records management software administration skills and other technicalities involved. All these areas are very good entrepreneurial opportunities to be explored.

Research Method

Descriptive survey research design was adopted for the study. The study was conducted in University of Uyo, Akwa Ibom State. The study population comprised 52 final year undergraduate students of Library and Information Science, University of Uyo for the 2015/2016 academic session. The 52 LIS students were purposively used as sample for the study. Researchers' constructed questionnaire titled "LIS curriculum and entrepreneurial advancement questionnaire" (LISCEAQ) and LIS students handbook were used as instruments for data collection. Data collected were analyzed using simple percentages.

Statement of Problem

Entrepreneurship in librarianship has to do with commercializing some areas of specialization in librarianship so that LIS graduates can use them for economic development and self-reliance. Unfortunately, Ugwu (2012) noted that over 70% of Library and Information Science students are unaware of entrepreneurial opportunities embedded in librarianship, and this was associated to the discovered fact that most library school curriculum does not put forward necessary information for entrepreneurial

librarianship. Also Edogbo (2011) noted that there is a need to develop the curricular of library and information science globally in order for it to be uniform and able to train manpower to be self-reliant. On the strength of the above assertions, this study seeks to determine how library and information science curriculum promotes entrepreneurial advancement for sustainable economic development.

Objectives of the Study

1. To determine if Library and information science (LIS) curriculum aids librarianship entrepreneurial advancement for sustainable economic development
2. To determine if the students are trained on competence and skills for entrepreneurial librarianship
3. To determine if students are exposed to various entrepreneurial opportunities in the areas of specialization in Library and Information Science.

Research Questions

1. Does LIS curriculum aid librarianship advancement for sustainable economic development?
2. Are students trained on competence and skills for entrepreneurial librarianship?
3. Are students exposed to various entrepreneurial opportunities in the areas of specialization in LIS?

Result and Findings

Research Question 1: Does LIS curriculum aid librarianship advancement for sustainable economic development?

Table I: LIS Curriculum as it aids Entrepreneurial Advancement

S/N	Level	No. of courses Offered 1 st & 2 nd semesters	No. of LIS entrepreneurial courses	No. of other entrepreneurial courses
1.	100	19	0	0
2.	200	15	1	2 (General studies)
3.	300	15	0	0
4.	400	14	2 (Elective) + 1 core	0

Source: University of Uyo BLIS Programme Handbook (2016)

In table 1, it is observed that in four years only 6 entrepreneurial courses are taught out of which 4 are LIS entrepreneurial courses. Out of the 4 courses 2 are taught as elective, which means that if a student does not choose to offer the courses that student will never have an experience of entrepreneurship in LIS and it will not give the student a good insight into the required skills for entrepreneurship in LIS. The other 2 entrepreneurial courses are compulsory general entrepreneurial courses (GST) which is not

specifically on LIS but only exposes students to common general business skills like catering, manufacturing, etc.

Research Question 2: Are students trained on competence and skills for entrepreneurial librarianship?

Table 2: Percentage Response for Competence and Skills for Entrepreneurial Librarianship

S/N	ITEM	SA	A	%	D	SD	%
1.	You embark on industrial trainings during the course of your study	39	5	100	-	-	0
2.	During the course of your industrial trainings you are exposed to the secret of having a profitable LIS business	3	7	22.7	29	5	77.3
3.	You are sent to different LIS business outlet for industrial trainings	19	1	45.5	19	5	54.5
4.	You can successfully run any LIS business after graduation	5	15	45.5	19	5	54.5
5.	You know the various LIS equipment, how to use, market and service them	5	10	34.1	20	9	65.9
6.	You are competent in the under listed skills	VC	C		FC	NC	
i.	Cataloging and Classification skills	11	28	88.6	5	-	11.4
ii.	Information brokerage skills	15	25	90.9	4		9.0
iii.	Web designing and blogging skills	-	7	15.9	25	12	84.1
iv.	Curation, archival and records management software skills	-	-	0	7	37	100
v.	Publishing and Printing skills	-	6	13.6	11	27	36.4
vi.	Book trade skills	2	5	15.9	21	16	84.1

VC= Very Competent, C= Competent, FC= Fairly Competent, NC= Not Competent

Table 2 shows all 44(100%) respondents agreed to the fact that they embark on industrial trainings in the course of their study which is very good for LIS training. More of such should be encouraged as it exposes the trainee to the basics of the profession. Ten (22.7%) respondents were of the opinion that during the course of their training they are exposed to the secrets of having a profitable LIS business while 34(77.3%) respondents disagreed. It is pertinent for the students to be exposed to running a LIS business from the start and the difficulties and opportunities encountered in the business should equally be exposed to them, this builds confidence in them and enables them to be ready and also know what to expect in running the business. Twenty (45.5%) respondents agreed to the statement that they are sent to different LIS business outlet for Industrial training while 24(54.5%) disagreed. These findings show that industrial trainings are not done in various LIS business outlet. Most times industrial attachment is done in academic libraries and public libraries which train them basically for employment. But the students need to be exposed to other business outlets like publishing firms, archives, records offices, printing press, ICT business outlets etc. These other outlets will expose them to the practices and businesses in other LIS areas and business. Twenty (45.5%) respondents again

agreed that they can successfully run any LIS business after graduation while 24 (54.5%) disagreed. Experience is needed to run a business and if they are not exposed to the basic facts of the business how can they run it? Most of the graduates are of the opinion that they will not be able to run any LIS business because they do not have what it takes to do so, hence the need to inculcate necessary training to the LIS students through the curriculum to be able to place these graduates in the right pedestrian for self-reliance and economic development. Fifteen (34.1%) respondents agreed that they know all the LIS equipment and how to use, market and service them while 29(10.9%) respondents disagreed. It is of immense importance to expose the students to the various equipment in the profession so that whenever they come across it in the course of their day to day work they can use them.

Research Question 3: Are students exposed to various entrepreneurial opportunities in the areas of specialization in LIS?

Table 3: Percentage Response for Entrepreneurial Opportunities in LIS Areas of Specialization

S/N	ITEM	SA	A	%	D	SD	%
1.	You are aware of the various areas of specialization in LIS	1	35	81.8	5	3	8.2
2.	You were trained on how to be a Publisher and Printer, as part of entrepreneurship		18	38.6	24	2	61.4
3.	You were exposed during the course of your trainings on how to maintain archives and records for individuals and organizations	4	13	40.9	20	7	59.1
4.	You were trained on how to be an information broker	6	14	45.5	20	4	54.5
5.	You are well trained and equip on how to Index, do Bibliography, and Editing as a LIS graduate	3	27	68.2	14	-	31.8
6.	You have the knowledge and secrets on how to start and run a bookshop/ stationary store as an LIS graduate	3	10	29.5	30	1	70.5

Table 3 above, had response on entrepreneurial opportunities in LIS area of specialization. 36(81.8%) respondents are aware of the various area of specialization in LIS while 8(8.2%) disagreed. LIS has various area of specialization which includes Library science, information science, archives and records management and publishing and book trade among others. It is important for a LIS graduate to be exposed to all these areas of specialization in order for them to make a choice of which they would want to specialize in. 17(38.6%) respondents were of the opinion that they are trained on how to maintain records and archives for organizations while 27(61.4%) disagreed. 18 (40.9%) also agreed that they are trained on how to be publishers and printers while 26(59.1%) disagreed. Publishing and printing being a part of librarianship is a very lucrative venture and LIS graduates need to be trained on these areas in order for them to take up its entrepreneurial opportunities. 20(45.5%) respondents agreed that they were trained to be information broker while 24(54.5%) disagreed. 30(68.2%) agreed that they were trained on editing, indexing, bibliography as part of LIS while 14(31.8%) disagreed. 13(29.5%) agreed they have knowledge and secrets on how to start and run a bookshop / stationary store while 31(70.5%) disagreed

Discussion of Findings

LIS Curriculum as it aids Librarianship Advancement for Sustainable Economic Development

Table 1 revealed that very few Librarianship entrepreneurial courses are offered in the department. This does not allow the curriculum to shape the students for entrepreneurship and

sustainable economic development. The expectation as noted by Aina & Moahi (1999) is that library schools are expected to impact the necessary LIS skills in their students, but this is not done as it should. It was also noted in the handbook that most times cataloging and classification, bibliography, indexing and abstracting are the only practical skills that the students are exposed to whereas there are other areas like web designing, information brokerage, book trade, publishing, printing etc. all these are great business areas in LIS that needs to be explored by librarians. LIS curriculum if properly tailored can aid librarianship entrepreneurial advancement in Nigeria, but if the observed trend continues then it cannot. Combes (2011) also noted that new LIS graduates should be fully abreast of the needed knowledge and skills in order to be confident in facing life realities and compete favorably with their contemporaries worldwide.

Competence and Skills for Entrepreneurial Librarianship

Table 2 also reveals that the library school makes it compulsory for all students to embark on industrial attachments to various libraries. In the course of these trainings the students are most times not exposed to profitable LIS business which would have been an opportunity for the students to learn such businesses. Some of the students are sent to various LIS business outlets to gather some practical experiences. But unfortunately, most of the LIS students would not be able to run an LIS business after graduation and this is as a result of their not knowing the various LIS business, equipment and how to use or service them. Some of the skills that the students have include Cataloguing and Classification skills, indexing, abstracting and Bibliography skills.

Regrettably, the students are not well equipped with Information brokerage skills, Web designing and blogging skills, Curating, archiving and records management software skills, publishing and printing skills and book trade skills. The expectations as opined by Anyanwu, et al (2013), are that library and information science (LIS) as a discipline should produce information professionals that will competently serve different stakeholders for development. The graduates of Library and Information Science ought to be empowered through practical entrepreneurial skills. The graduates-to-be are expected to draw from the various entrepreneurial well of knowledge and be repositioned for job creation. Library and Information Science graduates need to be given core entrepreneurial trainings in relation to library and information services so that, at graduation, they can be self-employed instead of looking for white-collar jobs. It is also important for the students to be trained on how to also market them, service and train others on how to use them. Sales, install and servicing of LIS equipment can also be a very great business because it will always be needed by users. Some of such equipment includes binding machines, smart classroom and interactive boards, electronic shelves, mobile library equipment, LIS management software, industrial scanning machines etc. all these equipment can make up good business and it is necessary for a LIS graduate to know how to use, install, service and market these equipment. It was also gathered that the students are mostly competent with cataloging and classification, indexing, abstracting and bibliography, and are not competent with other skills like information brokerage, web designing and blogging, curating and records management software, publishing,

printing and book trading skills which are very important for a successful LIS entrepreneur. Consequently, Anyanwu et al (2013) notes that a number of factors militate against competence in entrepreneurship in LIS like lack of functional workshop and laboratories, lack of lecturers with entrepreneurial experience, lack of funds etc. which makes the students not to acquire the required competence for LIS entrepreneurship.

Exposure to various Entrepreneurial opportunities in LIS areas of Specialization

Table 3 reveals that most LIS students are aware of the various areas of specialization in librarianship. Most of them have not been exposed to the practical area of publishing, printing, maintenance of archives and records, information brokerage, indexing, bibliography, editing and book trading. This corroborate with what was reported by Ikoja (2006) that there is a gap between the competencies that LIS education provides and those required by the job market today. That gap of competencies has to be filled as soon as possible in order to make great again our economy. The expectation is that Library schools according to Aina & Moahi (1999) are expected to impart the necessary library and information skills to their students so that after graduation, the graduates can function effectively in libraries and other information related work settings with minimal supervision.

Conclusion

Library and information science curriculum can aid librarianship entrepreneurial advancement and the curriculum of LIS in University of Uyo does a little to train on competence and skills for entrepreneurial librarianship; and students are not quite exposed to various entrepreneurial

opportunities in the areas of specialization in library and information science. Based on the findings, it is concluded that if nothing is done about it then LIS graduate will find themselves not practicing their professional entrepreneurial responsibilities.

Recommendations

1. LIS curriculum should include a lot of courses in the various areas of specialization and entrepreneurial librarianship.
2. LIS undergraduate should undergo practicum at various LIS entrepreneurial outlets like publishing house, Printing Press, ICT outlets, Records and Archives, Museums, etc and not only libraries.

References

Aina, L. O. & Moahi, K. (1999). Employers' perceptions of the graduates and curriculum of a library school in Botswana. *Libri*, 49, 2-6.

Anyanwu, U. E, Oduagwu, A. E., Ossai-Onah V.O., & Ameachi, M. N. (2013). Repositioning library and information science graduates in Nigeria for self-employment through entrepreneurship education. *American International Journal of Contemporary Research*. Retrieved from www.aijcrnet.com.

Ashcroft, L. (2005). Higher education and language. *World Library and Information Congress: 7th IFLA General Conference and Council*. August 14th-18th, Oslo, Norway. 3-5. Retrieved from <http://www.ifla.org/IV/ifla71/programme.htm>. August 5, 2016.

Combes, B. (2011). Are you really ready? What the new graduates reveal about their first years in the work place. *ALIA 5th New Librarians Symposium*, Perth, Australia, 16-18 September.

Edegbo, W.O. (2011) Curriculum development in library and information science education in Nigerian universities: Issues and Prospects. *Library Philosophy and Practice*. 5 (8). Retrieved from <http://digitalcommons.unl.edu/libphilprac/541>

Federal Republic of Nigeria (2013) *National policy on education*. Lagos: NERDC Press

Department of Educational Technology and Library Science (2016). *Bachelor of library and information science programme hand book for staff and students*. Uyo: Abaam Publishers.

Ikoja, O. (2006). Integrating ICTs into LIS curriculum in Uganda. *A paper presented at the IFLA Workshop on Integrating ICTs in LIS curriculum in Africa*. 21-23 November, 2006 at Safari Court Hotel, Windhoek, Namibia.

Minishi-Majanja, M.K (2007). Integration of ICTs in library and information science education in Sub-Saharan Africa. *World Library and Information Congress: 73rd IFLA General Conference and Council*. 19-23 August, Durban, South Africa. Retrieved from <http://www.ifla.org/IV/ifla73/index.htm>.

Ugwu, C.O (2012). Training and management of librarians in Nigerian tertiary institution libraries. *Library Management*, 32 (17), 67-79.