

Entrepreneurial Intentions of Final Year Library and Information Science Students, University of Ilorin, Nigeria

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ABSTRACT

The study investigated the entrepreneurial intentions of final year Library and Information Science (LIS) students at the University of Ilorin, Nigeria. This study aimed at investigating the influence of attitude, subjective norm, and perceived behavioral control on the entrepreneurial intention of LIS Students using the Theory of Planned Behavior (TPB). This became eminent in the light of government efforts of encouraging graduates to become self-reliant upon graduation. Three hypotheses guided the study. The study adopted a survey research design and a questionnaire was used as an instrument for data collection. The population of the study comprised 85 final year LIS students and total enumeration as a sampling technique. The study showed that there was a positive significant relationship between Attitude towards the behaviour, a significant positive and moderate relationship between subjective norm and entrepreneurial intention. This study also showed a significant positive and moderate relationship between entrepreneurship perceived behavioral control and entrepreneurial intention. The study recommended the establishment of mentor-mentee entrepreneurship programs among students that would strengthen entrepreneurial intentions among students. Likewise, the government should provide access to business loans through micro-finance banks to encourage students to embark on business ventures even before graduation.

Keywords: Entrepreneurial intention; Entrepreneurship; Theory of planned behaviour; LIS graduates.

1. INTRODUCTION

Entrepreneurship in Library and Information Science (LIS) is about developing attitudes, behaviour of Library and Information Science practitioners at the individual level in pursuit of a profit-oriented approach (Ejedafiru & Toyo 2015). Entrepreneurship has been identified as a determinant of economic growth and development (Kidane & Harvey, 2009; Kothari, 2013; Nafukko & Muyia, 2010). Buang (2011) asserts that entrepreneurship is one of the career options made available for youths and graduates. Even though entrepreneurship has been recognised as a vehicle for economic empowerment, a lot of graduates remain unemployed. It becomes imperative to equip the Library and Information Science graduates of Nigeria's higher institutions with the necessary skills to thrive in entrepreneurship. Today's business environment is dynamic and competitive and places an onus on Library and Information practitioners to update and upgrade themselves consistently to achieve their personal and business goals. Therefore, there should be concerted efforts to

produce LIS graduates with a paradigm shift to be self-reliant rather than focus on white-collar jobs upon graduation.

Even though entrepreneurship has been recognised as a vehicle for economic empowerment, a lot of graduates remain unemployed. Ehirheme and Ekpeyong (2012) revealed that the majority of Nigerian graduates upon completion of the mandatory National Youth Service Corps Scheme (NYSC) in the last five (5) years remain unemployed. Similarly, Ekere and Ekere (2012) portray this as the failure of the nation's education system and the underlying skills-set mismatch acquired by graduates from schools through the type of education received in universities and the competencies expected from them by employers of labor. This necessitated the introduction of entrepreneurial education in the curricular of all higher institutions in Nigeria by the National Universities Commission (NUC) and the National Board for Technical Education (NBTE). Library and Information Science Students at the University of Ilorin undergo a mandatory course titled Introduction to Entrepreneurship Skills in their 200 Level and further take another course in entrepreneurship at the departmental level titled LIS 402 (Entrepreneurship in information) in their final year. In light of the exposure of these students to these entrepreneurial training, it becomes imperative to examine their entrepreneurial intentions upon graduation.

1.1 Objectives

The specific objectives of the study were to:

- (i) establish the influence of attitude to the behaviour on the entrepreneurial intention of Library and Information Science students at the University of Ilorin;
- (ii) determine the influence of subjective norm on the entrepreneurial intention of Library and Information Science students at the University of Ilorin;
- (iii) determine the influence of perceived behavioural control on the entrepreneurial intention of Library and Information Science students at the University of Ilorin.

1.2 Research Questions

- (i) What is the influence of attitude to the behaviour on the entrepreneurial intention of Library and Information Science students at the University of Ilorin?
- (ii) What is the influence of subjective norm on the entrepreneurial intention of Library and Information Science students at the University of Ilorin?

- (iii) What is the influence of perceived behavioral control on the entrepreneurial intention of Library and Information Science students at the University of Ilorin?

1.3 Research Hypothesis

H₁: There is a significant relationship between attitude to the behavior and entrepreneurial intention.

H₂: There is a significant relationship between subjective norm and entrepreneurial intention.

H₃: There is a significant relationship between perceived behavioral control and entrepreneurial intention.

2. LITERATURE REVIEW

2.1 The Theory of Planned Behaviour

According to Ajzen and Fishbein (2000), the theory of planned behavior postulates three conceptually independent antecedents of intention. The first is the attitude towards the behaviour which refers to the degree to which an individual has a positive or negative appraisal towards the behavior. The second determinant is a social factor that is termed subjective norm. It refers to the perceived social pressure for an individual to perform or not to perform the behavior. The third antecedent of intention is the degree of perceived behavioral control which refers to individuals' assessment of the degree of their capabilities to perform a given behavior and it is assumed to include past experiences as well as anticipated impediments and obstacles.

2.1.1 Attitude Towards the Behaviour

According to Ajzen and Fishbein (2000), an attitude refers to when an individual has a general feeling of being favorable or unfavorable toward different stimulus objects. They develop an attitude towards an object based on their beliefs about that object. Ajzen (1991) defined attitude towards the behaviour as the degree to which an individual has a positive or negative appraisal towards the behavior while Sawyer, Simpson, and Asher (2001) defined attitude as a disposition or tendency to respond positive or negative toward certain things (idea, object, person and situation). Ünal and Işeri (2012) said attitude is the state of emotional and mental preparation, which is formed through experiences, that has a directive or dynamic influential power on an individual's behaviors towards all things and situations.

Linan et al. (2013) posit that individuals are likely to hold positive attitudes towards entrepreneurship when it is affirmed and positively valued by those close to them and when they are confident that they possess the rudimentary skills necessary to implement the behavior. Therefore, in a bid to encourage entrepreneurship through new ventures or start-ups, it is expedient to adopt positive values concerning entrepreneurship and show an appreciable level of recognition for entrepreneurs in society. This will contribute to the development of positive entrepreneurial attitudes.

2.1.2 Perceived Behavioral Control

Perceived behavioral control refers to individuals' assessment of the extent of their capabilities to perform a given behavior (Ajzen, 2005). The concept of perceived behavioural control derives its roots from the concept of self-efficacy (Ajzen, 2012). Perceived behavioral control can be attributed to control beliefs that determine the availability of factors that can enable or impede the performance of the behavior. These include the prevalence of resources and opportunities, prior experience with the behavior, secondary sources of information about the behavior, observation of friend's experiences, requisite skills and abilities, the availability of social support structure, emotions, and necessities (Ajzen 2005, 2012; Ajzen & Cote, 2008). These factors may create an impact on perceived behavioral control by increasing or reducing the perceived difficulty of performing a behavior. Zaidatol (2009) revealed that the greater students are exposed to entrepreneurial issues, the greater their perceived behavioral control. Similarly, Liñán et al. (2013) posit that individuals' perceptions that if they engaged in entrepreneurial behavior would earn the approval of significant others and their entrepreneurial activities would be positively valued in the society increase perceptions of control over the behavior.

2.1.3 Subjective Norms

Subjective norms refer to perceived social pressure for an individual to perform or not to perform the behavior (Fishbein & Ajzen, 2010). Subjective norms stem from readily accessible normative beliefs regarding the expectations of significant others (Ajzen, 2012). Individuals feel more obliged to behave in a certain manner when they believe that an important person or group of people will approve or disapprove of performing a given behavior and are motivated to comply with the expectations or views of such people (Ajzen, 2012). Such important people may include a person's parents, spouse, friends, colleagues, and experts in the behavior of interest. Previous research shows that individuals are more likely to have the intention to start a business when they

have relationships with other entrepreneurs or know other entrepreneurs (Lapista et al 2012; Dohse & Walter 2012). Similar to previous research, the results showed that subjective norms were not significant in predicting entrepreneurial intention.

Linan and Chen (2009) reported no significant relationship between subjective norm and entrepreneurial intention. Subjective norm is the least or not significant predictor of entrepreneurial intention (Krueger et al., 2000; Almobaireek & Manolova, 2012; Liñán & Chen, 2009). Invariably, several other studies have shown that subjective norms influenced intention (Kautonen et al., 2013; Siu & Lo, 2011).

2.1.4 Entrepreneurial Intention

According to Ajzen (1991), the intention is the immediate antecedent of behavior. He claimed that behavior is not performed without a goal but follows reasonably and consistently from the behavior-relevant information and behavior is reinforced by rewarding events and weakened by punishing events. Entrepreneurial intention is defined as the willingness and ability of an individual to perform entrepreneurial behavior, engage in entrepreneurial activities, be self-employed, or start a new business venture (Dell, 2008; Dhose & Walter, 2010). It usually involves the ability to take risks, be ambitious, and have self-confidence (Zain, Akram & Ghani, 2010). Individuals may possess the potential to be an entrepreneur but not make the transition into becoming one unless they have such intentions (Mohammad Ismail et al., 2009). Attitude towards the behavior, subjective norms, and perceived behavioral control are determinants of entrepreneurial intentions (Ajzen 2011; Ajzen & Cote 2008). Entrepreneurial Intention is an important factor towards the establishment of a new business venture and is pivotal in the survival and growth of the business.

3. METHODOLOGY

A survey design was adopted for this study and the population comprised final year students of Library and Information Science in the 2018/19 session. These were selected because they have undergone the mandatory entrepreneurship education both as a general course in their 200 level and as a required course in their 400 Level. The students were in their final year, which marks a crucial stage in which they will have to decide their future career path. The final year students comprised 85 students and total enumeration was used to sample the students. Out of 85 copies of a questionnaire distributed, 75 copies which constituted 88% return rate were found usable for the study. A questionnaire comprising a five-point Likert scale was used as

a research instrument for data collection in this study. Descriptive and Inferential statistical methods were used to analyse the data related to the research questions. The hypotheses of the study were tested using the Pearson Product-Moment Correlation Statistic.

4. FINDINGS AND DISCUSSION

4.1 Demographic Characteristics of Respondents

The gender of respondents as presented in the table1 showed that out of the total respondents (N=75), 42 (56.0%) were female and 33 (44.0%) were male. In this study, most of the respondents were female students. This implies that the percentage of female undergraduates admitted into the field of library and information science is higher than their male counterparts. The result on age range revealed that the highest number of respondents was found in the age bracket of 21-23 with 34 (45.3%), followed by age bracket 24-26 with 27 (36.0%), age bracket 27-29 with 11(14.7%) and only 3 (4.0%) were found in the age range below 20 years.

Table 1: Demographic Characteristics of Respondents

Gender	Frequency	Percentage
Male	33	44.0
Female	42	56.0
<i>Total</i>	<i>75</i>	<i>100.0</i>
Age	Frequency	Percentage
Below 20 years	3	4.0
21-23 years old	34	45.3
24-26 years old	27	36.0
27-29 years old	11	14.7
Above 30 years old	0	0
<i>Total</i>	<i>75</i>	<i>100.0</i>

4.2 Desire to be an Entrepreneur

From table 2, below, 62.7% of respondents strongly agreed with Statements 1 (I'd rather be my boss than have a secure job.) and Statement 5 (I believe that if I were to start my business, I will certainly be successful.) which has the highest percentage while Statement 2 (A career as an entrepreneur is attractive for me.) has the lowest percentage (54%) under Attitude to behavior. Further, 33.3% of respondents strongly agree with Statement 7(My parents are positively oriented towards my future career as an entrepreneur) and Statement 10 (In my University, students are actively encouraged to pursue their ideas.) have the highest percentage while Statement 8 (My friends see entrepreneurship as a logical choice for me) has the lowest percentage

(18.7%). Under Subjective Norm, 48.0% of the respondents Strongly agreed with Statement 16 (If I want, I could become self-employed after my studies) which has the highest percentage while 13.3% strongly agree with Statement (To start a firm would be easy for me) which has the lowest percentage. For the other variable, Perceived behavioral control, 65.3% strongly agreed with Statement 16 (I have a very serious thought in starting my firm) which has the highest percentage while Statement 13 (My professional goal is to be an entrepreneur) has the lowest percentage (54.7%) under the entrepreneurial intention.

Table 2: Attitude towards the Behavior, Subjective Norms, Perceived Behavioural Control and Entrepreneurial Intention

Attitude to the behaviour						
<i>S/No</i>	<i>Statement</i>	<i>SD</i>	<i>D</i>	<i>N</i>	<i>A</i>	<i>SA</i>
1	I'd rather be my boss than have a secure job.	6.7%	1.3%	2.7%	26.7%	62.7%
2	A career as an entrepreneur is attractive for me.	2.7%	1.3%	2.7%	41.3%	52.0%
3	If I had the opportunity and resources, I'd like to start a firm.	4.0%	-	6.7%	34.7%	54.7%
4	Being an entrepreneur would entail great satisfaction for me.	1.3%	2.7%	1.3%	34.7%	60.0%
5	I believe that if I were to start my business, I will certainly be successful.	2.7%	1.3%	5.3%	28.0%	62.7%
Subjective Norm						
7	My parents are positively oriented towards my future career as an entrepreneur.	4.0%	2.7%	17.3%	42.7%	33.3%
8	My friends see entrepreneurship as a logical choice for me	2.7%	5.3%	22.7%	50.7%	18.7%
9	I believe that people, who are important to me, think that I should pursue a career as an entrepreneur.	1.3%	2.7%	12.0%	60.0%	24.0%
10	In my University, students are actively encouraged to pursue their ideas.	2.7%	5.3%	10.7%	48.0%	33.3%
11	There is a well-functioning support infrastructure in my University to support the start-up of new firms.	16.0%	13.3%	18.7%	29.3%	22.7%
Perceived Behavioural Control						
12.	To start a firm would be easy for me.	5.3%	9.3%	24.0%	48.0%	13.3%
13.	To keep a firm working well is easy for me.	2.7%	6.7%	21.3%	49.3%	20.0%
14.	I know how to develop a project.	2.7%	4.0%	16.0%	54.7%	22.7%
15.	If I tried to start a firm, I would have a high probability of succeeding.	4.0%	-	12.0%	49.3%	34.7%
16.	If I want, I could become self-employed after my studies.	2.7%	-	5.3%	44.0%	48.0%
17.	To start my firm would probably be the best way for me to take advantage of	2.7%	6.7%	12.0%	37.3%	41.3%

	my education.					
Entrepreneurial Intention						
12	I prefer to be an entrepreneur to be an employee in a company.	4.0%	1.3%	5.3%	33.3%	56.0%
13	My professional goal is to be an entrepreneur.	2.7%	4.0%	8.0%	30.7%	54.7%
14	I'm determined to create a firm in the future.	2.7%	-	2.7%	36.0%	58.7%
15	I will make every effort to manage my firm.	1.3%	-	1.3%	40%	57.3%
16	I have a very serious thought about starting my firm.	-	1.3%	4.0%	29.3%	65.3%

4.3 Hypotheses Testing

H₁: There is a significant relationship between attitude towards the behavior and entrepreneurial intention. Pearson Product Moment Correlation statistic was used to test the first hypothesis. The result revealed that there is a strong significant and positive relationship between the variables of attitude towards the behaviour and entrepreneurial intention. Thus, the null hypothesis was rejected.

Table 3: Correlations between Behavior and Entrepreneurial Intention

		<i>Attitude towards the Behaviour</i>	<i>Entrepreneurial Intention</i>
<i>Attitude towards the Behaviour</i>	Pearson Correlation	1	.736**
	Sig. (2-tailed)		.000
	N	75	74
<i>Entrepreneurial Intention</i>	Pearson Correlation	.736**	1
	Sig. (2-tailed)	.000	
	N	74	74

** . Correlation is significant at the 0.01 level (2-tailed).

Table 3 showed that Attitude towards the behavior has a significant and positive relationship with entrepreneurial intention with a coefficient correlation of 0.736 and p-value $0.000 < 0.01$; which means that there is a significant relationship between attitude towards the behavior and entrepreneurial intention. The result is consistent and supported by Kolvereid and Tkachev (1999); Dohse and Walter (2010); Paço et al (2011) which revealed that the attitude toward the behavior has a positive and direct effect on entrepreneurial intention. Leong (2008) also conducted research that showed that the more students desired to explore the entrepreneurial career path, the stronger their intentions to want to become entrepreneurs. Thus the null hypothesis was rejected.

Pearson Product Moment Correlation Statistic was used to test the second hypothesis.

H₂: There is a significant relationship between Subjective Norm and entrepreneurial intention.

Table 4: Correlations between Subjective Norm and Entrepreneurial Intention

		<i>Subjective Norm</i>	<i>Entrepreneurial Intention</i>
<i>Subjective Norm</i>	Pearson Correlation	1	.431**
	Sig. (2-tailed)		.000
	N	75	74
<i>Entrepreneurial Intention</i>	Pearson Correlation	.431**	1
	Sig. (2-tailed)	.000	
	N	74	74

**, Correlation is significant at the 0.01 level (2-tailed).

This result showed that there is a significant positive and moderate relationship between subjective norm and entrepreneurial intention which carries a correlation coefficient value of 0.431 and p-value of 0.000 which is significant at the alpha value of 0.01. Thus the null hypothesis was rejected. This result is supported by Kautonen et al. (2013) who revealed that subjective norm has been found to influence entrepreneurial intention.

As table 5 below shows, there is a significant relationship between Perceived Behavioural Control and Entrepreneurial Intention.

Table 5: Correlations between perceived behaviour control and Entrepreneurial Intention

		<i>Perceived Behavioural Control</i>	<i>Entrepreneurial Intention</i>
<i>Perceived Behaviour Control</i>	Pearson Correlation	1	.456**
	Sig. (2-tailed)		.000
	N	75	74
<i>Entrepreneurial Intention</i>	Pearson Correlation	.456**	1
	Sig. (2-tailed)	.000	
	N	74	74

**, Correlation is significant at the 0.01 level (2-tailed).

Pearson Product Moment Correlation statistic was used to test the hypothesis. This result showed that there is a significant positive and moderate relationship between the relationship between entrepreneurship perceived behaviour control and entrepreneurial intention which carries a correlation coefficient value of 0.456 and a p-value of 0.000 which is significant at the alpha value of 0.01. Thus, the null hypothesis was rejected. This result is supported by Zaidatol (2009) study which revealed that the greater students are exposed to entrepreneurial issues, the greater their perceived behavioral control.

5. CONCLUSION AND RECOMMENDATIONS

This study investigated entrepreneurial intentions among final year Library and Information Science students at the University of Ilorin. The findings revealed that Attitude towards entrepreneurship, subjective norms, and perceived behavioural control influences entrepreneurial intentions of Library and Information Science students at the University of Ilorin. Given the findings above, the following have been recommended:

- (i) There should be the establishment of Mentor-Mentee Entrepreneurship programs among students which will increase the influence and impact of the social factors that would strengthen entrepreneurial intentions among students.
- (ii) The stakeholders involved in encouraging entrepreneurship efforts among students should intensify their efforts to provide support structures and the government should provide access to business loans through micro-finance banks to encourage students to embark on business ventures even before graduation. This will enable them to be self-reliant rather than relying on white-collar jobs upon graduation.

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