

Teaching Methods as Correlates of Information Brokerage Entrepreneurial Skills Acquisition of Library and Information Science Undergraduates

^{a, 1} Hope Chinyere Ilorah Chikaodi, ^{b, 2} Victor N. Nwachukwu *, ^{a, 3} Florence Amaka Nwofor

^a Nnamdi Azikiwe University Nigeria.

^b University of Nigeria, Nigeria.

Email : ¹ hc.ilorah@unizik.edu.ng, ² myvictry2@gmail.com*, ³ fa.nwofor@unizik.edu.ng

*correspondence author

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ABSTRACT

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This study examined teaching methods as correlates of information brokerage entrepreneurial skills acquisition of Library and Information Science undergraduates. The study adopted a descriptive and correlational survey designs. The population was 200 and 300 levels students of Library and Information Science of Michael Okpara University of Agriculture, Umudike. Simple random sampling approach was used to select 200 students. Instrument for data collection was a structured questionnaire. Data collected were analyzed using frequency counts, mean and Pearson's Product Moment Correlation Coefficient (r). Results showed that lecture teaching method was highly employed for information brokerage entrepreneurial skills. Students acquired bibliography compilation skills to a very high extent. Positive moderate correlation exist between teaching methods and information brokerage entrepreneurial skills. The study recommended that the federal government and the university management should provide adequate teaching facilities in Library schools.

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Introduction

Entrepreneurship education in tertiary institutions in Nigeria, many Library Schools have restructured their curriculum to capture more entrepreneurial skills courses to equip Library and Information Science (LIS) graduates for entrepreneurship. Such entrepreneurial skills courses include Database Design and Management, Infopreneurship, Electronic Publishing, Introduction to ICT and Library Economics, Multimedia Resources and Services, Information Network and Library 2.0 (Social Media), Internet and Electronic Libraries, Information Repackaging, Introduction to Cataloguing and Classification of Information Resources, Theory and Practice of Bibliography, Information System and Structure, Introduction to Computer and Communication Skills, IT Tools and Computer Applications, Communication and Marketing in Information Services, Website Development and Internet Technology. Currently, these entrepreneurial skills courses are taught in Library Schools in Nigeria to equip LIS graduates to move into information businesses and excel. Igbeka (2008), earlier advocated that entrepreneurship courses should be well integrated into LIS curriculum to enable the students acquire skills and become self-reliant and self-employed instead of depending only on white collar jobs which has been the old practice in the profession.

Obviously, the acquisition of these basic entrepreneurial skills will equip Library and Information Science graduates with the knowledge and skills for information businesses such as information brokerage, book industry business ventures and others. This is in line with the Sustainable Development Goal (SDG 4) which indicated that by 2030, there should be substantial increase in the number of youths and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship (United Nations, 2017).

Information brokerage business is pertinent today considering the relevance of information and also the current problem of information overload which often times poses a big challenge to information users in their quest for relevant information. Graduates of library and information science who have acquired information brokerage entrepreneurial skills can be self-employed by carrying out entrepreneurial activities like indexing, abstracting, information packaging and repackaging, information/document delivery, information consultancy, content management, database administration, compilation of bibliographies, directories and biographies, clipping services, publishing and marketing library and information services. As such, they will affect the society in a way that unemployment and the associated ills will become history.

Ojo (2012) laments that Nigeria is not yet a force to be reckoned with in the field of information brokering because there is no recognized organization, either private or public, that is fully registered with the Corporate Affairs Commission, the body saddled with the responsibility of registering companies in Nigeria. Ocholla (2009) revealed that in Africa, there is little empirical

research on information consultancy and brokerage, and almost nothing originated from authors in the developing countries despite the upsurge of reasons for involvement in the services provided in the region. Ojo (2012) concluded that tracing the history of information brokerage to the 1960s and 1970s, there is ample evidence to show the viability of the profession in Nigeria. More so, the recent policy of the Federal Government of Nigeria on entrepreneurship can encourage people in this noble profession to try their hands at selling information for a fee.

The importance of teaching methods in any discipline cannot be over-emphasized. It is simply a means of delivering instructions to a learner. Gavrić (2015), maintain that teaching method is a means of transferring the content of a subject to students. Angelo and Cross in Bayron (2013) remark that the most promising ways to improve learning is to improve teaching; this could be achieved through the adoption of various teaching methods. Arasti et al. (2012) in support reveal that the effectiveness of entrepreneurship education is dependent on the teacher's skills and his knowledge of using different teaching methods, specifically the methods of teaching entrepreneurship. However, Dhliwayo in Adesoji et al. (2017) observe that most of the existing entrepreneurship education curriculum emphasize the theoretical knowledge and give less attention to the practical application of the subject. Methods of teaching entrepreneurship include group discussion, lecture, interactive teaching, business simulations, field trip/excursion, project, assignment, industrial training (IT), and workshops among others. Balan et al. (2012), in support, added one business idea for each class, poster plan and presentation, entrepreneurship survey. Oduma (2012) contributing to this discourse added demonstration, internship, conferences/seminars/workshop while Arasti et al. (2012) added video and filming as methods of teaching entrepreneurship.

Umebali et al. (2019) in their recent study on the acquisition of skills for job requirements in the 21st Century by Library and Information Science (LIS) students in South East, Nigeria found out that LIS students are not adequately exposed to the practical aspect of ICT, indexing, abstracting, bindery practice, classification and other practically oriented courses. In addition, they also reported that some of the lecturers who are teaching these entrepreneurial courses are not teaching them effectively because they lack the knowledge. Consequently, they are not making effective impact on the LIS students. It is on this background that the researchers intend to carry out this study to find out if any relationship exists between teaching methods and information brokerage entrepreneurial skills acquisition. This study is primarily concerned with information brokerage entrepreneurial skills acquisition.

Problem statement

The high level of graduate unemployment in Nigeria has been traced to poor entrepreneurial skills acquisition among students in tertiary institutions. The teaching of entrepreneurial skills courses

to LIS students was originally meant to expose them to basic information business opportunities which they can embark on after graduation to sustain themselves and contribute to national development. However, the researchers observed that LIS graduates seemed not to be engaging themselves in information brokerage business ventures. This is evident as a result of the fact that majority of the LIS graduates are not independent and self-employed but are relying on white collar jobs only, thus contributing to the high rate of unemployment in Nigeria. Nevertheless, LIS programmed is enriched with entrepreneurial skills courses that will enhance specialization in different areas. There is an illusion that LIS graduates are ready for entrepreneurship when in fact they are not because of lack of experience and technical know-how of starting and operating a business beyond the theoretical knowledge.

This study investigated the strength of relationship between independent variable of teaching methods with the dependent variable of information brokerage entrepreneurial skills acquisition among LIS undergraduates in Nigeria.

Method

There is a general belief that teaching methods can determine learning outcomes and effective teaching methods lead to effective learning. Therefore, to achieve the goal of teaching entrepreneurial skills courses to LIS students, effective teaching methods should be adopted. It is important to note that the teaching methods to be adopted should be based on certain criteria like the knowledge of the students, the environment and the set of learning goals indicated in the academic curriculum, bearing in mind that students respond differently to different methods of teaching.

Information brokerage is one of the career opportunities in Library and Information Science. It is the profession of information brokers. An information broker is an individual or business that researches information for business (Nwosu et al., 2014). Information brokers, by their skills and competencies are able to find and filter relevant information quickly. They identify a user's information needs, collect the requisite data from disparate sources, and then distribute the formatted and processed data to the user. On the other hand, information users are willing to pay for relevant information or data collected for them. Christozov et al. (2014), opine that the business of buying and selling information as a product is known as information brokering. Ojo (2012) posits that information brokerage is a good venture that Library and Information Science students can embark on after graduation and make a living out of it if they possess the skill. In Librarianship, information brokerage is used to describe a middle agent who deals in information as a commodity, enabling customers to gain more efficient access to quality data (Nwosu et al. 2014). Information brokerage business involves collecting a fee for professional services, otherwise known as selling information. Librarians who have acquired the requisite skills and provide these services for a fee,

can succeed as entrepreneurs because information users are willing to pay well for research and relevant data collections.

Ojo (2012) went further to highlight the skills needed to successfully operate in information brokerage business to include expertise in researching and accessing public, and in some cases private, information over the Internet through traditional sources such as libraries, microfiche archives, etc. To be successful in this profession, Denchev et al. (2012) opine that an information broker should be competent in searching information environment such as Internet, on-line databases, internal data sources, libraries, publications, public media, professional editions, secondary information (analyses, reports, indices). Information brokers possess a special skill to map available information to a problem in a creative way by combining data from different sources to discover the potentially best solution. Information brokers should possess information retrieval skills, web publishing skills to update a website and communication skills which should be concise and descriptive. Information brokers should be able to analyze, evaluate, and organize information to meet specific needs of clients. They should possess information management and research skills, records management skills, business-building and marketing skills. Other attributes which information brokers should possess according to Nwosu et al. (2014) include good customer service skills, excellent written and oral communication skills (presentation skills), information and communication (ICT) skills, information literacy skills and others. Information brokers usually work with computers, modem, Internet connectivity, databases, libraries and information centers, books, CD-ROMs, telephone. Furthermore, Ojo (2012) warns that the information brokerage business sometimes infringes on the privacy of others, and whenever this happens there are legal implications. Therefore, before entering the business, one should research the liability and risk factors.

Information brokerage business requires a good qualification and personality. The person should be educated, intelligent, have skills in all key areas, experience and training. Ocholla (2009) argues that in addition to research skills, an information broker must know how to run a business as well as managing his clients. He should upgrade his information skills continually through professional development. He also needs good communication skills because he will be talking with his clients face-to-face, over the telephone or in email, and writing analyses, seminar reports, etc. Information brokers do best if they develop subject niches, such as in healthcare or technology; skill niches, such as genealogical research, patent research, database design or indexing; or work within defined geographic regions (Nwosu et al., 2014).

Various services offered by information brokers include: indexing, abstracting, retrospective conversion, cataloguing and classification (contract cataloguing), literature reviews, online literature search, print searches for users, owning a library or bookshop with the cooperation of

nearby libraries in the area of interlibrary loan, packaging information, editing and publishing, developing hyper media –products, translation, marketing management of library, consultancy services, organization of seminars/ conferences/workshops, presentations such as Microsoft Power Point and others (Madu, 2008, Igbeka cited in Ojo, 2012 and Nwosu et al., 2014). They provide research and other information services such as abstracting, analyzing information, assisting in grant proposal writing, bibliography compilation, computer software design, current awareness, directory compilation, document collection and delivery, editing, education and training, identifying experts in different fields, indexing, library management, library development, literature searching, manual searching, market research, needs assessment, online searching, publishing, purchase reports, records management, seminars, specific subject updates, systems design, thesaurus construction and verifying facts.

Lack of practical session in entrepreneurship education may affect the acquisition of entrepreneurial skills such as information brokerage. For Library and Information Science graduates to start a business venture, grow and remain in business, they must be properly taught. For optimal acquisition of information brokerage entrepreneurial skills, the following teaching methods should be employed: lecture, internship, interactive teaching, business simulations, project, assignment, industrial training (IT), field trip/excursion, one business idea for each class, poster plan and presentation, entrepreneurship survey, video and filming, demonstration and seminar/conference/workshop (Oduma, 2012; Balan et al., 2012 & Arasti et al., 2012).

Umebali et al. (2019) in their study on the acquisition of skills for job requirements in the 21st Century by LIS students in South East, Nigeria found out that LIS students are not adequately exposed to the practical aspect of ICT, indexing, abstracting, bindery practice, classification and other practically oriented courses. The research revealed that students were not satisfied with the extent the lecturers taught these courses. Only indexing and abstracting services (50.2%) and introduction to ICT and Library Economics (46.5%) were rated high. Other skill acquisition courses were rated low. These were practically oriented courses that require practical teaching methods.

Lecture method is the oldest and most popular teaching method in all fields. Contributing to this discourse, Jaiswal (2002) observed that lecture method has been adopted for long in teaching library and information science program. Arasti et al. (2012) confirmed that lecture is one of the most popular teaching methods in entrepreneurship. They maintain that it is effective in terms of sending relevant information to a larger population in a relative short time. Bennett (2006) however, reveals that lecture is a passive teaching method and less effective in influencing entrepreneurial attributes.

Demonstration is another major teaching method. It involves practical and experimentation. According to Dunn (2008) demonstration involves activities that occur in the

classroom as a means of demonstrating how a phenomenon 'works. This technique is slightly more active than lecture because the students are able to get involved and see first-hand how the construct or phenomena presents itself in the real world. For demonstration to be effective it must include such elements as telling, showing, questioning and application (Oduma, 2012). This method is valuable to teachers of the various trades, and other instructors in situations where people want to learn a new skill or ability, or to learn a better way of doing something (Okorie, 1986).

Project method is another effective method for teaching. According to Bossing in Mohanty (2002), a project is a practical unit of activity of a problematic nature, planned and carried to completion by the student in a natural manner and involving the use of physical materials to complete the unit of experience. It aims at solving the problem or acquiring mastery of the task. Project-based learning allows students to learn by doing and applying ideas. It has been adopted in library schools, however, Jaiswal (2002) remarks that it requires improvement. Botha (2010) opines that project-based learning method is an effective method of teaching entrepreneurship. This teaching method is effective in raising interest in venture creation, as well as increasing the level of confidence or perceived efficacy of learners (McMullan et al., 2013).

Role play is another teaching method. It involves an individual acting out a given situation and role. It is based on a prepared scenario and also provides a psychological understanding of a problem. Killen (2006) added that role play is an unrehearsed dramatization in which individuals improvise behaviors that illustrate acts expected of persons involved in defined situations. It provides an opportunity for students to become deeply involved in thinking about how they would react in real-world situations. It can be used as a means of achieving a wide variety of outcomes including and application of knowledge to develop further understanding and skills, and attitudinal change (Killen, 2006).

Field trip (Excursion) as a teaching method provides direct experience to the students. A field trip is any teaching and learning excursion outside of the classroom. It provides an authentic learning experience and facilitates the learning of abstract concepts. It enhances the curriculum and gives students experiential learning experiences. Involvement in a real world experience makes learning more meaningful and memorable. Field trip as a method of teaching entrepreneurial skill acquisition is a planned, guided and organized educational visit involving teachers and students such that students are led to see and witness events, processes and activities at the scene of performance (Ashmore, 2007). This method provides opportunity for students to see entrepreneurs in action on their own grounds. It facilitates first-hand information on a particular field of study and provides the opportunity for young entrepreneurs to acquaint themselves with the various skills needed in accomplishment of their dream and aspirations as future entrepreneurs (Obadere, 2015).

Case study is a teaching method where groups of students work together to analyze a “case” which has been written on a particular situation or problem to find a solution (Ogwo, 2015). This approach according to Adeyomo (2009) involves a teacher presenting a case (or story) to the class without a conclusion. The teacher, using prepared questions, leads students through a discussion or dialogue, allowing them to construct a conclusion for the case. It allows students to apply new knowledge and skills for solving complex issues and problems. This strategy will enhance entrepreneurial skill acquisition in students by giving them the opportunity to apply what they learn in the classroom to real-life experiences, evaluate all reasonable inferences, consider a variety of perspectives, be open to alternative interpretations, and accept a new explanation, model, or paradigm which explains the evidence better.

Seminar/Conference/Workshop - In a seminar, the teacher does not "teach" the class in the sense of lecturing but he is a facilitator. He assigns reading materials to students before the next class. While in the class the students ask questions to each other and discuss these questions. Conferences/workshops involve a process where experts in the field of entrepreneurship are invited to make presentations and discussions on topical issues in various aspects of entrepreneurship (Oduma, 2012). It could be used to enlighten the potential entrepreneurs and help to prepare their mind-set on entrepreneurship. Practicing entrepreneurs or role models are invited to give accounts of their business experiences in the class or conference/workshop. As a result, students learn by exposure to the experiences of successful entrepreneurs (Balan et al., 2012). In support, Ekoja et al. (2016), noted that there is a need for LIS Departments to bring in entrepreneurs to give talks on their experiences – how they started, their doggedness in the face of obstacles, and how they were able to succeed. However, there is absence of practical sessions or hands-on training in seminars or conferences but in workshops, there are practical sessions.

Business plan is one of the most popular teaching methods in entrepreneurship education. This is a written document that describes the current state and the presupposed future of an organization. Preparing a business plan produces an aura of formality and conviction often required before an individual’s creation of a new venture will be taken seriously. Business planning is meant to be the first step towards entrepreneurship, but it focuses primarily on ideas as opposed to actions (Honig, 2004). A well-crafted business plan is one of the most important communication tools for an entrepreneur and provides a sense of legitimacy to the business and the owners.

The internship (industrial training) teaching method is a situation where a student is attached to an established enterprising entrepreneur over a period of time to enable such student gain practical experiences in the particular field of business he/she intends to engage in after graduation. During the period of internship, the student will perform the activities, acquire the skills and competencies required to carry out the business functions required in the chosen field of

entrepreneurship. Learning activities under internship method is purely student centered (Oduma, 2012). Obadere (2015) asserts that industrial training exercise is the best technique if the objective of entrepreneurship education is to equip individuals with entrepreneurial skills, which are applicable directly to work.

Business simulation is one of the active and non-conventional techniques of providing entrepreneurial skills acquisition training as it makes favorable condition for learners to develop their entrepreneurial competence in the artificial environment. It is used for business acumen training and development. Business simulation is associated with business practice, experience and reflection, integration of theoretical knowledge of management, finance, communication, cooperation and others (Kriz, 2001). It involves trying entrepreneurship out in a controlled environment.

Poster plan and presentation session is another entrepreneurship teaching method. Each team of four to six students will submit their major project report which is presented as a poster made up of two A3 pages, rather than as a "traditional" 4,000-word document. Team reports are displayed on the walls of the lecture hall, and each team gives a short verbal presentation of the distinguishing features of their report. Students will then examine the work submitted by other teams, and develop questions on other reports for a discussion session. Students learn from the work that others had done, and saw that other teams had identified different creative developments of the same business idea. This implementation is aligned with the proposition of Michaelsen and Sweet (2008), that group learning is enhanced when students report simultaneously on their work in such a way that all students in a class see the work that others submitted.

Video recording/film show is another teaching method in entrepreneurship education. In pedagogical literature there is a significant support for the use of video recording in general education. Presenting information both in visual and verbal forms enhances learning and recall according to dual-coding theory (Clark et al., 2009).

Results and Discussion

The results of research questions are as presented in Table 1 to Table 3

Research Question One

What teaching methods are employed for information brokerage entrepreneurial skills acquisition of LIS undergraduates in Nigeria?

Table 1: Teaching methods employed in information brokerage entrepreneurial skills acquisition of LIS undergraduates

The findings in Table 1 revealed that class lecture (3.88) teaching method was highly employed for information brokerage entrepreneurial skills acquisition. Demonstration (3.11), Project-based learning (2.71) and Internship/industrial training (IT) (2.62) were moderately employed. Field

Trip (excursion) (2.29), Role Play (2.25), Seminars/conferences/workshop (2.25), Poster Plan and Presentation (2.18), Business simulation (2.14), Business Plan (2.10), Case Study (2.08) and Video/film shows (1.81) were not considered as critical teaching methods employed for, they were below 2.50 or average.

S/N	Teaching Methods N=177	HE	ME	LE	NE	Mean	SD	Rank	Decision
1	Class Lecture	15	18	2	0	3.88	.364	1 st	HE
2	Poster Plan and Presentation	8	40	104	25	2.18	.721	7 th	LE
3	Internship/Industrial Training (IT)	26	80	49	22	2.62	.884	4 th	ME
4	Role Play	16	31	111	19	2.25	.765	6 th	LE
5	Demonstration	77	60	22	18	3.11	.979	2 nd	ME
6	Field Trip (excursion)	18	39	97	23	2.29	.821	5 th	LE
7	Seminars/conferences/workshop	21	32	95	29	2.25	.871	6 th	LE
8	Project	26	98	28	25	2.71	.889	3 rd	ME
9	Case Study	14	22	105	36	2.08	.801	10 th	LE
10	Business Plan	16	22	102	37	2.10	.830	9 th	LE
11	Business simulation	23	18	97	39	2.14	.909	8 th	LE
12	Video/film shows	20	22	40	95	1.81	1.041	11 th	NE
	Grand Mean					2.20	0.744		

Research Question 2

What is the extent of acquisition of information brokerage entrepreneurial skills by LIS undergraduates in Nigeria?

The result of the findings in Table 2 showed that bibliography compilation skills were acquired to a very high extent (3.35), while cataloguing & classification skills (2.85), ability to identify users' information needs (2.67), indexing & abstracting skills (2.66), information retrieval & organization skills (2.66) and consultancy services skills (2.64) were acquired on high extent. Document collection & delivery (courier services) (2.27), organization of seminars/ conferences/workshops (2.27), marketing skills (2.25), directory compilation (2.20), research skills (such as manual /online literature searching) (2.16), ICT use skills (such as website, database & computer software design) (2.15), presentation skills (e.g., Microsoft power point) (2.11) and online book/journal article publishing skills (1.78) were below 2.50 or average.

Table 2: Extent of information brokerage entrepreneurial skills acquisition of LIS undergraduates in Nigeria

S/N	INFORMATION BROKERAGE ENTREPRENEURIAL SKILLS N=177	VHE	HE	LE	NA	Mean	SD	Rank	Decision
1	Marketing skills	18	32	103	24	2.25	.816	7 th	LE
2	Information packaging &repackaging skills	20	17	109	31	2.15	.840	10 th	LE
3	Indexing &Abstracting skills	23	98	29	27	2.66	.891	4 th	HE
4	Ability to identify users' information needs	36	86	16	39	2.67	1.036	3 rd	HE
5	Directory compilation	24	30	81	42	2.20	.955	8 th	LE
6	Consultancy services skills	27	77	55	18	2.64	.862	5 th	HE
7	Information retrieval & organization skills	33	75	45	24	2.66	.934	4 th	HE
8	Document collection & delivery (courier services)	18	46	78	35	2.27	.894	6 th	LE
9	Research skills (such as manual /online literature searching)	18	30	91	38	2.16	.878	9 th	LE
10	Bibliography compilation	133	16	17	11	3.53	.905	1 st	VHE
11	Organization of seminars/ conferences/workshops	19	38	92	28	2.27	.856	6 th	LE
12	Cataloguing & classification skills	38	97	19	23	2.85	.907	2 nd	HE
13	Presentation skills (e.g., Microsoft Power Point).	26	20	79	52	2.11	.994	11 th	LE
14	ICT use skills (such as website, database & computer software design)	17	28	31	101	2.15	1.035	10 th	LE
15	Online book/journal article publishing skills	24	25	81	47	1.78	.966	12 th	NA

Research Question Three:

What is the direction of the relationship between teaching methods employed and information brokerage entrepreneurial skills acquisition of LIS undergraduates in Nigeria?

As can be observed from table 3, there is a positive moderate correlation between teaching methods employed and information brokerage entrepreneurial skills acquisition of LIS undergraduates ($r = .62, p = .000$). This implies that the teaching methods have a positive influence on information brokerage entrepreneurial skills acquisition of LIS undergraduate students.

$\pm 0.00 - 0.30$ = Negligible relationship; $\pm 0.30 - 0.50$ = Low relationship; $\pm 0.50 - 0.70$ = Moderate relationship; $\pm 0.70 - 0.90$ = High relationship; $\pm 0.90 - 1.00$ = Very High relationship.

Table 3: Pearson’s *r* correlation between Teaching Methods and Information Brokerage Entrepreneurial Skills Acquisition of LIS Undergraduates

	Entrepreneurial Skills Acquisition			
	Mean	SD	<i>r</i>	P-value
Teaching methods	66	11.47	.62	.000

Discussion of findings

The result of research question one showed that class lecture is the major teaching method employed in information brokerage entrepreneurial skills acquisition of LIS undergraduates. This finding is in line with earlier works on teaching methods of entrepreneurship education. For instance, in the study carried out by Fatoki (2014) on an examination of the teaching methods for entrepreneurship at a South African University, lecture was the most popular teaching method. Similarly, the findings lay credence to Arasti et al. (2012) who found out that lecture is one of the most popular teaching methods in entrepreneurship education for graduate students. Although lecture is the dominant teaching method, it is important to point out that as has been noted in the literature, lecture has always been recognized as a passive teaching method and less effective in influencing entrepreneurial attributes.

The findings also revealed that demonstration, project-based learning and internship/industrial training (IT) were moderately employed in information brokerage entrepreneurial skills acquisition. This finding is not out of place because both demonstration and project-based learning allow students to learn by doing and applying ideas. These corroborate the earlier findings of Botha (2010) that project-based learning method is an effective method of teaching entrepreneurship. Also, McMullan et al. (2013) reported that project method is effective in raising interest in venture creation, as well as increasing the level of confidence or perceived efficacy of learners. This finding also agrees with Obadere (2015) that internship/industrial training equips students with entrepreneurial skills. Students gain practical experiences in a particular field of business from the mentor.

Other important teaching methods that were less employed include field trip (excursion), role play, seminars/conferences/workshop, poster plan and presentation, business simulation, business plan, case study and video/film show. As has been noted in the literature, these teaching methods have always been recognized as effective methods of inculcating entrepreneurial skills to students (Kriz, 2001; Balan, 2012 & Clark et al., 2009).

The findings in research question two revealed the information brokerage skills LIS undergraduates have acquired in Library schools. From the findings, they have acquired to a very high extent bibliography compilation skills. This finding is not out of place for presently, courses on bibliography compilation are being taught in Library Schools to equip LIS students with the skills

and knowledge needed to excel in this business (Igbeka cited in Ojo, 2012 and Nwosu et al., 2014).

The findings also revealed that cataloguing & classification skills, ability to identify users' information needs, indexing & abstracting skills, information retrieval & organization skills and consultancy services skills were acquired on high extent. This is in line with the position of Anyanwu et al. (2013) that if LIS students are well-equipped during training at the library school, they can acquire the following skills: information brokerage and consultancy services, selective dissemination of information, information packaging, operation of business centers and cybercafé business. Similarly, Akin-Fakorede et al. (2014) noted that LIS graduates can be established as indexers, abstracters, cataloguers, information consultants, information brokers, information organizers, archives and records managers, documentation and bibliographers, marketers of library and information services. These skills are considered as information brokerage skills. This implies that teaching methods can lead to higher or lower extent of acquisition of information brokerage entrepreneurial skills.

Document collection & delivery (courier services), organization of seminars/conferences/workshop, marketing skills, directory compilation, research skills (such as manual /online literature searching), ICT use skills (such as website, database & computer software design), presentation skills (e.g., Microsoft power point) were less acquired probably because the lecturers lack adequate teaching facilities for practical sessions and consequently, the students were not properly taught. It is very painful to note that facilities and equipment for teaching and learning entrepreneurship in Library schools and most of the university Entrepreneurship Centers/Institutes are none-existence. Unfortunately, this has been one of the reasons while Academic Staff Union of Universities (ASUU) usually embarks on strike in Nigeria. There is urgent need to reform the education sector in Nigeria.

The results of research question 3 showed that there was a significant positive moderate correlation ($p < 0.05$) between teaching methods and information brokerage skills acquisition of LIS undergraduates. This is in line with the position of Anyanwu et al. (2013) that if LIS students are well-equipped during training at the Library School, they can acquire the following skills: information brokerage skills such as consultancy services, selective dissemination of information, information packaging, operation of business centers and cybercafé business. Similarly, Akin-Fakorede et al. (2014) noted that LIS graduates can be established as indexers, abstracters, cataloguers, information consultants, information brokers, information organizers, archives and records managers, documentation and bibliographers, marketers of library and information services. This implies that teaching methods have positive influence information brokerage skills acquisition. Higher level of acquisition of information brokerage skills was moderately associated with higher teaching methods employed. Hence, teaching methods may lead to acquisition of

information brokerage skills.

Information brokerage is one of the career opportunities in Library and Information Science. Information brokerage business is pertinent today considering the relevance of information and also the current problem of information overload which often times poses a big challenge to information users in their quest for relevant information. Graduates of library and information science who have acquired information brokerage entrepreneurial skills can be self-employed in many information businesses. The importance of teaching methods in any discipline cannot be over-emphasized. The most promising ways to improve the acquisition of information brokerage entrepreneurial skills is to improve the teaching methods.

The effectiveness of entrepreneurship education is dependent on the teacher's skills and knowledge of using different teaching methods. It is based on this premise that this study sought to find out if any relationship exists between methods of teaching Library and Information Science program and information brokerage entrepreneurial skills acquisition of undergraduates in Nigeria. It was found out that lecture teaching method was highly employed by LIS undergraduates to acquire information brokerage entrepreneurial skills. The study also found out that bibliography compilation skills were acquired to a very high extent by LIS undergraduates.

Conclusion

The findings also revealed that there is a positive moderate correlation between teaching methods employed and information brokerage entrepreneurial skills acquisition of LIS undergraduates. This implies that the teaching methods have a positive influence on information brokerage entrepreneurial skills acquisition of LIS undergraduate students. Based on the findings of the study recommendations were made on how to improve teaching methods for entrepreneurial skills acquisition.

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