IMPACT OF TEACHING METHODS ON BOOK INDUSTRY ENTREPRENEURIAL SKILLS ACQUISITION OF LIBRARY AND INFORMATION SCIENCE UNDERGRADUATES IN NIGERIA

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ABSTRACT
This study examined the impact of teaching methods on book industry entrepreneurial skills acquisition of Library and Information Science undergraduates in Nigeria. Four research questions and one hypothesis guided the study. The population of the study comprised all the 586 final year students of LIS students in six public universities in South East, Nigeria that run the programme. Total enumerative sampling technique was used in the study. Questionnaire was the instrument used for data collection. Mean, standard deviation and Pearson's Product Moment Correlation Coefficient were used to answer the research questions while Simple Linear Regression was used to test the hypothesis. The result of Correlation analysis computed showed that teaching methods employed have moderate relationship (r= 0.695) with book industry entrepreneurial skills acquisition. Simple linear regression analysis computed showed that there was significant positive relationship (p<0.05) between teaching methods employed and book industry entrepreneurial skills acquisition. The findings of the study further showed that teaching methods are positively and significantly related to book industry entrepreneurial skills acquisition. The study recommended among other things that LIS educators should develop effective methods of teaching book industry entrepreneurial skills. It also recommends that Federal Government of Nigeria should give strong support to entrepreneurship education by improving the budgetary allocation to the education sector.

Keywords: ***Teaching Methods, Entrepreneurial Skills, Book Industry Skills, Entrepreneurial Skills Acquisition, LIS Students***

Introduction

Entrepreneurship education is now being globally accepted as an avenue for empowering undergraduates. It aims at equipping students with the skills required in establishing businesses irrespective of their area of specialization. Entrepreneurial skills are referred to as those business and technical skills an individual requires to start a new venture and make a career in entrepreneurship. Ifeakor and Enemuo (2009) stated that entrepreneurial skills are those relevant skills and competencies that will enable an individual seek and run an enterprise successfully. In this context, entrepreneurial skills are those skills needed to empower Library and Information Science graduates to establish businesses to sustain themselves and contribute positively to the society.

Library and Information Science education, as an academic programme is meant to prepare students for a broad range of career opportunities. Various entrepreneurial skills are embedded in Library and Information Science education for students to explore and acquire in order to succeed either as librarians or entrepreneurs. Hence, Ekoja and Odu (2016), agree that every area of librarianship has a potential for entrepreneurship. Entrepreneurial skill acquisition is a

process whereby a person acquires or learns a particular skill needed for business through training or education in order to identify and exploit entrepreneurial opportunity for self-employment. It is the process of empowering Library and Information Science undergraduates with those skills they need to sustain themselves upon graduation and also contribute positively to the society. Thus, entrepreneurial skill acquisition can lead to wealth creation, poverty alleviation, self-reliance, economic growth and enhance the quality of life of citizens in any given nation.

The Federal Government of Nigeria through the National Universities Commission introduced entrepreneurship education into the curriculum of university education in 2006 to equip students with entrepreneurial skills, attitude and competences in order to be job creators and not job seekers. In keeping with the federal government policy on entrepreneurship education, many Library and Information Science Schools have proactively included entrepreneurial skills acquisition courses in their curricula to inculcate the idea of self-employment and self-reliance. Prior to the introduction of entrepreneurship education policy into the universities by NUC, there were entrepreneurial skills related courses offered in Library and Information Science however, the policy led to an expansion of entrepreneurial courses. Aina in Issa, Uzuegbu and Nwosu (2014) among other scholars stated that the philosophy behind the teaching of entrepreneurship to students of Library and Information Science is that the rate new graduates are being produced at library schools is far more than job openings in the library market. He emphasized that it is a *"sine qua non"* for any Library and Information Science student to undertake a course in entrepreneurship in Library and Information Science.

Supporting this view, Ejedafiru and Toyo (2015) stated categorically that efforts should be made to produce Library and Information Science graduates who will not hinge their hopes on employment by Federal, State or local government to the production of graduates who can create wealth. Graduates of Library and Information Science who have acquired entrepreneurial skills can be self-employed by carrying out book industry entrepreneurial activities like publishing, printing, book vending and sale of stationeries. As such, they will affect the society in a way that unemployment and the associated ills will become history especially in the field of Library and Information Science.

Teaching methods have an important role in entrepreneurship education just like in other education programmes. Ononogbo in Issa, *et al* (2014) observe that there are so many businesses associated with librarianship which graduates of Library and Information Science can do to earn a living if appropriate teaching methods are employed in teaching them. Similarly, Akin-Fakorede, Ottong and Eyo (2014) and Nnadozie (2014) pointed out that Library and Information Science programme is enriched with entrepreneurial courses that can enhance specialization in different areas. They however observed, there are no practical sessions in teaching entrepreneurial skills to Library and Information Science undergraduate students. Although researches have been conducted in the field of entrepreneurship education, Arasti, Falavarjani and Imanipour, (2012) observed that a few studies have been conducted in the subfield of teaching methods. They further stated 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.

Problem Statement

Entrepreneurship education was introduced in Nigerian universities system in 2006 by the Federal Government of Nigeria to stem rate of unemployment among graduates of Nigerian universities by preparing them to set up private business after graduation, thus making Nigeria one of the leading twenty economies of the world by 2020. The inclusion of entrepreneurship education into Nigerian university curriculum underscores the need to actively promote and

train students to be entrepreneurial within our educational system. In keeping with the federal government policy on entrepreneurship education, many Library and Information Science Schools have proactively included entrepreneurial skills acquisition courses in their curricula to inculcate in the students, the idea of self-employment and self-reliance. Prior to the introduction of entrepreneurship education policy in the universities, there were entrepreneurial skills related courses offered in Library and Information Science education such as book production courses, organization of knowledge (cataloguing & classification), repackaging of information, compilation of bibliography however, the policy led to an expansion of these courses. The researchers observed that LIS graduates were not making a living out of the book industry entrepreneurial skills they acquired in Library schools. Could it be that the teaching methods employed for the acquisition of book industry entrepreneurial skills were not effective or that the students did not acquire adequate book industry entrepreneurial skills? It is against this backdrop that the researchers sought to investigate the impact of teaching methods on book industry entrepreneurial skills acquisition of LIS undergraduates in Nigeria.

Purpose of the Study

The general purpose of this study was to find out if any relationship exists between methods of teaching Library and Information Science programme and the acquisition of book industry entrepreneurial skills in Nigeria. Specifically, the study sought to:

1. determine the teaching methods employed for book industry entrepreneurial skills acquisition of Library and Information Science undergraduates;
2. ascertain the extent of acquisition of book industry entrepreneurial skills by LIS undergraduates;
3. find out the relationship between the teaching methods employed and book industry entrepreneurial skills acquisition of LIS undergraduates in Nigeria;
4. determine strategies to enhance the teaching methods employed for effective book industry entrepreneurial skills acquisition of LIS undergraduates.

Research Questions

The study was guided by the following research questions:

1. What teaching methods are employed for book industry entrepreneurial skills acquisition of LIS undergraduates in Nigeria?
2. What is the extent of acquisition of book industry entrepreneurial skills by LIS undergraduates in Nigeria?
3. What is the relationship between the teaching methods employed and book industry entrepreneurial skills acquisition of LIS undergraduates in Nigeria?
4. What strategies could be adopted to enhance the teaching methods employed for effective book industry entrepreneurial skills acquisition of LIS undergraduates in Nigeria?

Hypothesis

There is no significant relationship between the teaching methods employed and book industry entrepreneurial skills acquisition of LIS undergraduates in Nigeria.

Literature Review

The benefit of acquiring book industry entrepreneurial skills by LIS undergraduates cannot be over-emphasized. David (2014) posits that a graduate with Library and Information Science background who engages in this business, applying his professional attributes and skills will be successful. The scope of book industry business includes publishing/printing, bookselling and sale of stationeries. Publishing goes hand in hand with printing. Reitz (2004) defined publishing as the business of issuing books, music, photographs, maps, and other printed materials for sale to the public, which includes negotiating contracts with authors and their

literary agents, editing the authors manuscript, designing the physical item (typography, layout, etc), producing the finished product (printing, binding, and so on), marketing the work, and making arrangements for its distribution through regular market channels. Baensch (2010), affirming this, notes that publishing involves the development and gathering of information, adding value to that information, utilizing manuscript editing, design, digital coding, storing, retrieval for printing, and binding for distribution or retrieval for digital online distribution to a reader as a consumer of information. On the other hand, printing is the activity, skill, or business of producing printed matter (Webster's Universal Dictionary and Thesaurus, 2010). Printing traditionally has been defined as a technique for applying under pressure a certain quantity of colouring agent onto a specified surface to form a body of text or an illustration (Borth, 2010).

With the advent of ICT, one can use computer and specialized software to create documents for publishing/printing. This is known as desktop publishing. Akidi (2014) observe that the advent of digital information systems and the Internet have expanded the scope of publishing to include electronic resources, website blogs, video game publishing and others. It is imperative to have ICT skills, typesetting and editing skills to succeed in the book industry business. Other skills to acquire include graphic designing, scanning, paste-up, layout designing and page making, image setting, proof copying, film making, folding and binding. Prospective publishers should be exposed to or trained in these aspects of publishing: editorial practice or procedures, book design and production, book marketing, sales and distribution among others. Publishing and printing involve a wide range of skills such as typesetting, lithography, editing, IT, marketing, communication, organization, capacity to acquire, filter, and internalize information, (Tagholm, 2013 and Publishing Trends Editors, 2011).

Bookselling/vending is another viable business that can make LIS graduates forget about white-collar jobs. It involves buying books, audiovisuals, and other information related products from publishers or wholesalers and sell them to customers. Book vendors supply their products and services to libraries, organizations, schools. Obinyan (2014) noted that vendor business encompasses all the activities relevant to the purchase and stocking of virtual or physical information-bearing materials meant for sale to libraries, corporate organizations or individuals. He highlighted the duties of a vendor as follows: serving customers, dealing with money, giving advice, answering enquiries and ordering books for customers, carrying out stock control, assessing the market, ordering new stock from catalogues and directly from publishers, administrative tasks, monitoring the publishing universe, new title announcements, web-based title database and transaction system and, maintenance of bibliographic records for end-user discovery. Furthermore, Obinyan (2014) noted that to be a bookseller, one should have good customer service skills, communication skills, IT skills, book ordering skills, accounting skills, organizational skills, time management skills, multi-task skills, and so on. Booksellers should be able to talk knowledgeably and enthusiastically about books, sell, promote and market the books in their shops (Alexander, 2013 and National Careers Service, 2012).

In Nigeria, most book sellers also deal on library equipment such as shelves, study carrels, catalogue cabinet, newspaper rack, kick step, book trolley, and display rack. They supply books and library equipment to libraries, organizations, schools and individuals and make money out of it. Library equipment are the mechanical and electronic devices purchased by a library for staff use or to facilitate patron use of its services and collections including photocopy machine, microform reader, printers, video and CD players, projection equipment, computers and computer peripherals, security devices, (Pryterch, 2000). Anyanwu, Oduagwu, Ossai-Onah and Amechi (2013) emphasized the need to equip LIS undergraduates with the skills on production and sale of library equipment to make it a career choice.

Stationery business is a form of business that deals on exercise books, seasonal cards, paper and office supplies such as biro, pencil, envelop, glue, stamp and stamp pads, files, white board and dusters. David (2014) remarked that the activities of stationery business includes sale of photocopiers, computers and their accessories, stabilizers, UPS, artists and architects drawing and tracing papers, pencils and pens, sale of textbooks on all subjects, past questions and answers booklets and others. He noted that a graduate with Library and Information Science background who engages in this business, applying his professional attributes and skills will be successful. The Library School is a good preparatory ground for book industry business. Presently, courses on book production have been introduced in Library Schools to equip LIS students with the skills and knowledge needed to excel in this business. Students should be equipped with these highlighted book industry entrepreneurial skills for successful career in entrepreneurship.

A good way of improving entrepreneurial skills acquisition is employing effective teaching methods. Teaching methods refer to the various techniques a teacher applies to impart knowledge and skills into a learner. Zahra and Welter (2008) argued that entrepreneurial skills are learned in a variety of ways and methods. In addition, Kirby (2002), Blenker, Per, Dreisler, Poul, Kjeldsen and John (2006) observed that teaching methods that improve an individual's knowledge and skills are positively associated with increased entrepreneurial motivation, innovation, and the capability and understanding of how to start and sustain a new venture. Therefore, it is necessary to study the teaching methods lecturers employ for book industry entrepreneurial skills acquisition in Nigerian universities so as to achieve the objectives of the curriculum. Obioma (2012) posits that teaching and learning entrepreneurship is different from that of other disciplines. He stressed that the way actual entrepreneurs learn should be a guide in drafting curriculum and mode of instruction for entrepreneurship. According to him, actual entrepreneurs primarily learn by doing or by direct observation. Similarly, Dhliwayo in Adesoji and Sangoleye (2017) observed that most of the existing entrepreneurship education curriculum emphasizes the theoretical knowledge and give less attention to the practical application of the subject. Contributing to this discourse, Lee and Wong (2007) revealed that business plan development, case studies and lectures are the most popular methods of teaching in entrepreneurship education. Fatoki (2014) reported that lecture teaching method was mostly used for entrepreneurship education at a selected University located in the Limpopo Province of South Africa

According to Mwasalwiba (2010), and Tasnim (2012) the two primary teaching methods for entrepreneurship are the traditional (passive) and non-traditional (active or innovative) methods. They noted that the traditional teaching methods comprise lectures, seminars, business plan creation, project works, case studies, assignment and others. Traditional methods are less effective in encouraging entrepreneurial attributes and such methods actually make students become dormant participants, prepare them to work for an entrepreneurs, but not to become one (Arasti, *et al*, 2012). The non-traditional teaching methods include group discussion, interactive teaching, business simulations, field trip/excursion, industrial training (IT), workshops and others. Balan and Metcalfe (2012), supporting this view, added one business idea for each class, poster plan and presentation, entrepreneurship survey and others. Oduma (2012) added demonstration, internship, and conferences/seminars/workshop while Arasti, *et al,* (2012) suggested video and filming as methods of teaching entrepreneurship. Many writers have written on these entrepreneurship teaching methods and they observed that the non-traditional teaching methods are rarely used to teach entrepreneurship programme while the traditional teaching methods being used are less effective in inculcating entrepreneurial skills to students. An efficient combination of the two primary teaching methods will improve entrepreneurship education (Fatoki, 2014).

To enhance effective teaching methods that will boost the acquisition of book industry entrepreneurial skills, certain measures should be taken. Ugwu (2012) suggested that the Library and Information Science Department should develop an entrepreneurship curriculum that aligns with the demands of the profession. The implementation of this curriculum will enable LIS graduates to acquire entrepreneurial skills and become self-employed by carrying out book industry entrepreneurial activities like publishing/printing, bookselling, sale and production of library equipment and sale of stationeries.

Employing efficient teaching pattern that allow for both theoretical and practical teaching of entrepreneurial skills is another strategy that will enhance teaching methods to boost the acquisition of book industry entrepreneurial skills by LIS students. The findings lay credence to studies cited in the literature. For instance, in the work of Adeyomo (2009), he reported that lecturers teaching entrepreneurial skills acquisition courses should constantly seek the most effective teaching methods. Failure to do this will result in producing students that lack entrepreneurial skills as well as innovative and creative competences. Furthermore, he noted that the usefulness of each teaching method will depend on the teacher's ability to make appropriate selection for a lesson topic. Finally, he advised the teachers to master the purpose which each method serves in a learning situation in order to know when best to employ each. The method adopted by the teacher may promote or hinder students from learning entrepreneurial skills. Such graduates roam the streets of major cities and towns in search of white-collar jobs that are very scarce. Lecturers need to update their knowledge on teaching methods and also adopt various teaching methods so that they can impart knowledge to their students effectively. Teachers cannot teach how to be entrepreneurial without themselves being entrepreneurial (European Union, 2013).
Provision of teaching facilities for practical sessions is another strategy that will enhance teaching methods to boost the acquisition of book industry entrepreneurial skills by LIS students.

Nnadozie, *et al*, (2013) suggest that entrepreneurship education in Library and Information Science should be more practical and less theoretical. They stressed that LIS students should be given opportunities to go on excursions, fieldtrips and study visits to successful businesses owned by librarians for them to see entrepreneurship at work. Shambare (2013) advanced that without practical entrepreneurship teaching and training, students will not be equipped with tangible business skills. He stated that the outcome of the current overemphasis on theoretical entrepreneurship education results in a superficial view of entrepreneurship. This further exacerbates the problem by creating the illusion that university graduates are ready for entrepreneurship when in fact they are not because they lack experience and technical know-how of starting and operating a business beyond the 'theoretical' knowledge.

Adequate provision of funds for the implementation of entrepreneurship education by the heads of tertiary institutions and their founders/financiers is another strategy that will enhance teaching methods to boost the acquisition of book industry entrepreneurial skills by LIS students (Nnadozie, *et al*, 2013). Under-funded and under-resourced universities cannot afford to provide the appropriate equipment and training needed to increase students' entrepreneurial intentions.

Training and retraining of LIS lecturers for entrepreneurship education will also enhance teaching methods to boost the acquisition of book industry entrepreneurial skills by LIS students. LIS programmes need to have qualified and experienced staff to teach the course(s) (Ekoja, *et al*, 2016). Teachers should be constantly trained and retrained to acquire entrepreneurial skills, knowledge and competencies which they will also impart to students. Entrepreneurship educators should often attend seminars, conferences and workshops related

to entrepreneurship in order to acquire the relevant knowledge and skills they will impart to students.

Methodology

The study adopted a correlational survey design. The population comprised 586 final year students of Library and Information Science in public universities in South East, Nigeria. No sampling technique was adopted as the entire population was studied. Six out of seven public universities in South East, Nigeria offering LIS programmes were studied. Hence LIS students from Chukwuemeka Odumegwu Ojukwu University, Uli were excluded because LIS programme was introduced in the curriculum in 2016, as such they do not have 400L students as at the time of the study. The instrument used for the study was structured questionnaire. The instrument was validated by experts in the field and pre-tested through Cronbach Alpha that shows an overall correlation coefficient of 0.97. Out of the 586 copies of the questionnaire distributed to Michael Okpara University of Agriculture, Umudike, Nnamdi Azikiwe University, Awka, University of Nigeria, Nsukka, Abia University, Uturu, Enugu State University of Science and Technology and Imo State University, Owerri, 539 copies were completed and returned. This represents 92% response rate. Mean, standard deviation and Pearson's Product Moment Correlation Coefficient were used to answer the research questions. The questionnaire was structured on a four point scale and criterion mean was placed at 2.50. The hypothesis was tested using Simple Linear Regression analysis at 0.05 level of significance.

Results and Discussion of findings

Data collected were analysed based on the research questions and hypothesis that guided the study and presented in the tables as shown below:

Research Question 1: What teaching methods are employed for book industry entrepreneurial skills acquisition of LIS undergraduates in Nigeria?

Table 1:

Mean responses of students on teaching methods for book industry entrepreneurial skills acquisition.

S/N	Item Statements N=539	Mean ($\bar{X}$)	SD	Decision
1	Class Lecture	3.61	.716	HE
2	Demonstration (practical)	2.83	.869	ME
3	Group Discussion	2.83	.865	ME
4	Interactive teaching	2.96	.896	ME
5	Project	2.97	1.040	ME
6	Assignment	3.45	.768	ME
7	Field Trip (excursion)	2.58	1.080	ME
8	Case Study	2.45	1.048	LE
9	Seminars/conferences/workshop	2.76	.982	ME
10	Business Plan	2.25	1.101	LE
11	Internship/ Industrial training (IT)	3.08	.971	ME
12	Business simulation	2.05	1.038	LE
13	Video/film shows	1.73	.986	NE
14	One Business Idea for Each Class	1.97	1.029	NE
15	Poster Plan and Presentation	2.13	1.052	LE
16	Entrepreneurship Survey	2.09	1.100	LE
	Grand Mean	**2.61**	**.524**	**ME**

Note: HE-Highly Employed; ME-Moderately Employed; LE-Less Employed; NE-Not Employed; $\bar{X}$= Mean, SD = Standard Deviation, N =Number of Respondents

Table 1 shows the mean ratings of the responses on the teaching methods for book industry entrepreneurial skills acquisition of undergraduate students of Library and information science. It could be observed from table 1 that class lecture is the major teaching method with the mean score of 3.61. This is closely followed by assignment ($\bar{X}$= 3.45), Internship/Industrial training ($\bar{X}$= 3.08), Project ($\bar{X}$= 2.97), interactive teaching ($\bar{X}$= 2.96), demonstration (practical) ($\bar{X}$= 2.83), group discussion ($\bar{X}$= 2.83), seminars/conferences/workshop ($\bar{X}$= 2.76) and field trip ($\bar{X}$= 2.58). The grand mean of this cluster is 2.61. This reveals that the teaching methods itemized were moderately employed in teaching entrepreneurial skills. The result of the findings showed that class lecture is the dominant teaching method employed in book industry entrepreneurial skills acquisition. 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. Lecture has always been recognized as a passive teaching method and less effective in influencing entrepreneurial attributes.

Research Question 2: What is the extent of acquisition of book industry entrepreneurial skills by LIS undergraduates in Nigeria?

Table 2:

Mean responses of students on extent of acquisition of book industry entrepreneurial skills

S/N	Item Statements	Mean ($\bar{X}$)	SD	Decision
18	Typesetting & editing skills	3.17	.819	HE
19	Scanning skills	2.77	.880	HE
20	Folding & binding skills	2.94	.888	HE
21	Book design & production skills	2.81	.861	HE
22	Bookselling skills (such as book ordering, customer service, accounting skills)	2.46	1.044	LE
23	Production and sale of library equipment skills	2.06	1.046	LE
24	Stationery business skills	2.58	1.023	HE
	Grand Mean	**2.69**	**.591**	**HE**

Note: VHE-Very High Extent; HE-High Extent; LE- Less Extent; NA- Not at All; $\bar{X}$ = Mean, SD = Standard Deviation, N =Number of Respondents

The result presented in table 2 shows the extent of acquisition of book industry entrepreneurial skills by LIS undergraduates. The most acquired book industry entrepreneurial skills is typesetting and editing with the mean score of 3.17. This is followed by folding & binding skills ($\bar{X}$= 2.94), book design and production skills ($\bar{X}$= 2.81), scanning skills ($\bar{X}$=2.77) and stationery business skills ($\bar{X}$=2.58). The grand mean of this cluster is 2.69 showing that book industry entrepreneurial skills are moderately acquired by LIS undergraduates. The findings corroborates earlier findings by Obinyan (2014) who reported that the skills one requires to succeed in bookselling business include IT skills, multi-task skills and others. IT skills include typesetting and editing, desktop publishing, digitization and others. In Library Schools, all forms of information and communications technology (ICT) equipment should be put in place to enhance the training and acquisition of entrepreneurial skills such as book industry skills. Students can be familiar with ICT if there is a computer laboratory in Library Schools.

Research Question 3: What is the relationship between the teaching methods employed and book industry entrepreneurial skills acquisition of LIS undergraduates in Nigeria?

Table 3:
Pearson's correlation between teaching methods and book industry skills acquisition

	Mean	SD	1	2
1. Teaching methods	2.61	.524	1	.695**
2. Book industry skills	2.44	.695	.695**	1

±0.00 – 0.30 = Negligible relationship; ± 0.30 – 0.50 = Low relationship; ±0.50 – 0.70 = Moderate relationship; ± 0.70 – 0.90 = High relationship; ± 0.90 – 1.00 = Very High relationship

Table 3 presents the result of correlation between teaching methods employed in Library and Information Science programme and book industry skills acquisition. As observed from the table, teaching methods has r= .695 correlation with book industry skills acquisition. This shows a moderate but positive correlation. The correlation coefficient (r= .695) is closer to +1. A value of±0.50 – 0.70 suggested a moderate linear relationship between the teaching methods and book industry entrepreneurial skills acquisition. The table reveals that the value of r= .695 is positive and falls between±0.50 – 0.70. There is a moderate and positive relationship between teaching methods and book industry skills acquisition. Thus, teaching methods have a positive influence on book industry skills acquisition.

The findings lay credence to studies cited in the literature. For example, in the work of Anyanwu, Oduagwu, Ossai-Onah and Amechi (2013) they noted that LIS students can acquire book industry skills such as publishing, bookselling business and sale of library materials in Library schools. Similar findings have equally been recorded in David (2014) who reported that if LIS students are well-equipped during training at the Library school, they can handle the stationery business activities. Furthermore, he noted that a graduate with Library and Information Science background who engages in this business, applying his professional attributes will be successful. Hence, teaching methods of entrepreneurship courses may enhance book industry entrepreneurial skills acquisition.

Hypothesis: There is no significant relationship between the teaching methods employed and book industry entrepreneurial skills acquisition of LIS undergraduates.

Table 4:
Regression analysis on relationship between teaching methods and book industry entrepreneurial skills acquisition

Variable/Model	B	SEB	Beta	t	F	R^2	Adj. R^2
Model Summary					501.618	.482	.483
Teaching Method	.921	.041	.695***	22.397			
Constant	.040	.109		.370			

Note: B = Unstandardized coefficient; Beta = Standardized coefficient; t = t-test value; F = F-ratio; R^2 = Coefficient of determination; Adj. R^2 = Adjusted square of the correlation

Table 4 reveals the simple linear regression analysis on the relationship between the teaching methods and book industry entrepreneurial skills acquisition ($F(1,537) = 501.618$, $R^2 = .482$). The regression estimate of the relationship was found significant ($\beta = .695$, $p < .001$), while the adjusted$R^2 = .482$ shows that 48.3% of the variance in book industry entrepreneurial skills is predicted by teaching methods employed. Thus, the null hypothesis of no significant relationship between the teaching methods and book industry entrepreneurial skills acquisition of LIS undergraduates was rejected. This shows that there is a significant relationship between

teaching methods and book industry skills acquisition of the students. From the analysis, higher acquisition of book industry skills was associated with higher teaching methods employed.

Strategies to enhance teaching methods for effective book industry entrepreneurial skills acquisition

Research Question 4: What strategies could be adopted to enhance the teaching methods employed for effective book industry entrepreneurial skills acquisition of LIS undergraduates in Nigeria?

Table: 5
Mean responses on the strategies for enhancing the teaching methods employed for effective book industry entrepreneurial skills acquisition

S/N	Item Statement N=539	Mean ($\bar{X}$)	SD	Decision
91	Developing entrepreneurship curriculum that aligns with the demands of LIS profession	3.65	.704	VA
92	Employing efficient teaching pattern that allow for both theoretical and practical teaching of entrepreneurial skills	3.37	.819	A
93	Provision of teaching facilities for practical sessions	3.49	.704	A
94	Provision of adequate funds for procurement of teaching facilities and entrepreneurship-related learning materials	3.41	.786	A
105	Adequate training of teachers	3.40	.760	A
	Grand Mean	**3.46**	**.045**	**A**

Note: VA= Very Appropriate; A= Appropriate; FA= Fairly Appropriate; NA= Not Appropriate; $\bar{X}$ = Mean, SD = Standard Deviation, N =Number of Respondents

The result presented in table 5 shows the strategies for enhancing the teaching methods employed for effective book industry entrepreneurial skills acquisition. The table indicates that developing entrepreneurship curriculum that aligns with the demands of LIS profession is the major strategy. It has the mean score of 3.65. This is followed by provision of teaching facilities for practical sessions ($\bar{X}$=3.49).

Provision of adequate funds for procurement of teaching facilities and entrepreneurship-related learning materials ($\bar{X}$ =3.4), adequate training of teachers ($\bar{X}$=3.40), and employing effective teaching pattern that allow for both theoretical and practical teaching of entrepreneurial skills ($\bar{X}$=3.37).

The result of the findings showed that developing entrepreneurship curriculum that aligns with the demands of LIS profession is the dominant strategy for enhancing the teaching methods employed for effective book industry entrepreneurial skills acquisition.

The finding lays credence to Ugwu (2017) who suggested that the curriculum in the university system should be restricted and articulated to accommodate entrepreneurship not only as a general, but also as a departmental course to take care of the managerial and professional components of entrepreneurship.

Conclusion

The study was set to investigate the impact of teaching methods on the acquisition of book industry entrepreneurial skills among LIS undergraduates. The result of the study revealed that class lecture is the dominant teaching method employed in book industry entrepreneurial skills acquisition. This implies that LIS students lack practical entrepreneurship teaching and training, hence, they are not equipped with tangible business skills. Lecture teaching method is

not effective in raising interest in venture creation, as well as increasing the level of confidence or perceived efficacy of learners. The study further reveal that the most acquired book industry entrepreneurial skill is typesetting and editing. The implication is that LIS students can use ICTs to a reasonable extent however, the result shows that book industry entrepreneurial skills are moderately acquired by LIS undergraduates.

There is a moderate and positive relationship between teaching methods and book industry skills acquisition. This implies that effective teaching methods can boost the acquisition of book industry skills. There is a significant relationship between teaching methods and book industry skills acquisition of the students. From the analysis, higher acquisition of book industry skills was associated with higher teaching methods employed.

Recommendation

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

- Library and Information Science educators should restructure the LIS curriculum to include theoretical and practical knowledge of book industry entrepreneurial skills embedded in the LIS programme.
- LIS educators should develop effective methods of teaching book industry entrepreneurial skills. Such methods include field trip, demonstration, internship, business simulation and others. Training and retraining of LIS lecturers for entrepreneurship education will enhance the teaching methods of book industry skills. Hence, entrepreneurship educators should often attend seminars, conferences and workshops related to entrepreneurship in order to acquire the relevant knowledge and skills they will impart into students.
- The Federal Government of Nigeria should give strong support to entrepreneurship education by improving the budgetary allocation to the education sector. The universities should also use viable internally generated revenue (IGR) to supplement what the government provides.

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