

**INFLUENCE OF ENTREPRENEURIAL CURRICULUM ON ENTREPRENEURIAL
READINESS OF LIBRARY AND INFORMATION SCIENCE UNDERGRADUATES
IN KWARA STATE UNIVERSITY, MALETE**

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ND/23/LIS/PT/0042

**SUBMITTED TO
DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE,
INSTITUTE OF INFORMATION AND COMMUNICATION TECHNOLOGY,
KWARA STATE POLYTECHNIC, ILORIN**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF
NATIONAL DIPLOMA (ND) IN LIBRARY AND INFORMATION SCIENCE**

JUNE, 2025

CERTIFICATION

This is to certify that this project titled “*Influence of Entrepreneurial Curriculum on Entrepreneurial Readiness of Library and Information Science Undergraduates in Kwara State University, Malete*” by Folorunsho Emmanuel Olamide meet the regulations guiding the award in National Diploma in Kwara State Polytechnic Ilorin and is approved.

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DEDICATION

This project is dedicated to God for being my ultimate source of strength and inspiration. In Him, I derived all powers needed to live, weather the storms and become an embodiment of hope to myself and the people around me.

ACKNOWLEDGEMENT

All praise is to God, the most beneficent, the most merciful. My sincere appreciation goes to my parents for their concern, prayers and words of encouragements towards the completion of this programme. My utmost gratitude also goes to my supervisors Mr. Sulyman, S. A. for his moral and intellectual guidance and contribution towards the possibility of this project and all other lectures of the department.

To be given the privilege to contribute stream of knowledge make me appreciate the entire management of Kwara State Polytechnic Ilorin, and my noble department of Library and Information Science and my fellow colleagues that made my stay on the citadel more interesting and all my friends without whom this great work could not be achieved.

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ABSTRACT

This study investigates the influence of entrepreneurial curriculum on entrepreneurial readiness of LIS undergraduates in Kwara State University, Malete. The study adopts descriptive survey method. The population of this study consists of four-hundred-level LIS undergraduates of Kwara State University, Malete. Simple random sampling technique was used to pick all members of the population. The data was presented and analyzed using simple percentages, frequency tables and mean. Findings revealed that entrepreneurship in LIS, creativity and innovation and introduction to entrepreneurship are the courses perceived for developing the entrepreneurial competences and readiness of undergraduates of LIS in the study area. Moreso, operating cyber cafés, publishing business and information repackaging are perceived entrepreneurial opportunities undergraduates of LIS in Kwara State University, Malete are ready to engage in. Findings further showed improves innovation capacities, boosts undergraduates' contributions to economic development and strengthens contributions to increase in Gross Domestic Products and national income are the perceived benefits of entrepreneurial curriculum and teaching to undergraduates of LIS in Kwara State University, Malete. However, unstable economy, inconsistent government economic policies and poor teaching and learning environment are the perceived factors affecting entrepreneurial curriculum and teaching to help develop the competences and readiness of undergraduates of LIS in Kwara State University, Malete. This study, recommends, amongst others, that management of LIS schools in Kwara State should always ensure that entrepreneurial curriculum and teaching are tailored towards helping the undergraduates develop decision making and time management skills. This will equip the undergraduates with competences to make sound, effective decisions and use their time expeditiously.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education in the present era is no longer based on training graduates for already made jobs, rather the emphasis now is on exposing young men and women to ideas, critical thinking ability, skills and competencies for successful engagement in entrepreneurship. That is why the Federal Government of Nigeria directed that Entrepreneurship studies should be injected into the curriculum of higher education in Nigeria, as a necessity to imbue Nigerian graduates with the mindset of enterprise and innovativeness and in order to generate and realize new opportunities in the economy (Ugoani & Nwaubani, 2014).

Igwe, Ukairo, Musa and Bello (2015) argued that it is a fact that any educational programme in the knowledge economy that is not driven by entrepreneurship and explores self-employment opportunities for its products (graduates) are bound to fail, cause nuisance to the society, and go into extinction if appropriate measures are not put in place. This is because the quality of the curriculum and its delivery will have a lasting impact on the undergraduates' perceptions of the competencies they can develop and their readiness to take the course.

Ugwuogu and Igwe (2015) argued that there is no doubt that LIS (LIS) schools, both university-based and polytechnic-based, are on the increase in Nigeria. They inferred that there is nothing wrong with the proliferations, as it is contributing to the growth and development of the information profession in the country. However, the major concern is on the nature and curriculum content of education and training programmes offered in those LIS schools.

According to Ntogo-Saghanen and Eссор (2021), entrepreneurial curriculum and teachings are generally seen in the field of LIS as a tool for self-employment to librarians that have the interest to engage and be successful in the information business. Igwe, Ukairo, Musa and Bello (2015) entrepreneurial curriculum are designed to focus on grooming the potential librarians on how to start or expand their information business. It concentrates more on potential growth and innovation of the information business landscape.

Akpan, Effiong and Ale (2012) see entrepreneurial teachings as the systematic development of skills, knowledge and attitudes required by librarians to perform adequately in information business or information-oriented opportunities for improved performance of a country's economy. By its scope, nature and characteristics, it is a rebranding education culture meant to guarantee a comprehensive educational system re-engineering arising from the obvious deficiencies of the previous educational system (Enu, 2012).

Entrepreneurial curriculum and teachings in the view of Akhuemonkhan, Raimi and Sofoluwe (2013) are specialised knowledge that inculcate in potential librarians, the traits of risk-taking, innovation, courage and co-ordination of factors of production for the purpose of creating new information products or services for new and existing users within human communities. Essia (2012) affirmed that entrepreneurial teachings provide a mix of experiential learning, skill building and, most importantly, mind-set shift. It is therefore, a ground-breaking area of study that empowers potential librarians to realize their potential through business ownership, which in turn helps to build local capacity for solutions.

Entrepreneurial teachings of undergraduates in library schools are learning processes directed towards developing in undergraduates, the skills, competencies, understandings, and attributes which will equip them to be innovative, identify, create, initiate, and successfully manage personal or community's information businesses and opportunities (Igwe et.al, 2015; Ugwuogu & Igwe, 2015). Entrepreneurial teachings are expected to encourage undergraduates in library schools to think about information business related problems and how they might be solved.

The skills emanating from entrepreneurial curriculum and teachings include creativity, self-reliance, a capacity to respond to change, and an ability to generate, recognize and seize opportunities; a greater understanding of how the workplace operates; the ability to demonstrate initiative and look for new opportunities in the work environment; a wider appreciation and understanding of the complexity of community, business, and industry enterprises; the ability to take a greater degree of responsibility for the quality of their work; and the ability to apply inquiry, reasoning, critical thinking, problem solving and analytical skills to different situations (Yakubu as cited in Ugwuogu & Igwe, 2015).

Entrepreneurial competencies are entrepreneurial skills and knowledge acquired and developed through structured training and institution-building programmes (Garba, 2010). It

is a set of capabilities instilled in entrepreneurs with the aim to enlarge their base in order to hasten the pace at which new ventures are created and accelerate employment generation and economic development. Akiri, Onoja and Kunazang (2016) posited that entrepreneurial competencies the creation of conditions favourable to new businesses built on innovation and adaptability.

Empowering undergraduates with entrepreneurial competencies will make them ready to be entrepreneurs by perceiving it as a viable means of improving their standards of living and sustained economic growth (Ntogo-Saghanen and Essor, 2021). When undergraduates are taught different skills, at the end of their programme, they would be able to set up their own information businesses with a view to contributing to the economy (National Open University of Nigeria [NOUN], 2016). The points raised justified why this study will influence of entrepreneurial curriculum on entrepreneurial readiness of LIS undergraduates in Kwara State University, Malete.

1.2 Statement of the Problem

Entrepreneurial curriculum and teachings are designed as mechanisms to train and equip every student of tertiary institutions in Nigeria with the skills and competences required to rise above the challenges of unemployment ravaging the country. With the entrepreneurial curriculum and teachings, undergraduates can be empowered with the knowledge and capabilities to start their own businesses and become employers of labour after their graduations (Ugwuogu & Igwe, 2015).

Despite the efforts to develop undergraduates' entrepreneurial competencies, Onaade (2012) observed that undergraduates of LIS are not ready to tap significantly into the vast field of information by deploying their entrepreneurial skills. Igwe et.al (2015) corroborated this problem by noting that undergraduates and practitioners perceived LIS as a discipline that is not business-oriented or entrepreneurial in nature.

However, Ugwuogu and Igwe (2015) have observed the cause of ineffectiveness of entrepreneurial curriculum and teachings on perceived entrepreneurial competencies and readiness of LIS undergraduates by arguing that questions such as "Are the natures and curriculum content of the entrepreneurial programmes, delivery systems, evaluation and assessment methods and other instructional variables in line with the realities of the 21

century cum knowledge economy are not always asked when designing entrepreneurial curriculum.

Graduates of LIS are faced with difficulties of employment which is compounded by the stiff competition for limited placements available in the job market and government's inability to adequately cater for extra-ordinary growth and influx of undergraduates enrolling in tertiary institutions (Anyawu, 2016; Ntogo-Saghanen & Eссор, 2021). This becomes the reason for this study to be investigating the influence of entrepreneurial curriculum on entrepreneurial readiness of LIS undergraduates in Kwara State University, Malete University, Malete.

1.3 Objectives of the Study

This study will be carried out with broad and specific objectives. The broad objective is to find out the influence of entrepreneurial curriculum on entrepreneurial readiness of LIS undergraduates in Kwara State University, Malete University, Malete.

The specific objectives are to:

1. Identify the entrepreneurial courses for developing the entrepreneurial competence and readiness of undergraduates of LIS in Kwara State University, Malete University, Malete,
2. Examine the perceived entrepreneurial competencies developed through entrepreneurial curriculum and teachings by undergraduates of LIS in Kwara State University, Malete,
3. Find out the entrepreneurial opportunities perceived and ready to engage in by undergraduates of LIS in Kwara State University, Malete,
4. Examine the perceived benefits of entrepreneurial curriculum and teachings on competencies and readiness of undergraduates of LIS in Kwara State University, Malete, and;
5. Examine the perceived factors affecting entrepreneurial curriculum and teachings on perceived entrepreneurial competencies and readiness of undergraduates of LIS in Kwara State University, Malete.

1.4 Research Questions

This study will aim at answering the following questions:

1. What are the entrepreneurial courses for developing the entrepreneurial competence and readiness of undergraduates of LIS in Kwara State University, Malete?
2. What are the perceived entrepreneurial competencies developed through entrepreneurial curriculum and teachings by undergraduates of LIS in Kwara State University, Malete?
3. What are the entrepreneurial opportunities perceived and ready to engage in by undergraduates of LIS in Kwara State University, Malete?
4. What are the perceived benefits of entrepreneurial curriculum and teachings on competencies and readiness of undergraduates of LIS in Kwara State University, Malete?
5. What are the perceived factors affecting entrepreneurial curriculum and teachings on perceived entrepreneurial competencies and readiness of undergraduates of LIS in Kwara State University, Malete?

1.5 Significance of the Study

This study will be of great value to the existing literature on entrepreneurship in the field of LIS, particularly in the Nigerian context, by revealing the available entrepreneurial curriculum and how its teachings are shaping undergraduates' entrepreneurial competencies and readiness.

Lecturers taking undergraduates of LIS entrepreneurial courses will also benefit from this study by knowing how the entrepreneurial courses they are taking are shaping undergraduates' entrepreneurial competencies and readiness and also learn how they can improve on their methods of teaching entrepreneurial courses, so that undergraduates' positive perceptions of entrepreneurial competencies and readiness will be developed and shaped.

Furthermore, undergraduates will also find this study useful by knowing different entrepreneurial opportunities they can develop the competencies and readiness to engage in.

By developing those competencies, undergraduates will be equipped with the skills and abilities required to be successful entrepreneurs that will be employers of labour and reduce the level of unemployment in their respective societies.

Finally, the policy and decision makers and relevant stakeholders will find this study impactful by knowing the challenges affecting the teachings of the current entrepreneurial courses to undergraduates, which are affecting the undergraduates' competencies and readiness. With this, policy planners and decision makers will be aware of challenges to consider and overcome in designing how entrepreneurial courses will be taught in LIS schools.

1.6 Scope and Limitations of the Study

This study will be concerned with influence of entrepreneurial curriculum on entrepreneurial readiness of LIS undergraduates in Kwara State University, Malete University, Malete. It will be restricted to Kwara State University, Malete and thus, their undergraduates will provide data that will be used for the results and conclusions that will be made by this study.

1.7 Operational Definition of Terms

Entrepreneurial curriculum: This is a set of courses designed to teach the undergraduates of LIS, with the aim of shaping their entrepreneurial competencies and readiness.

Entrepreneurial teachings: These are methods of delivering entrepreneurial curriculum aimed at shaping the perception of entrepreneurial competencies and readiness of undergraduates of LIS.

Perceived entrepreneurial competencies: These are the views or impressions influencing abilities or skills of undergraduates of LIS towards entrepreneurial curriculum and teachings offered to them.

Perceived entrepreneurial readiness: These are the views or impressions influencing the preparedness of undergraduates of LIS towards entrepreneurial curriculum and teachings offered to them.

LIS undergraduates: These are individuals learning about libraries and information practices, whose perceptions of entrepreneurial competencies and readiness are expected to be influenced by entrepreneurial curriculum and teachings offered to them.

Kwara State University, Malete: This is a tertiary institution located in Ilorin, Kwara State, Nigeria with a department designated for training undergraduates on the management and handling of information in libraries and information centers, which undergraduates' perception of entrepreneurial competencies and readiness are expected to be influenced by entrepreneurial curriculum and teachings offered.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter is designed to point out positions, assertions, statements, opinions and conclusions of various authorities on the subject under study. Kolawole and Ijebor (2018) asserted that review of related literature involves the collection of ideas, views, positions and opinions expressed in various writings of recognized authorities as well as findings of previous researches in ones area of investigation.

Literature review can be best understood by arranging relevant topics in order of importance or seniority. Therefore, this chapter will be arranged in the following order:

2.2 Concept of entrepreneurial courses

2.3 Competence undergraduates developed from entrepreneurial curriculum

2.4 Entrepreneurial opportunities perceived and engaged in by LIS practitioners

2.5 Benefits of entrepreneurial curriculum and teachings on perceived competences and readiness of undergraduates

2.6 Factors affecting entrepreneurial curriculum and teachings on entrepreneurial perception and readiness of undergraduates

2.7 Summary of literature reviewed

2.2 Concept of Entrepreneurial Courses

The concept of entrepreneurial courses evolved out of the need to formalise entrepreneurship training. The first economist to have used the term entrepreneurship was Richard Cantillion, a French economist of Irish descent. Cantillion is credited with giving the concept of entrepreneurship a central role in economics. The concept of entrepreneurship was coined from the French term "Entreprendre," which means "to undertake or to take risk." The term has further expanded to denote the process or art of taking risks in creating, managing and sustaining a business or enterprise for the purposes of job creation, attaining financial independence and profit-making.

Entrepreneurial curriculum entails the process of teaching and training people on planning and organizing a small business venture, the marshalling of people and resources to create, develop and implement solutions to problems to meet peoples' needs. Entrepreneurial curriculum is programmed to instill in individuals the abilities and mindset to develop a new venture or a new approach to an old business or idea or a unique way of giving the market place a product or service by using resources in a new form under condition or risk. Entrepreneurial curriculum involves the process of showing undergraduates how to create value by bringing together a unique package of resources to exploit an opportunity.

Nwachukwu (2016) pointed that entrepreneurial curriculum is designed to expose undergraduates to the process of creating something new with value by devoting necessary time and effort, assuming the accompanying financial, psychic, and social risks, and receiving the resulting rewards of monetary and personal satisfaction and independence. Binks and Vale (as reported in Udefuna and Uzodinma, 2017) noted that entrepreneurship curriculum entails helping undergraduates cultivate the abilities to exploit an unrehearsed combination of economic resources brought about by the uncertain prospect of temporary monopoly profit.

Anyadike, Emeh and Ukah (2015) argued that entrepreneurial curriculum goes beyond starting a business; it involves the process of equipping undergraduates with the traits of identifying opportunities, allocating resources, and creating value. Entrepreneurial curriculum cut across the process of guiding undergraduates to the arts of using private initiative and know-how to grow and diversify an existing venture or new enterprise with high growth potential (Ujunwa, Salami & Umar, 2014). Ujunwa, Salami and Umar (2014) further opined that entrepreneurial curriculum is the template used for directing undergraduates or learners on the formation of new businesses/firms because the formation of new businesses/firms is an important indicator of entrepreneurial activity and key component in economic growth and development.

Entrepreneurial curriculum is aimed at grooming undergraduates for the activity of venturing into new enterprises. Distinct from the Management course, entrepreneurship curriculum empower undergraduates with the expertise needed in the creation of new enterprises to meet new challenges and opportunities presented by a given situation. It informs undergraduates' capacities by taking them through the process of bearing a non-insurable risks of achieving business objectives. Also, it focuses on bringing different entrepreneurial activities which

have been found all over the world to the undergraduates' consciousness, so that they can be capable of making positive impacts on the economy of a nation and the quality of life of the people (Bodunrin, 2014).

2.3 Competence Undergraduates Developed from Entrepreneurial Curriculum

The main motive of entrepreneurial curriculum is to build sound and qualified entrepreneurs who can harness resources to achieve business goals (Udefuna & Uzodinma, 2017). Chioma, Ukoma and Alagah (2018) asserted that Cantillion described an entrepreneur as a person who pays a certain price for a product to resell it at an uncertain price, thereby making decisions about obtaining and using resources while consequently assuming the risk of enterprise. An entrepreneur is one who brings together the factors of production and combines them into a product. Entrepreneur are ordinarily called businessmen who combines capital and labour for the purpose of production, organizes and manages a business unit assuming the risk for profit.

Tracy (2016); Kalagbor and Harry (2019) noted that ultimately, entrepreneurial curriculum empower undergraduates with sound knowledge of business, how to bring in new ideas, new commodities and processes and encourage their teams to be committed in their entrepreneurial activities. Some of the competences of entrepreneurial curriculum are:

1. **Self-discipline:** Self-discipline is the single most important quality for success in life and business. Tracy (2016) justified this entrepreneurial competence on undergraduates by arguing that if undergraduates can discipline themselves to do what they should do, whether they feel like doing it or not, their success is virtually guaranteed. Tracy (2016) further stressed that self-discipline inculcated in undergraduates will enhance their self-mastery, self-control, self-responsibility, and self-direction.
2. **Integrity:** This is the most valued and respected competence undergraduates can learn in their entrepreneurial journey, because comes with integrity is undergraduates' reputations; to be perfectly honest in everything they do and in every transaction and activity. Student entrepreneurs must never compromise their integrity. They should always remember that their words are their bonds and their honor is everything when it comes to their businesses. All successful businesses are based on trust.

3. **Persistence:** Entrepreneurial curriculum in still persistence in undergraduates, which is the character of a man as carbon is to steel. Persistence goes hand-in-hand with all great success in life. Entrepreneurial curriculum program undergraduates' subconscious mind for persistence, so that they won't see setbacks and disappointments as obstacles to their upward quest toward success. Entrepreneurs always resolve in advance that they will never give up, no matter what happens. The courage to persist in the face of adversity and disappointment is the one quality that, more than anything, will guarantee entrepreneurs' success. Your greatest asset can be your willingness to persevere longer than anyone else. In fact, an entrepreneur's persistence is a true measure of his belief in himself and his ability to succeed.
4. **Clear sense of direction:** The fourth trait that all successful entrepreneurs must possess is a clear sense of direction. Because of the turbulence and rapid change in today's marketplace, most business owners have been reduced to operating day-by-day, almost like firefighters. Entrepreneurs are totally preoccupied with short-term problems and the need to get short-term sales and profits. They intend to spend more time thinking and planning for the future, but they don't ever seem to get around to it. This is not for successful business owners. Successful entrepreneurs set clear targets for themselves and for every part of their business. In fact, perhaps their most important responsibility to their people is to give them a clear sense of direction in their work.
5. **Decisive and action-oriented:** The final trait that all successful entrepreneurs must possess is being decisive and action-oriented. They must think and make decisions quickly. They discipline themselves to take action and to carry out the decisions they have made. They move fast and they get quick feedback from their actions. If they find they have made a mistake, they quickly self-correct and try something else. Successful entrepreneurs are decisive and they try far more things than other failed entrepreneurs do. If entrepreneurs try far more different ways to be successful, the odds are that they will eventually find the right way for them, at the right time (Tracy, 2016).
6. **Resource management:** Entrepreneurial curriculum exposes undergraduates to various resources needed for managing their businesses and not only that, undergraduates also develop the skills of identifying, organising, controlling and

directing resources such as human, financial, materials, time, immaterial and the likes to achieve the objectives of their business.

7. **Problem solving:** Managing businesses poses different problems which the business manager must have acquired the skills and expertise to overcome. Some of the problems that may arise in the course of managing a business are predicted in the entrepreneurial curriculum and guide undergraduates how they can be overcome in the case of eventuality that those problems happened in reality.
8. **Decision making:** Entrepreneurial activities always posed different opportunities that if care is not taken, entrepreneurs might end up venturing into businesses that will end in loss, maybe because of poor decisions. However, through entrepreneurship curriculum, potential entrepreneurs will learn the arts and science of decision making, which they can be deployed to minimise or mitigate losses in the course of running their business (Small and Medium Enterprises Development of Nigeria, [SMEDAN], 2015).
9. **Human/customer relations:** Businesses are not meant to run in isolation; therefore, they need the support of customers and personnel of the organisation. If the people associated with an entrepreneur's business are not treated with respect and humanness, it becomes difficult for the business to grow, let alone be sustained. These are some of the competences undergraduates learned from entrepreneurial curriculum, in order to create balance in relating with their customers and personnel.
10. **Business management:** Managing business requires a variety of competences ranging from communication, financial prudence, interpersonal and intrapersonal relation and others. Entrepreneurial curriculum has duly considered every competences required for managing businesses and its teachings have been tailored towards impacting those skills in learners so that they can ably manage the risks and challenges associated with any business they are venturing into (Oghojafor, Kuye, Sulaimon & Okonji, 2014).

2.4 Entrepreneurial Opportunities Perceived and Engaged in by LIS Practitioners

Entrepreneurship in LIS is all about attitudinal change and development, behaviour of LIS practitioners at the individual level to pursue opportunities through innovative leveraging of

resources that for the most part are not controlled internally. Entrepreneurial curriculum in LIS makes potential librarians to be self-reliant, focused, functional, realistic, productive, reliable and creative where he/she can manage and utilize available resources for income generation and survival (Uhegbu, 2014; Ntogo-Saghanen & Eссор, 2021).

Musa and Tsafe (2019) argued that entrepreneurial opportunities in LIS provide economic value to librapreneurs after they must have attended to the identified needs. It is in situations of opportunities that goods and services, raw materials and organized methods are introduced and sold at prices greater than their cost of productions. Entrepreneurial opportunities enable the librapreneur to discover new methods and techniques of harnessing goods, services, raw materials, personnel and others in order to earn economic value.

Okafor and Okey-Okafor (2015); Igwe, Ukairo, Musa and Bello (2015); Ntogo-Saghanen and Eссор (2021) asserted that Librarianship has many aspects that can be turned to business opportunities and knowing that passion influences the choice of business librarians can venture into, the following are some of the business opportunities that can be explore by LIS practitioners:

6. **Freelance Librarian:** These are librarians who engage in library works to make their earnings by selling their works or services to different organizations rather than being employed by a particular establishment. Many librarians can start as a freelancer while still working in a library until they are independent. The condition is just that their works and activities have to be kept separate. Librarians have great opportunities to become self-employed as freelance online information business dealers, because there is a great potentials for librarians in this direction and should be embraced and utilized by all librarians (Musa & Tsafe, 2019).
7. **Editing:** This is a service-oriented business opportunity in the field of LIS that involves the process of perfecting contents in order to make them readable and understandable by the target audience. LIS practitioners who are dexterous in editing are earning huge amount of money from it because their works help in ensuring uniformity and consistency in information products. Different forms of editing that can be leveraged by LIS practitioners are: creative editing, content editing, copy editing, acquisition editing, developmental editing, graphics editing, etc., (Igwe et al, 2015).

8. **Writing:** This is the process of putting down ideas of a man into writing, which will end up becoming books, magazines, handbooks, manuals, directories, etc. The end product of writing can be in traditional (paper) or contemporary (electronic) format. LIS practitioners who are skillful in the art and science of writing are turning it to business opportunities by serving as freelance writer, ghost writer, etc., (Igwe et al, 2015).
9. **Indexing:** This is a service that require adequate technical skills before it can be prepared. It involves the process of assigning locators, keywords or phrases that can be used to find and retrieve ideas or concepts in information products. The end product of indexing is an index/indexes, which are usually arranged in alphabetical order. LIS practitioners who are specialised in this are known as indexers (Igwe et al, 2015).
10. **Abstracting:** This is also a service that require deep technical skills in its preparation. It involves the process of preparing a surrogate of information materials, by providing a detailed summary of that information material. The end product of abstracting is an abstract/abstracts. Its major types are indicative, informative, critical, mission-oriented, etc., (Ugwuogu & Igwe, 2015; Igwe et al, 2015).
11. **Information Repackaging:** This is a customized services to meet the information needs of specifically identified end users. It is a systematic approach to the design and provision of information services by rebuilding products and services to address specific needs of information seekers. Librarians have long been involved in repackaging of information for their clients. Repackaging information is viable mechanism for librarians seeking to be self-employed. Repackaging information could be in the form of reforming and synthesizing raw information. This involves changing the original form or state of information to make it easier for the user to comprehend (Okafor & Okey-Okafor, 2015).
12. **Compilation of Bibliographies:** Bibliography is the systematic listing of sources of information either on a subject or group of subjects. It is used as a tool to guide the users in locating the right types of materials at the right time, saving users' time. Researchers and other information users obtain and utilize bibliographic materials that are suitable in their areas of research as it promotes accessibility of the related primary literature needed for educational and informational purposes (Ugwuogu & Igwe, 2015; Ntogo-Saghanen & Eson, 2021).

13. Providing Training or Assistance to Users in Accessing Information Products:

Librarians could provide some form of user education to those who seek information in the library or other information centres. This could be library orientation and other library programmes which will be of benefit to library or information users. This kind of training or assistance will be done for a fee by the independent librarians. As an independent librarian, one of the means of getting the attention of the client is providing them with quality information resources i.e., the content of such resources has to be checked to know if they will be useful to the client.

14. Reprographic Services: This is the reproduction of graphics through mechanical or electrical means and commonly use in libraries, archives, business centres and offices. Reprographic services are one of the numerous opportunities a librarian could avail himself in becoming self-employed. The aim of every librarian is to make a living. Therefore, if a librarian decides to be on his own, which is very much encouraging and appreciated, they could also make a useful living by engaging in reprographic services (Igwe et al, 2015; Musa & Tsafe, 2019).

15. Bindery Services: Librarians depends on binderies as a means of reducing the time and cost involved in replacing books and away of preserving irreplaceable materials, this according to him is making business to boast. Bindery business creates a huge opportunity to librarians who wants to be on their own, especially those in Nigeria because there are good number of books and newspapers which could be identified in some institutions that has been lying untouched decades, independent librarians could reach out to these institutions to get the job done for a fee (Musa & Tsafe, 2019).

16. Operating a business centre: This is another attractive venture these days. With the advent of Information and Communication Technologies (ICTs) and small capital, he can open a small business center around his community and perform activities like photocopy; typing of documents; Printing; and internet services business which are mostly patronized by almost every one due to its speed and accuracy. This is a great opportunity that LIS graduates can venture into for self-reliance.

17. Rural Information Provision Services: This type of business has to do with research techniques/ analysis of information needs of specific area/location. This process involve collating, appraisal and repackaging of vital information about a particular area with the aim of selling such information to either history bureau, companies, researchers, geographical information agencies, governments at all level, research

institutions, museums, etc. Such type of information should be capable of aiding the development of the people of the said community (Okafor & Okey-Okafor, 2015).

18. **Books Selling:** With vast knowledge in books and its component parts, the LIS graduates can venture into book selling business which is very attractive and profitable. Books selling centers can be identified and be properly advertised. He can also utilize the mobile book selling business using his personal vehicle to display his stock in places like Conferences Centers, Seminars and Workshops venues. He can also go into bulk selling (Wholesale) by opening book shops or selling centers in market stalls. He can patronize educational institutions at all levels to advertise his products.
19. **Selling of Library Equipment:** This includes the production, sales and repairs of library equipment needed for the processing, display and storage of information materials in different libraries and information centers. Some of these equipment may include circulation counters, metal and wooden shelves, trolleys, catalogue cabinet, book display racks, filling cabinets, issuing strays, metal library ladder, book pockets and cards, conference tables and chairs, study carrels, newspaper/magazine racks, dictionary stand, stylus pen etc. With a little take off fund, the graduate librarian can hire a small store or shop to begin with.
20. **Operating a Cyber Café:** This is another attractive venture these days. With the advent of Information and Communication Technologies (ICTs) and small capital, he can open a small business center around his community and perform activities like photocopy; typing of documents; Printing; and internet services business which are mostly patronized by almost every one due to its speed and accuracy. This is a great opportunity that LIS graduates can venture into for self-reliance.
21. **Web Designing:** This is a business opportunity that can be explored by librarians in the contemporary era. This service is highly lucrative in the recent times as most libraries are striving to build websites, web portals in order to create virtual presence for their libraries.
22. **Translation Services:** This is an aspect of information repackaging that librarians can explore in the contemporary time. Librarians can be making money from translating information materials that are written in another language into indigenous languages that can be easily read by information users (Ntogo-Saghanen & Eссор, 2021).
23. **Publishing Business:** For being a graduate of LIS profession it would be an added advantage to those graduates who may wish to venture into publishing business.

Having known much about the history of books and book publishing, serials, and other information resources. It is expected that the graduate librarian would make visible difference in the printing and publishing business since he/she must have been exposed and mastered the bibliographic features of each type of information resources. He/she is also conversant with the legal way of publication by obeying /following the due process of legal deposit law and acquisition of International Standard Book Number (ISBN) for books and International Standard Serial Number for serials publications from the National Library of Nigeria (NLN) (Igwe et al, 2015; Musa & Tsafe, 2019).

2.5 Benefits of Entrepreneurial Curriculum and Teachings on Perceived Competences and Readiness of Undergraduates

Entrepreneurial curriculum and teachings have led and will continue to lead to the economic revolution of Nigeria. It has been proven repeatedly that entrepreneurial curriculum and teachings have improved the level of Nigerian graduates' involvement in entrepreneurial activities, which has ultimately resulted to improved standard of living of Nigerians, boosted economic growth and development of Nigeria (Bodunrin, 2014; Ujunwa, Salami & Umar, 2014).

The following are some of the benefits entrepreneurial curriculum and teachings have had on Nigeria's graduates:

1. **Boosts undergraduates' contributions to economic development:** Entrepreneurial curriculum and teachings have been exposing undergraduates to entrepreneurial activities they can make profit from. The profits made by undergraduates, coupled with the payments for the various factors of production by the undergraduates flow as an increase into either local, state or federal purse (Musa & Tsafe, 2019).
2. **Strengthens undergraduates' contributions to the increase in gross domestic products, National Income, etc.:** Entrepreneurial curriculum and teachings help in improving the standard of living of undergraduates. The entrepreneurial contributions of undergraduates through their established Small and Medium Scale Enterprises industrial sector are significant to the Nigeria's Gross Domestic Products (GDPs), which are valued at about 37% there by making it the second largest contributor to the Nation's GDP after the oil sector (SMEDAN, 2015).

3. **Boosts employment opportunities:** Entrepreneurial curriculum and teachings trained learners on how to be self-dependent and employers of labour, which results in the creation of small businesses. The labour intensive nature of small businesses enables learners create more jobs than the big businesses (Oghojafor et al, 2014).
4. **Improves innovative capacities of learners:** Entrepreneurial curriculum and teachings have exposed undergraduates to different ways they can rebrand and repack existing goods, products and services and also aided the introduction of high quality goods and services which have transformed consumers' lives and enhanced the standard of living of learners (Adah, Apochi & Ekeh, 2014).
5. **Reduce learners' involvement in rural-urban drifts:** One of the primary objectives of designing entrepreneurial curriculum and teachings in developing countries is to mitigate rural-urban drift syndrome among learners or graduates. The migration of rural dwellers to cities in search of 'white-collar' jobs has resulted in congestion, high incidence of crimes, etc. However, through entrepreneurial curriculum and teachings, learners have developed the skills to identify opportunities in the rural areas and minimise their surge to the urban areas (Ajani, Mgbenka & Onah, 2015).
6. **Boosts learners' abilities to develop local technological base:** Entrepreneurial curriculum and teachings have challenged learners to look inward to explore and identify local resources that may be useful for technological inventions. This has helped the development of indigenous technological base by helping in transferring the much needed technology needed for the rapid transformation of the country.
7. **Ability to manage foreign exchanges:** Since countries can look inward to explore and transform their natural resources, entrepreneurial curriculum and teachings will result developing learners' competences to channel their efforts on reducing the importation of machineries and equipment, raw materials and payment to foreign experts (Oghojafor et al, 2014).

2.6 Factors Affecting Entrepreneurial Curriculum and Teachings on Entrepreneurial Perception and Readiness of Undergraduates

Metu and Nwokoye (2015); Nwachuckwu (2016); Kalagbor and Harry (2019) have posited that there are many factors affecting entrepreneurial curriculum and teachings in Nigeria. Some of the factors are discussed below:

- 2 **Poor teaching and learning environments:** The environments where entrepreneurial instructions are being delivered to undergraduates are not conducive for teaching and learning. This make it difficult for undergraduates to be ready to develop entrepreneurial competencies because they perceived entrepreneurial activities as abstract ideas.
- 3 **Over concentration on theoretical knowledge:** Most entrepreneurial curriculum and teachings are not tailored towards practical issues that are respective to a society or community. This makes it difficult for undergraduates to discern the right entrepreneurial procedures or methods they can adopt to record success in their entrepreneurial activities.
- 4 **Lack of capital:** This is a major impediment to the undergraduates' perceptions and readiness for entrepreneurial curriculum and teachings in Nigeria. Undergraduates believed that there is no access to capital that is sufficient for them to start businesses. In most cases when undergraduates have identified opportunities to exploit, lack of capital or inadequate funding will hinder their entrepreneurship journey.
- 5 **Difficulties in accessing loans:** In situations where undergraduates have settled to secure loans from the banks, mortgage, commercial or microfinance, the systemic processes may make it difficult for them to access loans. Some of the systemic processes that affect security of loans by undergraduates are exorbitant interest rate, collateral and conditions of repayment of loans.
- 6 **Poor state of infrastructure:** The flourish of entrepreneurship lies on the availability of social amenities. Inadequate infrastructural facilities and social amenities like good roads, security of properties, warehouses, etc., is hugely affecting the undergraduates' perceptions and readiness for entrepreneurial curriculum and teachings.
- 7 **Unstable Nigerian economy:** The instability of the Nigerian economy makes it difficult for undergraduates' entrepreneurial competences to grow. The status of economic indices like demand, supply, distribution, unemployment, income and expenditures, national debts play larger roles in the entrepreneurial activities of a country by determining the value of commodities, standard of living and exchange rate of a country's currency.
- 8 **Inconsistent government policies:** Policies made by all levels of government, from the federal to state and local are not consistent. In Nigeria, the federal government can make law today and tomorrow, the state government will also make its own which

may contradict the provisions of the federal government. Entrepreneurs find it difficult to know whom to obey in a situation like this.

- 9 **Poor knowledge of how to run a business:** Knowledge itself is an asset base to entrepreneurs in the contemporary world. However, most entrepreneurs are deficient of skills, information and knowledge of processes, procedures and strategies they needed to be acquainted with, in order to succeed in their business.
- 10 **Challenge of non provision of marketing strategies:** Oftentimes, undergraduates don't know what market is available to them, let alone knowing how to approach the market or identify the needs of the market. Whether entrepreneurs render services or manufacture products, they must have customers and the failure to identify and reach out to those customers that kill most entrepreneurs.

2.7 Summary of the Literature Reviewed

Entrepreneurial curriculum and teachings have proven to be a pivotal component of entrepreneurial development, reformation and transformation of many countries with Nigeria inclusive. This chapter has clearly shown that entrepreneurial curriculum and teachings are sets of programmes tailored towards instilling in learners/undergraduates, skills and competences required to chart the pool of entrepreneurship. Scholars, through different studies have argued and believed that entrepreneurship curriculum and teachings played crucial roles in building info/librapreneur by equipping them with the requisite skills needed to seize the opportunities in their fields, leveraging its benefits and overcome challenges associated with running of businesses.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter will cover the approaches of how the researcher will obtain data to solve the problem under study and most importantly indicate the justifications for adopting any approach or way of conducting this study.

Thus, this chapter will be arranged under the following sub-headings:

3.2 Research Method/Design

3.3 Population of the Study

3.4 Sampling Technique and Sample Size

3.5 Instrument for Data Collection

3.6 Validity and Reliability of the Instrument

3.7 Administration of the Instrument

3.8 Data Analysis Procedure

3.2 Research Design

Research design shows the ways to be followed in conducting a study. Kolawole and Ijebor (2018) posited that research design is the conceptual structure with which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data. Thus, descriptive survey method will be adopted for this study. Descriptive survey method is suitable for this study because it avails the researcher the opportunities of questioning respondents on entrepreneurial curriculum and teachings on perceived entrepreneurial competences and readiness.

3.3 Population of the Study

Population is the total area, environment or aspect a study intends to cover. According to Issa (2012), population of a study is referred to as all the members or elements of a particular

group of people or things in a defined area. Hence, the population of this study are the four-hundred-level undergraduates of Kwara State University, Malete. The population is shown in the table below:

Sources: 400 Levels' Class Representative

3.4 Sampling Technique and Sample Size

Sample is the unit, portion or element of the population, which will provide data that are relevant to the study. In this study, sample size will be determined with Calculator.net (calculator.net), using the format below:

Population: 746

Confidence level: 90%

Margin error: 0.05

Population proportion: 85

Sample size = 118 respondents.

However, this study will adopt Simple random sampling technique. This sampling technique is suitable for this study because it first requires arranging the population into groups before samples are picked from them. Simple random sampling will be used because it allows the researcher to give every LIS student in the population equal chance of being chosen and included in the sample.

3.5 Instrument for Data Collection

This study will adopt questionnaire as its data collection instrument. The questionnaire, according to Issa (2012) is a data collection instrument containing series of questions and other prompt responses for the purpose of gathering information from library users. The questionnaire will be titled *“Influence of Entrepreneurial Curriculum on Entrepreneurial Readiness of LIS Undergraduates in Kwara State University, Malete”* and will be arranged into the sections below:

Section A: Demographic characteristics of respondents

Section B: Entrepreneurial courses developing the entrepreneurial competence and readiness of undergraduates of LIS

Section C: Perceived entrepreneurial competencies developed through entrepreneurial curriculum and teachings by undergraduates of LIS

Section D: Entrepreneurial opportunities perceived and ready to engage in by undergraduates of LIS

Section E: Perceived benefits of entrepreneurial curriculum and teachings on competencies and readiness of undergraduates of LIS

Section F: Perceived factors affecting entrepreneurial curriculum and teachings on perceived entrepreneurial competencies and readiness of undergraduates of LIS.

3.6 Validity and Reliability of the Instrument

Validity refers to the level at which an instrument accurately measures what it intends to measure (Li, 2016). The questionnaire will be given to two subject experts for assessment of the quality of presentation of the contents of the variables the researcher wishes to measure. Their expert opinions will be effected before the questionnaire is presented to the supervisor for assessment and corrections and its onward distribution to respondents.

However, reliability refers to the levels at which an instrument yields consistent results. Internal consistency will be used to assess the extent of differences within the test items by exploring the same construct that produce similar results (Thomas, 2022).

3.7 Administration of the Instrument

The questionnaires will be administered to the respondents by the student researcher and three research assistants. The researcher and two research assistants will administer the questionnaires to respondents in Kwara State University, Malete main campus.

3.8 Data Analysis Procedure

Data collected will be presented in simple percentage and frequency table and analysed by using the IBM Statistical Package for Social Science (SPSS) 23rd edition. The reason for the choice of simple percentage and frequency table is because it allows presentation, analysis and comparison of multiple attitude, opinion and ideas which can enhance easy understanding of tables and the data they contained.

CHAPTER FOUR

PRESENTATION OF RESULTS, ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents data analysis, presentation of result and discussion of findings. The chapter is presented under the following headings:

4.2 Questionnaire Distribution and Response Rate

4.3 Demographic Information of Respondents

4.4 Data Presentation and Analysis

4.5 Discussion of Findings

4.2 Questionnaire Distribution and Response Rate

Table 1: Questionnaire distribution and response rate

From the 118 questionnaire administered to LIS undergraduates in Kwara State University, Malete, only 94 were adequately filled and suitable for analysis. Thus, the return rate of 79.97% is appropriate for analysis and discussion.

Ramshaw (2021) noted that questionnaire is suitable for analysis if the response rate is more than average for physically administered questionnaires. Thus, the return rate of 79.97% is appropriate for analysis and discussion.

4.3 Demographic information of respondents

Table 2: Demographic distribution of respondents

Items		F	%
Gender	Male	39	41.5
	Female	55	58.5
	Total	94	100
Age range	15 – 19 years	23	24.5
	20 – 24 years	60	63.8
	25 – 29 years	8	8.5
	30 – 34 years	3	3.2
	35 and above years	0	0.0
	Total	94	100
Marital Status	Single	80	85.1
	Married	14	14.9
	Widow	0	0.0
	Divorced	0	0.0
	Total	94	100

Table 2 shows that majority 55 (58.5%) of the respondents are female, while 39 (41.5%) are males. More so, 60 (63.8%) of respondents are 20 – 24 years age range, followed by 23 (24.5%) for 15 – 19 years and 8.5% for 25 – 29 years. Finally, 85.1% of the respondents are single, while only 14.9% are married.

4.4 Data Presentation and Analysis

4.4.1 Research Question One: What are the entrepreneurial courses for developing the entrepreneurial competence and readiness of undergraduates of LIS in Kwara State University, Malete?

Table 3: Entrepreneurial courses for developing the entrepreneurial competence and readiness of undergraduates of LIS in Kwara State University, Malete

Items	SA		A		U		D		SD		M	SD
	F	%	F	%	F	%	F	%	F	%		
Introduction to entrepreneurship	21	22.3	47	50.0	10	10.6	4	4.3	12	12.8	3.65	1.24
Innovation and product development	21	22.3	31	33.0	21	22.3	8	8.5	13	13.8	3.41	1.31
Enterprise creation and development	21	22.3	31	33.0	13	13.8	11	11.7	18	19.1	3.28	1.43
Enterprise and mentorship	24	25.5	27	28.7	13	13.8	17	18.1	13	13.8	3.34	1.39
Enterprise resource planning	22	23.4	28	29.8	18	19.1	10	10.6	16	17.0	3.32	1.39
Entrepreneurship in LIS	33	35.1	43	45.7	8	8.5	4	4.3	6	6.4	3.99	1.09
Creativity and innovation	21	22.3	46	48.9	15	16.0	6	6.4	6	6.4	3.74	1.08
Business plan and funding	24	25.5	33	35.1	18	19.1	8	8.5	11	11.7	3.54	1.28
Time management	18	19.1	33	35.1	15	16.0	8	8.5	20	21.3	3.22	1.42
Financial management	29	30.9	32	34.0	13	13.8	7	7.4	13	13.8	3.61	1.36
Marketing strategy development	23	24.5	35	37.2	15	16.0	8	8.5	13	13.8	3.50	1.32

Table 3 reveals that Entrepreneurship in LIS is ranked highest out of the entrepreneurial courses for developing the entrepreneurial competence and readiness of undergraduates with (3.99 ± 1.09) , followed by Creativity and Innovation (3.74 ± 1.08) and 3.65 ± 1.24 for Introduction to entrepreneurship. However, Enterprise Creation and Development is ranked lowest with (3.28 ± 1.43) .

This reveals that Entrepreneurship in LIS, Creativity and Innovation and Introduction to entrepreneurship are the major courses for developing the entrepreneurial competence and readiness of undergraduates.

4.4.2 Research Question Two: What are the perceived entrepreneurial competencies you developed through entrepreneurial curriculum and teachings?

Table 4: Perceived entrepreneurial competencies developed through entrepreneurial curriculum and teachings by undergraduates of LIS

Items	SA		A		U		D		SD		M	SD
	F	%	F	%	F	%	F	%	F	%		
Helps me develop a clear sense of direction	22	23.4	33	35.1	16	17.0	9	9.6	14	14.9	3.43	1.35
Teaches me decisiveness and action-oriented	31	33.0	24	25.5	10	10.6	15	16.0	14	14.9	3.46	1.46
Teaches me resource management	19	20.2	42	44.7	12	12.8	12	12.8	9	9.6	3.53	1.22
Teaches me problem solving	22	23.4	23	24.5	21	22.3	14	14.9	14	14.9	3.27	1.37
Teaches me decision making	20	21.3	25	26.6	17	18.1	11	11.7	21	22.3	3.13	1.46
Teaches me human/customers' relations	26	27.7	29	30.9	12	12.8	11	11.7	16	17.0	3.40	1.44
Teaches me business management	22	23.4	46	48.9	13	13.8	9	9.6	4	4.3	3.78	1.05
Teaches me creativity and innovation	25	26.6	43	45.7	9	9.6	9	9.6	8	8.5	3.72	1.20
Teaches me the arts of team motivations	25	26.6	22	23.4	18	19.1	12	12.8	17	18.1	3.28	1.45

Table 4 shows that teaches me business management is ranked highest out of the entrepreneurial competencies developed through entrepreneurial curriculum and teachings by undergraduates with (3.78 ± 1.05) , followed by teaches me creativity and innovation (3.72 ± 1.20) and 3.53 ± 1.22 for teaches me resource management. On the other hand, teaches me decision making is ranked lowest with (3.13 ± 1.46) .

This implies that business management, resources management and creativity and innovations are the major perceived competencies undergraduates developed from entrepreneurial curriculum and teachings.

4.4.3 Research Question Three: What are the entrepreneurial opportunities perceived and ready to engage in by undergraduates of LIS?

Table 5: Entrepreneurial opportunities perceived and ready to engage in by undergraduates of LIS

Items	SA		A		U		D		SD		M	SD
	F	%	F	%	F	%	F	%	F	%		
Indexing	18	19.1	26	27.7	15	16.0	18	19.1	17	18.1	3.11	1.40
Abstracting	23	24.5	31	33.0	12	12.8	16	17.0	12	12.8	3.39	1.36
Information repackaging	28	29.8	32	34.0	11	11.7	9	9.6	14	14.9	3.54	1.39
Providing training or assistance to users in accessing information products	15	16.0	29	30.9	15	16.0	22	23.4	13	13.8	3.12	1.32
Reprographic services	21	22.3	29	30.9	18	19.1	15	16.0	11	11.7	3.36	1.31
Bindery services	22	23.4	30	31.9	19	20.2	18	19.1	5	5.3	3.49	1.20
Operating cyber cafes	28	29.8	34	36.2	10	10.6	10	10.6	12	12.8	3.60	1.36
Selling of library equipment	22	23.4	29	30.9	18	19.1	15	16.0	10	10.6	3.40	1.30
Book selling	18	19.1	30	31.9	19	20.2	17	18.1	10	10.6	3.31	1.27
Publishing business	23	24.5	37	39.4	15	16.0	10	10.6	9	9.6	3.59	1.24

Table 5 indicates that operating cyber cafes is ranked highest out of the entrepreneurial opportunities perceived and ready to engage in by undergraduates with (3.60 ± 1.36) , followed by publishing business (3.59 ± 1.24) and 3.54 ± 1.39 for information repackaging. However, indexing is ranked lowest with (3.11 ± 1.40) .

This means that operating cyber cafes, publishing business and information repackaging are the major entrepreneurial opportunities perceived and ready to engage in by undergraduates.

4.4.4 Research Question Four: What are the perceived benefits of entrepreneurial curriculum and teachings on undergraduates' entrepreneurial competencies and readiness?

Table 6: Perceived benefits of entrepreneurial curriculum and teachings on competencies and readiness of undergraduates of LIS

Items	SA		A		U		D		SD		M	SD
	F	%	F	%	F	%	F	%	F	%		
Boosts my contributions to economic development	19	20.2	42	44.7	10	10.6	13	13.8	10	10.6	3.50	1.26
Strengthens my contributions to the increase in gross domestic products, National Income, etc.	20	21.3	36	38.3	15	16.0	8	8.5	15	16.0	3.40	1.36
Boosts employment opportunities	23	24.5	31	33.0	14	14.9	13	13.8	13	13.8	3.40	1.36
Improves my innovative capacities	29	30.9	32	34.0	14	14.9	4	4.3	15	16.0	3.60	1.39
Reduces persistence of rural-urban drifts	14	14.9	42	44.7	13	13.8	10	10.6	15	16.0	3.32	1.31
Boosts my abilities to develop local technological base	17	18.1	32	34.0	18	19.1	10	10.6	17	18.1	3.23	1.36
Enhances my abilities to manage foreign exchange	13	13.8	37	39.4	18	19.1	12	12.8	14	14.9	3.24	1.28

Table 6 reveals that improves my innovative capacities is ranked highest out of the perceived benefits of entrepreneurial curriculum and teachings on competencies and readiness of undergraduates with (3.60 ± 1.39) , followed by boosts my contributions to economic development (3.50 ± 1.27) and 3.40 ± 1.36 for boosts employment opportunities and strengthens my contributions to the increase in gross domestic products, National Income, etc. Nevertheless, boosts my abilities to develop local technological base is ranked lowest with (3.23 ± 1.36) .

This reveals that improves undergraduates' innovative capacities, boosts undergraduates' contributions to economic development, boosts employment opportunities and strengthens my contributions to the increase in gross domestic products, National Income are the major perceived benefits of entrepreneurial curriculum and teachings on competencies and readiness of undergraduates.

4.4.5 Research Question Five: What are the perceived factors affecting entrepreneurial curriculum and teachings on undergraduates perceived entrepreneurial competencies and readiness?

Table 7: Perceived factors affecting entrepreneurial curriculum and teachings on perceived entrepreneurial competencies and readiness of undergraduates of LIS

Items	SA		A		U		D		SD		M	SD
	F	%	F	%	F	%	F	%	F	%		
Poor teaching and learning environment	23	24.5	32	34.0	15	16.0	13	13.8	11	11.7	3.46	1.32
Over concentration on theoretical knowledge	15	16.0	38	40.4	19	20.2	7	7.4	15	16.0	3.33	1.29
Teaching and curriculum doesn't cover how to raise capital	11	11.7	33	35.1	24	25.5	11	11.7	15	16.0	3.15	1.25
Teaching and curriculum doesn't cover how to access loans	11	11.7	35	37.2	15	16.0	14	14.9	19	20.2	3.05	1.35
Poor state of infrastructure is a factor against my entrepreneurial competencies and readiness	3	3.2	44	46.8	13	13.8	11	11.7	23	24.5	2.93	1.31
Unstable Nigerian economy is a factor against entrepreneurial competencies and readiness	31	33.0	36	38.3	9	9.6	4	4.3	14	14.9	3.70	1.37
Inconsistent government policies is a factor against entrepreneurial competencies and readiness	22	23.4	40	42.6	11	11.7	8	8.5	13	13.8	3.53	1.32
Poor knowledge of how to run a business is a factor against entrepreneurial competencies and readiness	11	11.7	38	40.4	23	24.5	7	7.4	15	16.0	3.24	1.24
Non-provision of marketing strategies in the curriculum of teaching	11	11.7	38	40.4	16	17.0	7	7.4	22	23.4	3.10	1.38

Table 7 shows that unstable Nigerian economy is ranked highest out of the perceived factors affecting entrepreneurial curriculum and teachings on perceived entrepreneurial competencies and readiness of undergraduates with (3.70 ± 1.37) , followed by inconsistent government policies (3.53 ± 1.32) and 3.46 ± 1.32 for poor teaching and learning environment. However, poor state of infrastructure is ranked lowest with (2.93 ± 1.31) .

This means that unstable Nigerian economy, inconsistent government policies and poor teaching and learning environment are the major factors affecting entrepreneurial curriculum and teachings on perceived entrepreneurial competencies and readiness of undergraduates.

4.5 Discussion and Interpretations of Findings

4.5.1 Entrepreneurial courses for developing the entrepreneurial competence and readiness of undergraduates of LIS in Kwara State University, Malete

Findings reveal that Entrepreneurship in LIS, Creativity and Innovation and Introduction to Entrepreneurship are the major courses for developing the entrepreneurial competence and readiness of undergraduates. Also, findings of this study show that Entrepreneurship in LIS is becoming an effective course promoting entrepreneurship among the undergraduates of LIS. The course was included in the LIS curriculum some years ago to expose the undergraduates to entrepreneurial opportunities in LIS and equip them with relevant skills to triumph in whatever entrepreneurial opportunities undergraduates engage in (Udefuna & Uzodinma, 2017).

The respondents also perceived that Creativity and Innovation are useful in developing their entrepreneurial competence and readiness. This implies that the respondents perceived the course, Creativity and Innovation to be essential in helping them learn how to develop new products and invent latest services that can make them position library and information services for entrepreneurial opportunities (Kalagbor & Harry, 2019). The perceptions of the respondents toward this course is that Librarianship is evolving in various dimensions. Thus, the need for both practicing and budding LIS practitioners to be creative and innovative.

Chioma, Ukoma and Alagah (2018) asserted that the course Introduction to Entrepreneurship was designed to introduce every 100 level undergraduates in universities in Nigeria to entrepreneurship. It is not surprising to discover that the respondents perceived that this course is one of the courses helping them develop entrepreneurial competencies and readiness. Based on the wrong impression flowing around in the Nigeria's society, it is easy for undergraduates to lose interest in entrepreneurship. However, this study has shown that the course Introduction to Entrepreneurship helps the respondents develop the competencies and ready to engage in entrepreneurship.

However, knowing that Enterprise Creation and Development has the least percentage as an entrepreneurial courses for developing the entrepreneurial competence and readiness of the respondents shows that the respondents perceived that objectives of the course is not being achieved. This means that some modifications should be made to course in order for it to be

contributing to the development of entrepreneurial competence and readiness of the undergraduates.

4.5.2 Entrepreneurial courses for developing the entrepreneurial competence and readiness of undergraduates of LIS in Kwara State University, Malete

Findings indicated that the entrepreneurship curriculum and teaching contribute to the respondents' competencies in business management, resources management and creativity and innovations. This is consistent with the assertion of Tracy (2016); Oghojafor, Kuye, Sulaimon and Okonji (2014) that entrepreneurship curriculum and teaching are very essential to the development of variety of competencies by the undergraduates.

For instance, entrepreneurship curriculum and teaching equip undergraduates with business management by teaching them a variety of competences ranging from communication, financial prudence, interpersonal and intrapersonal relation and others required for managing businesses and ably manage the risks and challenges associated with any business they are venturing into.

In the same vein, resources management is another entrepreneurial competence being developed by the respondents through entrepreneurship curriculum and teaching. This means that through the entrepreneurship curriculum and teaching, the respondents developed the skills of identifying, organising, controlling and directing resources such as human, financial, materials, time, immaterial and the likes to achieve the objectives of their business (Tracy, 2016).

Similarly, through entrepreneurship curriculum and teachings, respondents become competent in creativity and innovations. These competencies enabled respondents develop the abilities to look into the existing entrepreneurial practices, question what is being done, search for what has to be done and chart new entrepreneurial courses that will shift the narratives of entrepreneurial activities beyond the know methods of doing them.

On the other hands, findings show that entrepreneurial courses teach undergraduates decision making is ranked lowest. This contradicts the position of Musa and Tsafe (2019) that entrepreneurial courses enable undergraduates to develop decision making skills. This is because the entrepreneurial courses are designed to expose undergraduates to the principles and practices of entrepreneurship in their respective society, which will make them develop

the abilities to make decisions on the types of entrepreneurial activities they can venture into and invest their resources on.

4.5.3 Entrepreneurial opportunities perceived and ready to engage in by undergraduates of LIS

The entrepreneurial competencies of the respondents influenced their choices of operating cyber cafes, publishing business and information repackaging as entrepreneurial opportunities they perceived and ready to engage in. These entrepreneurial opportunities are consistent with the ones explained by Ntogo-Saghanen and Eссор (2021); Musa and Tsafe (2019).

Operating cyber cafes is an emerging entrepreneurial opportunity being exploited by many graduates of LIS (Musa & Tsafe, 2019). The advent of Information and Communication Technologies (ICTs) and small capital have made it possible for LIS undergraduates to open a small business center around their community and perform activities like photocopying; typing of documents; printing; and internet services business which are mostly patronized by almost every one due to its speed and accuracy. This is a great opportunity that LIS graduates can venture into for self-reliance (Igwe et al., 2015).

Going forward, entrepreneurship curriculum and teaching exposed the respondents to publishing business. This corroborate the position of Musa and Tsafe (2019) that graduate librarians would make visible difference in the printing and publishing business since they have been exposed and mastered the bibliographic features of each type of information resources. They are also conversant with the legal way of publishing information resources by obeying/following the due process of legal deposit law and acquisition of International Standard Book Number (ISBN) for books and International Standard Serial Number for serials publications from the National Library of Nigeria (NLN).

Respondents can also elevate their entrepreneurial opportunities beyond publishing by exploiting information repackaging. This implies that the respondents perceived that they can be customizing information services to meet the information needs of specifically identified end users. They can deploy a systematic approach to the design and provision of information services by rebuilding products and services to address specific needs of information seekers. Repackaging information is viable mechanism for librarians seeking to explore and exploit entrepreneurial opportunities. Repackaging information could be in the form of reforming

and synthesizing raw information and involves changing the original form or state of information to make it easier for the user to comprehend (Okafor & Okey-Okafor, 2015).

Ntogo-Saghanen and Eссор (2021) claimed that indexing services are lucrative entrepreneurial ventures for graduates of LIS. But because it is a very technical aspect of Librarianship, most undergraduates don't pay much attention to its entrepreneurial opportunities. The finding showing that indexing is ranked lowest among the entrepreneurial opportunities perceived by the undergraduates affirmed the claim of Ntogo-Saghanen and Eссор (2021).

4.5.4 Perceived benefits of entrepreneurial curriculum and teachings on competencies and readiness of undergraduates of LIS

As has been established by the existing studies of Bodunrin (2014); Ujunwa, Salami and Umar (2014) that entrepreneurial curriculum and teaching have many benefits. Findings of this study have also shown that entrepreneurship curriculum and teaching improve undergraduates' innovative capacities, boosts undergraduates' contributions to economic development, boosts employment opportunities and strengthens undergraduates' contributions to the increase in gross domestic products, National Income.

Discovering that entrepreneurship curriculum and teachings improve undergraduates' innovative capacities shows a level of consistency on the undergraduates' responses in Table 2 and 3, where the responses showed that the course Creativity and Innovation is contributing to the respondents' creativity and innovation. This implies that respondents have learned how to rebrand and repackage information products and services and also aided the introduction of high quality information products and services (Adah, Apochi & Ekeh, 2014).

Also, entrepreneurship curriculum and teaching boosts undergraduates' contributions to economic development is interesting to know. This corroborates the assertion of Musa and Tsafe (2019) that entrepreneurial curriculum and teachings exposed undergraduates to entrepreneurial activities they can make profit from. The profits made by undergraduates, coupled with the payments for the various factors of production by the undergraduates' show as an increase into either local, state or federal purse.

Exposition of undergraduates to employment opportunities is also one of the benefits of entrepreneurial curriculum and teachings and this study affirms it. This is consistent with the

point of Oghojafor et al. (2014) that entrepreneurial curriculum and teachings trained undergraduates how to be self-dependent and employers of labour, which results in the creation of small businesses. The labour intensive nature of small businesses enables learners create more jobs than the big businesses.

Finding that entrepreneurial courses boosts undergraduates' abilities to develop local technological base is ranked lowest contradicts the finding of Ujunwa, Salami and Umar (2014) that entrepreneurial courses undergraduates' abilities to develop local technological-base. This is because when undergraduates are taught entrepreneurial courses and they venture into entrepreneurship, they will always strive to invent locally-made machines that can simplify the processes of their entrepreneurial activities.

4.5.5 Perceived factors affecting entrepreneurial curriculum and teachings on perceived entrepreneurial competencies and readiness of undergraduates of LIS

This study showed unstable Nigerian economy, inconsistent government policies and poor teaching and learning environment as the major factors affecting entrepreneurial curriculum and teachings on perceived entrepreneurial competencies and readiness of undergraduates. These factors are related to the ones discussed by Metu and Nwokoye (2015); Nwachuckwu (2016); Kalagbor and Harry (2019).

The Nigerian economy has been fluctuating in the recent time and is causing a lot of problems for entrepreneurs. This makes it difficult for undergraduates' entrepreneurial competences to grow. The status of economic indices like demand, supply, distribution, unemployment, income and expenditures, national debts play larger roles in the entrepreneurial activities of a country by determining the value of commodities, standard of living and exchange rate of a country's currency (Kalagbor & Harry, 2019).

It has been argued by various scholars and intellectuals that one of the factors contributing to the Nigerian unstable economy is inconsistent government policies and this study has proven the relativity between these factors. Metu and Nwokoye (2015) argued that policies made by all levels of government, from the federal to state and local are not consistent. In Nigeria, the federal government can make law today and tomorrow, the state government will also make its own which may contradict the provisions of the federal government. Entrepreneurs find it difficult to know whom to obey in a situation like this and this affects the growth of entrepreneurial activities.

Poor teaching and learning environment shows to be the final perceived factors affecting the development of entrepreneurial competences and readiness by the respondents. This implies that the respondents give high cognizance to the environments where entrepreneurial instructions are being delivered to them and have reasoned that the environments are not conducive for teaching and learning. This make it difficult for respondents to be ready to develop entrepreneurial competencies because they perceived entrepreneurial activities as abstract ideas.

Poor state of infrastructure is one the major challenges to entrepreneurial activities in Nigeria (Metu & Nwokoye, 2015; Kalagbor & Harry, 2019). Therefore, knowing that it is the lowest ranked challenges affecting the respondents' entrepreneurial curriculum and teachings on perceived entrepreneurial competencies and readiness shows that the respondents don't consider the basic facilities needed for teaching entrepreneurship courses important. It has been observed that there is a huge gap between the theory and practical training of entrepreneurial courses in Nigeria's institutions.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter will summarise the findings made in this study, draw conclusion from those findings and make appropriate recommendations. This chapter is be arranged in the following order:

5.2 Summary of findings

5.3 Conclusion

5.4 Recommendations

5.2 Summary of findings

Results of this study showed that:

1. Entrepreneurship in LIS, Creativity and Innovation and Introduction to Entrepreneurship are the courses perceived for developing the entrepreneurial competences and readiness of undergraduates of LIS in Kwara State University, Malete.
2. Business management, creativity and innovation and resources management are the perceived competences undergraduates of LIS in Kwara State University, Malete developed through entrepreneurial curriculum and teaching.
3. Operating cyber cafés, publishing business and information repackaging are perceived entrepreneurial opportunities undergraduates of LIS in Kwara State University, Malete are ready to engage in.
4. Improves innovation capacities, boosts undergraduates' contributions to economic development and strengthens contributions to increase in Gross Domestic Products and national income are the perceived benefits of entrepreneurial curriculum and teaching to undergraduates of LIS in Kwara State University, Malete.
5. Unstable economy, inconsistent government economic policies and poor teaching and learning environment are the perceived factors affecting entrepreneurial curriculum and teaching to help develop the competences and readiness of undergraduates of LIS in Kwara State University, Malete.

5.3 Conclusion

Entrepreneurial curriculum and teaching are key avenues of awakening the entrepreneurial spirits and instilling entrepreneurial characters in undergraduates. This study has validated that entrepreneurial courses, such as Entrepreneurship in LIS, Creativity and Innovation and Introduction to Entrepreneurship are instrumental to developing the undergraduates entrepreneurial competences to manage business and resources, create, innovate and ready to engage in operating cyber cafés, publishing business and information repackaging.

Undergraduates of LIS in Kwara State University, Malete perceived entrepreneurial curriculum and teaching helps improve their innovative capacities, boosts their contributions to economic development and increment in Gross Domestic Products and national income. However, an unstable economy, inconsistent government economic policies and poor teaching and learning environment are perceived factors inhibiting the undergraduates from exploiting entrepreneurial opportunities they are ready to engage in.

5.4 Recommendations

Based on the findings of this study, the following recommendations are hereby made:

1. Management of LIS schools in Kwara State University, Malete should design entrepreneurial curriculum and teaching tailored towards grooming the undergraduates' abilities to develop local technological-base. This will challenge the undergraduates to create and innovate local technologies they can use for infopreneurship.
2. Lecturers teaching LIS undergraduates in Kwara State University, Malete entrepreneurial courses should keep the focus and stimulate the interest of the undergraduates in indexing. This will expose them to the beauty of the course and the entrepreneurial opportunities lying in it.
3. Management of LIS schools in Kwara State should always ensure that entrepreneurial curriculum and teaching are tailored towards helping the undergraduates develop decision making and time management skills. This will equip the undergraduates with competences to make sound, effective decisions and use their time expeditiously.
4. Government and its agencies should always strive to be consistent in their economic policies, most especially the ones related to librapreneurship. This will help in creating a librapreneurial-driven climate for the undergraduates.

5. Management of LIS schools in Kwara State University, Malete should prioritize the provision of adequate and appropriate learning environment for teaching and learning of entrepreneurial courses. This will ease the teaching process and fuel the undergraduates' readiness to learn entrepreneurial courses.

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Questionnaire on “*Influence of Entrepreneurial Curriculum on Entrepreneurial Readiness of LIS Undergraduates in Kwara State University, Malete*”

Dear Respondent,

Request for Response to Questionnaire

I am an undergraduate of the above named institution, carrying out research on the above mentioned topic. My research is in partial fulfillment of the requirements for the award of National Diploma in LIS (ND).

Your assistance is hereby requested for timely completion of this questionnaire. I am assuring you that all data provided will be treated with utmost confidentiality and used for academic purpose only.

Thank you for your anticipated cooperation.

Researcher

Section A: Demographic Characteristics of Respondents

Kindly select the option of your choice by ticking from the answers below

1. Gender: Male (☐) Female (☐)
2. Age range: 15 – 19 years (☐) 20 – 24 years (☐) 25 – 29 years (☐)
30 – 34 years (☐) 35 and above years (☐)
3. Marital Status: Single (☐) Married (☐) Divorced (☐) Widow (☐)

Section B: Entrepreneurial courses for developing the entrepreneurial competence and readiness of undergraduates of LIS in Kwara State University, Malete

What are the entrepreneurial courses for developing the entrepreneurial competence and readiness of undergraduates of LIS in Kwara State University, Malete?

Kindly tick SA for “Strongly Agree,” A for “Agree” U for “Undecided,” D for “Disagree” and SD for “Strongly Disagree.”

S/No	Options	SA	A	U	D	SD
1.	Introduction to entrepreneurship					
2.	Innovation and product development					
3.	Enterprise creation and development					
4.	Enterprise and mentorship					
5.	Enterprise resource planning					
6.	Entrepreneurship in LIS					
7.	Creativity and innovation					
8.	Business plan and funding					
9.	Time management					
10.	Financial management					
11.	Marketing strategy development					
	Others, please specify.....					

Section C: Perceived entrepreneurial competencies developed through entrepreneurial curriculum and teachings by undergraduates of LIS

What are the perceived entrepreneurial competencies you developed through entrepreneurial curriculum and teachings?

Kindly tick SA for “Strongly Agree,” A for “Agree” U for “Undecided,” D for “Disagree” and SD for “Strongly Disagree.”

S/No	Options	SA	A	U	D	SD
1.	Helps me develop a clear sense of direction					
2.	Teaches me decisiveness and action-oriented					
3.	Teaches me resource management					
4.	Teaches me problem solving					
5.	Teaches me decision making					
6.	Teaches me human/customers’ relations					
7.	Teaches me business management					
8.	Teaches me creativity and innovation					
9.	Teaches me the arts of team motivations					
	Others, please specify.....					

Section D: Entrepreneurial opportunities perceived and ready to engage in by undergraduates of LIS

What are the entrepreneurial opportunities perceived and ready to engage in by you?

Kindly tick SA for “Strongly Agree,” A for “Agree” U for “Undecided,” D for “Disagree” and SD for “Strongly Disagree.”

S/No	Options	SA	A	U	D	SD
1.	Indexing					
2.	Abstracting					
3.	Information repackaging					
4.	Providing training or assistance to users in accessing information products					
5.	Reprographic services					
6.	Bindery services					
7.	Operating cyber cafes					
8.	Selling of library equipment					
9.	Book selling					
10.	Publishing business					
	Others, please specify.....					

Section E: Perceived benefits of entrepreneurial curriculum and teachings on competencies and readiness of undergraduates of LIS

What are the perceived benefits of entrepreneurial curriculum and teachings on your entrepreneurial competencies and readiness?

Kindly tick SA for “Strongly Agree,” A for “Agree” U for “Undecided,” D for “Disagree” and SD for “Strongly Disagree.”

S/No	Options	SA	A	U	D	SD
1.	Boosts my contributions to economic development					
2.	Strengthens my contributions to the increase in gross domestic products, National Income, etc					
3.	Boosts employment opportunities					
4.	Improves my innovative capacities					
5.	Reduces persistence of rural-urban drifts					
6.	Boosts my abilities to develop local technological base					
7.	Enhances my abilities to manage foreign exchange					
	Others, please specify.....					

Section F: Perceived factors affecting entrepreneurial curriculum and teachings on perceived entrepreneurial competencies and readiness of undergraduates of LIS

What are the perceived factors affecting entrepreneurial curriculum and teachings on your perceived entrepreneurial competencies and readiness?

Kindly tick SA for “Strongly Agree,” A for “Agree” U for “Undecided,” D for “Disagree” and SD for “Strongly Disagree.”

S/No	Options	SA	A	U	D	SD
1.	Poor teaching and learning environment					
2.	Over concentration on theoretical knowledge					
3.	Teaching and curriculum doesn't cover how to raise capital					
4.	Teaching and curriculum doesn't cover how to access loans					
5.	Poor state of infrastructure is a factor against entrepreneurial competencies and readiness					
6.	Unstable Nigerian economy is a factor against entrepreneurial competencies and readiness					
7.	Inconsistent government policies is a factor against entrepreneurial					

	competencies and readiness					
8.	Poor knowledge of how to run a business is a factor against entrepreneurial competencies and readiness					
9.	Non-provision of marketing strategies in the curriculum of teaching					
	Others, please specify.....					