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Library and Information Science Entrepreneurship Education and Empowerment of Post Universal Basic Education Students' for Self-Reliance and Job creation

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Library and Information Science Entrepreneurship Education and Empowerment of Post Universal Basic Education Students' for Self-Reliance and Job creation

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Abstract

The study adopted descriptive survey research design using a sample of 600 students sampled from Awgu and Udi Education Zones of Enugu State as sample. The instrument for data collection was a researcher developed instrument titled Empowering Senior Secondary Students for Self-Reliance and job creation through Library and Information Science Entrepreneurship Education in the pandemic era. It was validated by three experts from the Faculty of Education, two from educational foundations and one from measurement and evaluation. The instrument was trial tested in Onitsha Education zone and the reliability co-efficient obtained was 0.8, 0.76, and 0.79 for the three clusters. The four-point rating scale of Strongly Agree, (4) Agree, (3) disagree, (2) and Strongly Disagree (1) were used to answer the questionnaire. Mean and standard deviation were used to answer the three research questions while t-test was used to analyze the hypothesis. The findings of the study revealed that the students acquired some Library and Information Science Entrepreneurship Education and that the students need to be empowered both politically, socially, economically and academically to enable them acquire full Library and Information Science Entrepreneurship Education that could empower them into being self- reliance and have sustainable job creation for others and themselves in their life.

Keywords: Empowerment, Library and Information Science Entrepreneurship Education, Self-reliance and job creation

Introduction

Policies and programs have been set in place by the Federal Ministry of Education to help secondary school students acquire some skills and be empowered as an entrepreneur. This is to alleviate poverty in all area of human life. The introduction of skill acquisition and empowerment in all subject area of the senior secondary schools (FME 2014) is an indication that the federal government intends to establish creativity among school leavers and with these skills they could be on their own.

Every subject in Senior Secondary School Curriculum has Entrepreneur Education in it (FME 2014). The vision 2020 is a comprehensive framework designed to stimulate economic growth in the country through a blueprint for sustainable development. Its main objective is to place Nigeria in the top 20 leading economics of the world by the year 2020. This could only be achieved through entrepreneurial education. The standard of living in any nation today depends not only on the white-collar jobs but on the level of her development in the area of entrepreneurship. Today's economic crunch forces a lot of people out of the white-collar jobs or paid employment as such, there is need that students possess abilities, both in economic, social and political skills, attitude, knowledge and capacity to be on their own. One of the objectives of Library and Information Science Entrepreneurship Education as listed by Adeniyi (2011) among others is to provide meaningful education for the youths to be self-reliant, encourage them to drive profit and to be self-independent or self-employed. It includes training in skills

Entrepreneurial Education is the process of equipping the students with the capabilities of anticipating and responding to societal changes, training to develop and use their creativity to take initiative responsibility and risks, to also develop their creative mind, skill, positive thinking and reflective mind (Ado, 2016). Ayoola, Amosun and Olusola (2011) noted that Entrepreneurial Education provide students with knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings, it prepares people, particularly youth, to be responsible, enterprising individual who become entrepreneurs or entrepreneurial thinkers by immersing them in real life learning experience where they can take risks, manage the results and learn from outcomes. Edikpa and Okeke (2013) opined that an entrepreneur is simply a person who performs the following tasks: - seeks feasibility study of the business he has interest in, organizes resources and launching business enterprises or environment, manages the business with the view to make profit. An entrepreneur has the advantage of financial gain, self-employment, job satisfaction, create jobs for others in case of large business enterprise, self-dependence and has irregular working hours (Edikpa & Okeke, 2013). Kauffman (2010) opined that entrepreneur education is the process of providing individuals with concepts and skills to recognize opportunities that others have overlooked and to have insight, self-esteem and knowledge to act where others have hesitated. Azikiwe (2009) noted that Entrepreneurship is the process of creating something new with the value by devoting the necessary time and efforts, assuming the accompanying financial, psychic, social risks and receiving the resulting rewards of financial and

personal satisfaction and independence. Entrepreneur is the willingness of an individual to seek out investment opportunities, establish and run an enterprise successfully (Okoro, 2010). The new National Policy on Education (FME, 2018) stressed activity-based teaching and learning process towards Entrepreneurship. Stressing on this, Nnoli (2015) defined Entrepreneurship as skills acquired through training that emphasize the acquisition and development of appropriate knowledge and skills which enables an individual to maximize the resources around him within the limits of his capacity to run an enterprise successfully. The government's intention was to teach courses with the potential of equipping students with knowledge, attitudes and skills to start an enterprise of their own after graduation. The recent emphasis on wealth creation, poverty reduction and youth's self-employment, there should be provision of enabling environment that will promote entrepreneurship through teaching and learning (Nnoli, 2015). This will empower the secondary school students when they leave school. Chinweuba and Edikpa (2016) defined empowerment as a means of giving authority to a person as to enable him or her to give power, providing the means of self-reliance and independence. Empowerment is an activity toward establishing entrepreneurial freedom to the students. They are given special training to learn technological skills, innovations and attitudes with the hope that they can use the experience attained to sustain and maintain their lives after they might have left school (Ado, 2016). Thus, anybody empowered will be provided with certain skills and material that will make the person live a self – satisfied and fulfilled life. It is expected that students should choose their area of interest among all the trade subjects taught in schools for effective skill acquisition. Skill acquisition involves practical and theoretical aspect of training, where the teacher demonstrates and the student's follows suit.

Agbulu (2016) advocates that well taught practical training, impact students with skills and it retain knowledge. Thus, the government provided a lot of programs and schemes to help alleviate unemployment and poverty in the country; such as, Peoples Bank, Better Life for Rural Women, Family Support Project: Small and Medium Enterprises Development Agency of Nigeria (SMEDAN). Small Medium Industries Equity Investment Scheme (SMEIS), National Poverty Eradication Program (NAPEP) Youth Enterprise with Innovation in Nigeria (YOU-WIN) and the most recent is the Subsidy Re-investment Program (SURE-P). All these could not solve the problem of poverty and unemployment. Okwuanaso (2010) observed that many graduates that started an entrepreneur fail after few months because of little knowledge of the

business they started. Iloeje and Anyanwu (2013) felt they fail halfway in existence due to finance, inappropriate management skills, entrepreneur education, drive skills, poor infrastructure, poor access to information and communication among others.

Job creation refers to an entrepreneur that has expanded his business and employ others by pay them wages. It is the provision of new opportunities for paid employment, especially for those who are unemployed. Job creation often refers to government policies intended to reduce unemployment. On the other hand, a government may hire workers itself for the process of creating new jobs thus providing work for people. Some jobs are created by small or young firms, it has important ramifications for economic policies though new jobs tend to be short-lived (Geslik, 2014). Empowering means to give somebody the power or authority to do something or take control over something, to have confidence. Youth empowerment is an activity towards establishing entrepreneurial freedom to the Nigerian youths especially towards secondary school students. There is need to give them special training to learn specific skills and attitudes with the view that they can use the experience gained to other situations to sustain and maintain their lives after they might have left the school. Entrepreneur is a vital factor in job creation. Consequently, this study forced on empowering senior secondary school students for self- reliance and job creation through entrepreneurial education in pandemic era.

Coronavirus pandemic has affected all the facets of the human race and has posed a big threat to the social, economic, political, health and environment wellbeing of the populace. It brought about world hardship, people were made to abandon their sources of livelihood and stayed indoors for the fear of incurring the virus, schools were short down, and this increased crime rate among the youth. Though, the pandemic era was a night mere for the whole world, but it brought about the rise to digital evolution of doing business, conferences, events, schooling, lecturing and tutoring. People can converge virtually and conclude deals from the comfort of their homes. It becomes cost effective and saves time. In the era of pandemic, people can do their businesses from their homes if they are entrepreneurs or give instruction from their homes to the homes of his workers and their jobs will be effective done depending on the type of job. Pandemic era affected a lot of things.

Literature Review

Concept of Self-Reliance:

The theory of self-reliance was propounded by Ralph Waldo Emerson (1841). He emphasized that “there is time in every man’s education when he arrives at the conviction that envy is ignorance, that imitation is suicide; that he must take himself for better, for worse, as his portion” Emerson’s Philosophical Concept tends on dependence and trust on oneself regarding: thoughts, skills, creativity, originality, strength and resilience (Marinora & Hossain, 2006). Self-reliance like self-help seems an ability to acquire basic and local needs, minimized dependence on external communities, as such, is a prerequisite for survival in this modern world (Chukwu, Olaitan & Omeje, 2018). However, when an individual acquires right skills, attitudes and knowledge in training, it will be evident in the person’s dispositions). There are some important criteria for change for job creation through entrepreneurship that are adopted in schools. There is Relevance, Practicability and it has Values (Kurumeh & Chiason, 2012). Relevance: impels a self-apprised approach appealing to self-appreciation, self-reliance, self-involvement, self-concern and self-development (Okafor, 2013). Practicability which means activity – based learning as to gain a meaningful skill. While value involves personal interdependence and informed value judgment, good decision making and quality life (Okafor 2013).

Concept of Entrepreneurship:

Entrepreneurship dates to 17th and 18th century and was being credited to Richard Camitillon and Adam Smith (Wikipedia, Free Encyclopedia 2010). The change theory of Library and Information Science Entrepreneurship Education was propounded by the European Commission (2015) which was based on three assumptions, first, that entrepreneur education has an effect on the individual receiving it in form of learning outcomes (knowledge, skills, attitudes and behaviors) second, that entrepreneur education is assumed to cause a change in the culture of educational institution. Thirdly, that as consequence entrepreneurial behavior of the individuals and institutions, societal and economic change is stimulated. The change theory of Library and Information Science Entrepreneurship Education assumes that the quality of input in education is fundamental to the quality of output. Entrepreneurship was interpreted as “one who undertakes innovations into economic goals”. Edikpa and Okeke (2013) opined that Entrepreneur is a

continuous process from pre-aspiring to aspiring to needs and idea lie interest, courage, find-opportunity- identification-planning-business set up. Akubilo and Ozochi (2009) noted that an Entrepreneur is one who initiates and builds an organization and becomes an active part of it. Entrepreneurship is a tool for development of a nation's economy in some many ways; creates employment, empowers the poor, enhances self-reliance, leads to competition, fills the needs of the society and other businesses.

Trade Subjects:

Some of the trade subjects thought in the school are: Bead making, Soap making, Hair dressing, Body cream product, Chemical products, Plastic Crushing, Decoration of event place ,making of Insecticides, Fashion and Designing, Artists, Bakers, Shoe making, Garry /Cassava chips processing, Palm Oil processing, Carpentry, Weltering , Car wash, Catering or Cookers, Plumber, knitting sweaters, Wood making, Mechanic, Farmers, Piggery, Poultry, Fisher men, Laundry Vulcanize to mention but a few (Senior Secondary School Curriculum 2014).

Concept of Pandemic Era

Coronavirus pandemic emerged from wuhan region of China in December 2019. Coronavirus disease is also called COVID-19. Pandemic era bought about a shift in the world dynamics which bought a total lockdown of most worlds' economy as ease of doing business becomes difficult. There was shut down of major ports of entry into the country like Airports, people were forced to stay indoors for months to curtail the spread, this also affected people's mental health adversely, it comes with severe respiratory syndrome. The world health organization (2020) declared that the pandemic is responsible for the millions of infections and over two million deaths globally. Initial symptoms of covid-19 includes: Fever, Diarrhea, Cough, Shortness of breath, Muscle pain, Fatigue, Headache, loss of taste or smell, sore throat, Nausea and Vomiting. Though, the second phase of the pandemic has so many unidentified symptoms. The disease is contracted from person to person through infected air droplets that are transferred during sneezing and coughing hence the need to wear face masks, maintain social distancing as well as regular washing of hands.

Statement of the problem

Despite the programs and schemes introduced in the country to alleviate the poverty level and unemployment in the country, there is increasing rate of school leavers or youths roaming the streets doing nothing. These youths are basically secondary school leavers. The Federal Ministry of Education integrated Library and Information Science Entrepreneurship Education into secondary school curricula to guide the development of a responsive, productive quality education and as a means of promoting entrepreneurial skills, innovations, attitudes and behavior to school leavers. More so, some of them were unable to get such schemes that can finance them to start a business. Also, there are unrealized dreams, lack of finance and self-determination of young school leavers towards entrepreneurship. Students find it easy for a paid employment instead of a self-employed. Again, the fear of the unknown in the venture negates them from participating. More so the pandemic era worsens the whole program of affairs where there was no schooling; most parents do not have android phones for their children to be able to join in the radio tutoring to listen to the lesson taught in the radio.

Purpose of the Study

The study examined empowering senior secondary school student for self- reliance and job creation through entrepreneurial education in pandemic era, specifically, the study seeks to

1. Determine what areas of Library and Information Science Entrepreneurship Education the student's acquired.
2. Ascertain the trade subjects offered in their schools.
3. Determine areas of Library and Information Science Entrepreneurship Education the students need to be empowered.

Significance of the study

Empowering senior secondary school students will undoubtedly, help them establish self – reliance and create jobs for others, the enterprise will improve their living condition as well as their employee. It will improve their health, nutrition, involvement in politics and in educating their children. They will be aware of abuse, exploitation, harassment and violence meted against them and be able to avoid such. Empowering young graduates through Library and Information

Science Entrepreneurship Education will teach them to be literate, skilled, empowered, and innovative life skills, health issues, income generation skills among others.

Research Questions

The following research questions guided the study.

1. What are the areas of Library and Information Science Entrepreneurship Education the students acquired?
2. What are the trade subjects taught in your schools?
3. What area of Library and Information Science Entrepreneurship Education the students need to be empowered?

Hypotheses

The following hypotheses were tested at 0.05 significant levels.

1. There is no significant difference between the mean scores of male and female students on the Library and Information Science Entrepreneurship Education the students need to acquire.
2. There is no significant difference between the mean scores of male and female students on the trade subjects taught in their schools.
3. There is no significant difference between the mean scores of male and female students on the Library and Information Science Entrepreneurship Education the students need to be empowered.

Methods

Research design used was descriptive survey. In similar studies, Eze et al. (2020), Ezema et al. (2021), Ezeaku et al. (2021), Okeke et al. (2020a, b), Ugwuanyi et al. (2020), Okenyi et al. (2021), have adopted this particular design. Area of the study is Enugu State secondary schools. Population of the study comprised 76,917 senior secondary school students in Enugu State (PPSMB School Population 2013/2014 Retrieved on May 2017). Multi –stage sampling techniques were used to select two education zones; Awgu and Udi education zones, totaling 21,083 senior students. Stratified random sampling technique representing 3 % of the population (21083) was sampled. Random sampling techniques of balloting without replacement were used and 600 students were selected for the sample.

The instrument for data collection was researchers' structured questionnaire tagged "Empowering Senior Secondary Students for Self –Reliance and job creation through Library and Information Science Entrepreneurship Education in pandemic era." (ESSSSRJCEEPE) It consists of fifty- one items build into three clusters. The questionnaire was validated by three experts from the Faculty of Education, University of Nigeria Nsukka. Clarification and remarks of these experts formed the basis of the present items. The instrument was trial tested in Onitsha education zone, using 10 students from two schools in Onitsha, the reliability was computed using Cronbach Alpha formula and reliability coefficient obtained was 0.78, 0.76 and 0.79 for the three clusters respectively. These were high to consider the instrument reliable for the study. The four-point Likert-type scale of Strongly Agree (4) Agree (3) Disagree (2) Strongly Disagree (1) were used to answer the questionnaire. While t-test analyses were used to answer the hypotheses at 0.05 level of significance. The researcher distributed the questionnaire with the help of four research assistants to the selected schools in Udi and Agwu Education Zones. The data was analyzed using mean and standard deviation to answer the three research questions while t-test was used to analyze the hypothesis. The benchmark was 2.49 and below means disagreement while 2.50 and above means agreement.

Results

Research Question 1: What are the areas of Library and Information Science Entrepreneurship Education the students acquired?

Table 1: Mean and standard deviation on areas of Library and Information Science Entrepreneurship Education acquired by the students

S/N Items on Acquired skills:	Mean	SD	Dec
1. Human relation skills	3.17	0.68	A
2. Communication skills	3.45	0.84	A
3. Listening skills	3.14	0.68	A
4. Can write their names well	3.18	1.04	A
5. Disciplinary skills	3.26	0.78	A
6. Can count money correctly	3.10	1.07	A
7. Can manage small –scale trade	3.53	0.75	A

8. Can take risks	2.45	1.00	D
9. Do you have productive skills	3.09	1.09	A
10. Can you source fund for your trade	2.32	1.04	D

Table 1 indicates that 8 items out of the 10 items in cluster 1 has mean rating of 2.50 and above while 2 items shows that the respondent has mean rating that is below the agreement level of 2.50. This affirmed the respondent's agreement on 8 out of 10 items in the above cluster and so reveals that the students acquired some Library and Information Science Entrepreneurship Education.

H₀₁: There is no significant difference between the mean scores of male and female students on the Library and Information Science Entrepreneurship Education the students need to acquire.

Table 2: t-test analysis of the difference in the mean rating of male and female students on the Library and Information Science Entrepreneurship Education the students need to acquire

Group	N	Mean	Std Deviation	df	t	p
Male	200	3.57	.80	598	-.108	0.76
Female	400	3.22	.71			

Table 2 reveals that there is no significant difference between the mean score of male and female students on the Library and Information Science Entrepreneurship Education the students need to acquire, $t(598) = -.108$, $p = 0.76$.

Research Question 2: What are the trade subjects taught in your schools?

Table 3: Mean and standard deviation of trade subjects taught in schools

Items of subjects taught in the schools:	Mean	SD	Dec
11. Hair dressing / breeding	3.31	0.98	A
12. Production of hair cream	3.47	0.86	A
13. Palm oil processing	3.57	0.84	A
14. Bead Making	3.46	0.79	A

15. Soap Making	3.42	0.83	A
16. Chemical products	1.58	1.02	D
17. Plastic crushing	2.32	1.08	D
18. Farms/piggery/poultry/fishery	3.21	0.81	A
19. Event Planners	3.26	0.80	A
20. Laundry	2.84	0.99	A
21. Making Insecticides	2.56	0.82	A
22. Vulcanize	2.35	1.04	D
23. Fashion and Designing	3.22	0.82	A
24. Artists	1.46	1.25	D
25. Plumber	2.75	0.89	A
26. Baking	2.84	0.86	A
27. Knitting sweaters	2.63	0.88	A
28. Shoe Making	3.24	0.87	A
29. Garri / Cassava Chips	3.10	0.79	A
30. Wood Work /Carpentry	3.24	0.80	A
31. Catering	3.52	0.86	A

Table 3 shows that out of 20 items, 4 items had mean rating that is below the agreement level of 2.50 and it implies disagreement to the question of subjects thought in their schools while 16 items agreed that the subjects are taught in their schools, since they had mean rating that is above the agreement level of 2.50. The 4 items that shows low mean rating are chemical products, plastic crushing, vulcanize and artists were not among the subjects taught in their schools.

H₀₂: There is no significant difference between the mean scores of male and female students on the trade subjects taught in their schools.

Table 4: t-test analysis of the difference in the mean scores of male and female students on the trade subjects taught in their schools

Group	N	Mean	Std Deviation	df	t	p
Male	200	3.40	.63	598	.087	0.91

Female	400	3.20	.45
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Table 4 reveals that there is no significant difference in the mean scores of male and female students on the trade subjects taught in their schools, $t(598) = .087, p = 0.91$

Research Question 3: What area of Library and Information Science Entrepreneurship Education the students need to be empowered?

Table 5: Mean and standard deviation of Items that the students need empowerment on

Item statement	Mean	SD	Dec
32. SOCIALLY : human relationship skills	3.27	0.84	A
33. Problem Solving skills	3.28	0.83	A
34. Risk taking skills	2.86	0.93	A
35. ACADEMICALLY : literacy skills	2.52	1.07	A
36. Management skills	3.26	0.86	A
37. POLITICALLY : communication skills	3.26	0.78	A
38. Have voice in meetings	2.84	0.72	A
39. Decision –making skills	3.22	0.82	A
40. Speaking skills	3.36	0.95	A
41. Leadership and governance skills	3.34	0.87	A
42. Participation in Politics	2.78	0.84	A
43. Right to vote & be voted for	3.33	0.92	A
44. Interest in Politics	2.92	0.87	A
45. Voting is our Power	2.75	0.78	A
46. Voting gives us right to complain	2.86	0.82	A
47. ECONOMICALLY : Numeric skills	3.22	0.86	A
48. Measuring skills	2.75	1.06	A
49. Profit utilization	3.24	0.84	A
50. Income generating skills	3.27	0.84	A
51. Can you save money	3.25	0.83	A

Table 5 indicates that the students need both political, social, economic and academic empowerment to enable them acquire full Library and Information Science Entrepreneurship Education that could empower them into being self- reliance and have sustainable job creation in their life's. Table 5 shows that all the items has high mean rating that is above the agreement level of 2.50.

H₀₃: There is no significant difference between the mean scores of male and female students on the Library and Information Science Entrepreneurship Education the students need to be empowered.

Table 6: t-test analysis of the difference in the mean scores of male and female students on the Library and Information Science Entrepreneurship Education the students need to be empowered.

Groups	N	Mean	Std Deviation	df	t	p
Male	200	3.00	.78	598	.94	0.85
Female	400	3.08	.83			

Table 6 reveals that there is no significant difference in the mean scores of male and female students on the Library and Information Science Entrepreneurship Education the students need to be empowered, $t(.598) = .94$, $p = 0.85$.

Discussion of findings

The findings of the study show that in cluster 1, only two items were in disagreement with the assertion, can they take risk and can they source fund for their trade? This is in line with what Iloeje and Anyanwu (2013) observed that some of the young graduates fail halfway in existence of their enterprise due to finance, inappropriate management skills, entrepreneur education, drive skills, poor infrastructure, poor access to information and communication among others. While the other 8 items were in affirmation that human relation skills, communication skills, listening skills, can write their name well, disciplinary skills, can count money correctly, can manage small-scale trade etc. are what they have already acquired. Agbulu (2016) noted that well taught practical training imparts students with skills and retain knowledge. It implies that what they have been taught over the years have helped them to acquire these skills.

The findings of this study further revealed that out of the 20 items in cluster 2 only 4 items has low mean rating, which implies that some subjects were not exposed to the students to

choose their area of interest, that is why Fayelle and Gailly (2015) noted that entrepreneur education provide students with motivation knowledge, interest and skills necessary to expatiate self-employment over paid employment.

The findings of the study finally revealed that the students need empowerment on academic, social, economic and political sphere. This will help the students fit into the society very well no matter where they find themselves. Politically, it will help them communicate well, have voice in meetings, take good decisions, participate in politics, have right to vote and be voted for and have right to complain if anything goes wrong. Economically, they will have the skills of income generation, measuring skills etc. Socially, they will have human relationship skills, being able to take risk and problem-solving skills. In line with this, Chukwu, Olaitan and Omeje (2018) opined that self-reliance is an ability to acquire basic and local needs, minimized dependence on external communities, as such, is a prerequisite for survival in this modern world.

Conclusion

Secondary school students are also agents of social change and development since they will one day grow to be professional and productive. As such, exposing them to Library and Information Science Entrepreneurship Education will help them be self- reliance and create jobs for others and be able to feed and stand for themselves for life.

Recommendations

1. The Federal Ministry of Education in conjunction with the Federal Government should promulgate laws that will be harsh on the young school leavers roaming the streets doing nothing.
2. The schemes like Sure –P, YOU- WIN etc. made for the graduates or school leavers should not have some much sting attached to it to enable the access the loan easily.
3. Proper equipment and materials should be provided for the school leavers to enable them stand on a good premise.

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