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Full Length Research Paper

Developing and implementing entrepreneurship curriculum in Nigerian library and information science programmes

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This paper proposes a theoretical approach to the development and implementation of an entrepreneurship curriculum in LIS. It observes that the introduction of entrepreneurship education in Nigerian universities following a Presidential directive in 2004 was a laudable step even as facilities for skills acquisition are generally lacking in most institutions. Following the laudable intentions of the general studies entrepreneurship course, stakeholders in LIS have also seen a need for tailor-fit entrepreneurship studies in the field, which led recently to the proposal for a course known as Infopreneurship to be included in undergraduate LIS education. To train LIS students in entrepreneurship requires the development of a comprehensive but dynamic curriculum that responds to changing needs in the field. The implementation of this curriculum will enable beneficiaries to be self-employed by carrying out such entrepreneurial activities like abstracting, indexing, publishing, database development and management, collection management, knowledge management, organization of knowledge, current awareness services, staff recruitment and development, conduct of researches, bibliographic and metadata searching, journals and book business, materials conservation and preservation, generation of ideas, etc. The implementation of the curriculum requires students to have the right mindset for entrepreneurial skills acquisition; LIS programmes need to have qualified and experienced staff to teach the course(s); need to have facilities for students to acquire hands-on experience both in their departments and places of IT and SIWES; need to create and promote entrepreneurship awareness, knowledge of how to access existing markets, funding, etc is also required by students. It is recommended finally that to make entrepreneurship attractive, government ought to create favourable environment in terms of infrastructure provision, funding and regulating interest rates on bank loans, etc.

Key words: Entrepreneurship Studies, Library and Information Science, Curriculum, Nigeria.

INTRODUCTION

Curriculum is the totality of the content of an area of study to be imparted to its intended learners. In its

simplistic definition, the Websters Universal Dictionary and Thesaurus (2007: 135) views curriculum as “a

prescribed course of study.” The definition of curriculum is made more elaborate and professional by Wasagu (2000) who views it as the whole spectrum of content, resources, materials and method of teaching by which the objectives of education are accomplished. In the words of Tanner and Tanner (1980: 15), curriculum is: The planned guided learning experiences and intended learning outcomes formulated through the systematic reconstruction of knowledge and experiences under the auspices of the school for the learners’ continuous and willful growth in personal social competence. Lunenburg (2011) summarized curriculum experts’ conceptions and definitions of the topic as the content of what is to be learned, the learning experiences, the behavioural objectives to be achieved, by bringing about the desired behaviours in the learners, the plan for instruction, and the non-technical approach, which include the aesthetic, pluralistic/diverse, spiritual, etc aspects of curriculum. Having gone through an entrepreneurship curriculum, therefore, it is expected that the beneficiaries would be entrepreneurially inclined. Entrepreneurship can be viewed as the activity(ies) and/or areas(s) of study, which enable(s) the recipient to be self-employed at the first level, and at other level(s), to be an employer of labour also. Entrepreneurship education, according to Oduwaiye (2014:3) “is aimed at equipping students with entrepreneurial skills, attitudes and competencies in order to be job providers and not job seekers.”

Entrepreneurship curriculum in library and information science, therefore, is the total package of the content, activities, approaches, etc used in imparting entrepreneurship skills to library and information science students so that on graduation, they become job creators rather than wait hopelessly in an already saturated economy, both public and private, where employment opportunities are already oversubscribed. Entrepreneurship studies in the Nigerian university system are a recent phenomenon. It dates back to 2004 when President Obasanjo gave a presidential directive for its introduction (Anene and Imam, 2011: 3). The directive was informed by two reasons. The first was to stem the disturbing spiral rise in graduate unemployment, which it was hoped that with entrepreneurship education, Nigerian graduates would become self-employed, and become even employers of labour. The second reason was the desire of the then government to make Nigeria one of the leading twenty economies of the world by 2020. It was the belief of the then President that entrepreneurship education for Nigerian undergraduates was one of the strategies for achieving this (Bamkole, 2007). The National Universities Commission (NUC) set out to implement the Presidential directive immediately,

and by 2004 during its Workshop on the Review of Benchmark and Minimum Academic Standards (BMAS) for Nigerian Universities, GST 311: Introduction to Entrepreneurial Skills, was brought in as a Two-credits unit compulsory General Studies course to be offered by all undergraduate students, regardless of their fields of study. The BMAS document for undergraduate courses in Nigerian universities was released in 2007 (NUC, 2007). The course outline of GST 311 is as follows:

1. Introduction to entrepreneurship and new venture creation.
2. Entrepreneurship in theory and practice.
3. The opportunity, forms of business, staffing, marketing and new ventures.
4. Determining capital requirements, raising capital.
5. Financial planning and management.
6. Starting a new business.
7. Feasibility studies.
8. Innovation.
9. Legal issues, insurance and environmental considerations.
10. Possible business opportunities in Nigeria.

The plan of the NUC is that GST 311 be taught by lecturers who are knowledgeable in the requisite areas such as those in business administration, management, economics and related areas. Every university is expected to have an entrepreneurship centre, staffed with artisans, where each undergraduate is expected to acquire two or three out of those offered in the centre. The skills in a typical university entrepreneurship centre would include tie-and-dye, pot making, tailoring (fashion designing), fruit canning, table water production, cloth weaving, soap and detergent production, fish farming, poultry farming, snail farming, food processing, bread/cake making, interior and exterior designing, printing/publishing, wood/ metal work, automobile and other repairs, refrigeration, electrical works, restaurant business, forex trading, recharge card printing, private school business, etc (Oduwaiye, 2014). An important dimension which many people overlook is that idea generation is one of the products or services on offer in entrepreneurship activities. This is acknowledged by Seikkula-Leino (2011) that entrepreneurship “can also include the generation of ideas.” The World Agroforestry Centre (2014:5 identified “a good idea (as) the basis of a successful venture (because) business originates from generated ideas.” On its part, Action Coach (2016) identified twelve essential characteristics of an entrepreneur, one of which is a passion for learning either on his own or from the idea of others. In addition to each

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university's entrepreneurship centre, zonal entrepreneurship centres, which are expected to be better equipped and have more comprehensive trades were to be established too. Students from universities in each zone would go to these zonal centres to acquire further skills in the trades they had learnt in their universities' centres if they so desired.

All Nigerian universities now offer GST 311 at least theoretically, with very few having entrepreneurship centres where students can learn practical skills. Even among those with entrepreneurship centres, not all are equipped for the acquisition of practical skills. The zonal centres that were proposed have also not taken off. This position is supported by Dantani and Ibrahim (2014: 280) who observed that the paucity of qualified instructors/teachers, instructional equipment/materials and well equipped laboratories are capable of frustrating entrepreneurial education in Nigeria. Borrowing from the general entrepreneurship studies course, and desiring to develop a tailor-fit programme for students of library and information science, Departments of Library and Information Science in Nigerian universities, have also come up with LIS-related entrepreneurial courses. A look at the course descriptions of the about 25 approved LIS programmes in Nigerian universities indicates that entrepreneurship courses peculiar to the field are hardly offered presently, apart from the general studies course. Among the few LIS departments offering entrepreneurship courses, are those at the University of Ilorin, Ilorin; Ahmadu Bello University, Zaria; Babcock University, Ilishan, etc. The University of Ilorin LIS programme, for example, offers LIS 402: Entrepreneurship in Information.

In its justification for offering this course, the LIS Programme stated that it is intended to circumvent unemployment of librarians in the public and private sectors, thus, encouraging their graduates to be self-employed and to create employment for others as well (University of Ilorin, 2014). The course content of LIS 402 is as follows:

1. Options, openings and possibilities for self-employment, employment creation.
2. Requirements for establishing and managing enterprises.
3. Business plan project.
4. Introduction to small business start-up.
5. Identifying information business opportunities.
6. Lobbying, advocacy and fund raising for development of libraries and information centres.
7. Branding and marketing for changing the image of libraries.

However, in most of the twenty-five approved LIS Programmes in Nigerian Universities, there are a number of business-related courses, which are aimed at attuning students' minds towards possible self-employment upon

graduation. In the Ahmadu Bello University, Zaria, for example, courses like LIS 220: Business Information Systems and Services; LIBS 321: Marketing of Libraries and Information Centres; LIS 323: Financial Management in Libraries and Information Centres; and LIBS 414: Publishing and Advertising are offered. In the University of Nigeria, Nsukka, LIS 448: Library Marketing and Public Relations is offered. At the Abubakar Tafawa Balewa University, Bauchi, the LIS Programme offers LIS 513: Library and Information Consultancy and LIS 523: Marketing of Library and Information Services. In the LIS Programme at the University of Abuja, such courses include LIS 302: Introduction to Publishing, LIS 408: Marketing Library and Information Services, LIS 409: Library and Information Consultancy, and LIS 411: Revenue Generation in Libraries and Information Centres. There is no doubting the growing awareness and need for entrepreneurship courses in Library and Information Science. This has led to increased literature in the area, for example, Igbeka (2008) and Issa et al. (2014) are among those that have produced materials in the field. This awareness has also been made possible by hosting of many conferences, workshops, etc, for example, the National Association of Library and Information Science Educators (NALISE) Conference on Entrepreneurship Education in Library and Information Science Programmes held at the Ahmadu Bello University, Zaria between 8th to 12th November, 2011.

Other examples are the National Workshop on "Entrepreneurship in Librarianship", which was organized by the Librarians' Registration Council of Nigeria (LRCN) at Kuchukau in Nasarawa State between 29th July and 2nd August, 2013, and the Second International Conference of the School of Technology Education, Federal University of Technology, Minna with the theme: Innovation and Entrepreneurship in Science and Technology Education for Self-Reliance held between 12th to 15th October, 2014, among others. In furtherance of the need to entrench entrepreneurial studies in LIS curriculum at the undergraduate level, some experts who were invited by the NUC to review the existing Benchmark and Minimum Academic Standards (BMAS) and come up with a new one that would meet modern realities proposed for the inclusion of a course to be known as Infopreneurship, among several other new courses that were proposed. The proposed content of Infopreneurship subject to final approval by the NUC will contain such essential aspects as:

1. Concept of Infopreneurship.
2. Need for Infopreneurship skills.
3. Income/Revenue Generation Activities in Libraries and Information Centres.
4. Techniques for Generating Income/Revenues.
5. Establishing and Managing Revenue Generating Activities.
6. Problems and Prospects of Revenue Generation

Activities.

Developing and implementing a realistic entrepreneurship curriculum in LIS

The first step in developing and implementing an entrepreneurship curriculum in Librarianship is to have a curriculum, of which most LIS Departments have viable ones, at least in business related areas. However, the success or failure of these curricula in terms of whether the students internalize the values they are expected to imbibe with regard to entrepreneurship depends more on the implementation of such curricula. This is why implementation attracts more focus than development of LIS entrepreneurship curriculum in what follows below. This is even as the two are an integral part of each other. A good entrepreneurship curriculum should be comprehensive and dynamic to be responsive to changing needs in LIS. This is what the proposed course, Infopreneurship seeks to be. The content of entrepreneurship education would include but not restricted to abstracting, indexing, publishing, database development and management, collection management, organization of knowledge, current awareness services, staff recruitment and development, conduct of researches, book and journal business, material conservation and preservation, and above all, generating ideas to solve the information needs of those who patronize such services. While some of these topics can be planned for and taught in LIS entrepreneurial course, it is better to adopt the Finish approach in which, according to Seikkula Leino (2011), "entrepreneurship education is not seen as a subject, but will be integrated thematically into other subject areas." Using the Finish Approach, every academic programme integrates entrepreneurship into its course content, unlike the current Nigerian approach where it is taught as a General Studies course for all undergraduate students. The Finish approach is preferred because every area of librarianship has the potential for entrepreneurship, therefore, it (entrepreneurship) should be emphasized as a general feature by all course lecturers to underscore its significance and versatility.

It is a fundamental requirement that the students offering entrepreneurial skills courses inculcate and develop the right mindset towards entrepreneurship as well as imbibe the innovative spirit. Some students currently offering the General Studies Entrepreneurship merely see it as a requirement for graduation and not a means for developing their interest in entrepreneurship. The students from the outset should be convinced that they need it, they can do it, and require to hold on tenaciously to its principles, and savour the desire to be successful entrepreneurs notwithstanding likely obstacles on their path. Acknowledging the significance of the above, Bamkole (2007) advised that for students to be

adequately prepared to face the challenges of venturing, it is important to counsel them to adopt attitudinal re-orientation towards self-employment and self-reliance. It requires too that entrepreneurship studies should instill in the students self-confidence and capacity for independent thought, especially LIS students and graduates who have to work with a big reservoir of information to which they have access, and which they can use for their own economic development as well as that of the society (Emetaron and Obunadike, 2008). It is important to change the orientation and attitude of the recipients of entrepreneurial education because some basic attitudes and skills are required, which according to Oduwaiye (2014) with reference to Aig' Imoukhuede (1988) and Okada (2000) include proper disposition and profound capacity for positive thinking to be able to make timely and informed decisions. They should be articulate, focused and progressive ideas generators as well as being receptive to new ideas to be able to engender creativity and innovativeness. They should be achievement oriented and be able to translate into practical reality what has been conceived. Other requirements are self-confidence, courage and ability to take calculated risks. They require also to be enterprising, resilient and insightful. They further require being judicious in the utilization of resources, in addition to being conscientious and hardworking

In imparting entrepreneurial skills in students, there is need to have qualified people who can handle both theoretical and practical aspects. These, preferably should be people who themselves have served as consultants or entrepreneurs, and whose consulting or entrepreneurship activities have kept them in touch with the business world. LIS Departments can also bring in entrepreneurs, for example, the Managing Director of Havillah Books, to give talks on their experiences in terms of how they started, their doggedness in the face of obstacles, and how they have been able to weather the storm. Reference is made to Havillah Books because they are one of the most successful in book vending in Nigeria. Since much of information and library services revolve around ICTs, there is the need for LIS laboratories with full Internet connectivity, as well as other enabling facilities with which students can have hands-on experience. These laboratories should be made accessible to students for sufficient number of hours in a day, and if possible 24/7. One other way of gaining practical experience is through participating in the activities of Entrepreneurship in Action and Us (ENACTUS), which until October, 2012 was known as students in Free Enterprise (SIFE). Enactus is "a global non-profit and community of students, academics and business leaders committed to using the power of entrepreneurial action to transform lives (Enactus Nigeria, 2014).

Enactus is present in many countries of the world including Nigeria where their services are made available

to students in many campuses of higher institutions of learning.

Students are made to develop creative projects, with which they can enter into national and international competitions. Those with successful projects are assisted to develop them. Generally, Enactus encourages organizations to provide students the opportunities to develop leadership teamwork and communication skills through learning, practising by hands on experience and teaching the principles of free enterprise, which would impact on the lives of the ordinary people. The winners of the 2016 National ENACTUS Competition were students from Kaduna Polytechnic, Kaduna. It is important too to create and promote entrepreneurship awareness in LIS students and make them know the opportunities that exist in terms of the activities they can engage in, how to write viable business plans, the market(s) available and the regulations guiding operations in them as well as how to maximize the benefits of operating in them. This can also touch on how to overcome likely obstacles, including risk-taking. Another important aspect of implementing the curriculum in entrepreneurship education is to let the students know about existing market linkages and how to promote such linkages. For example, a student who is interested in book vending and journal subscription business upon graduation should have the contacts of local and overseas books and journals vendors and publishers that he/she would have beneficial relationship with for his/her intended business.

It is important too that students should know about the sources from which they can access funding (loans, etc) with which to start the businesses they intend going into. These include banks, cooperative societies, family and friends, as well as own or personal capital. Students should be made to know about the dangers of sole ownership of business side by side with the benefits of joint ownership or partnership. The advantages of the latter include access to equity, sharing of risks, and the advantage(s) of working with the ideas of two or more persons, which Bamkole (2007) calls "leveraging on the knowledge of one another." At this stage, students can also be taught how to write viable business proposals and plans. Government policy can help greatly in the development and implementation of a viable entrepreneurship curriculum. This is because the position of the government can help keep those that have taken to entrepreneurship to remain in the business, thus, attracting new entrants from among graduating students. For example, the government ought to provide the appropriate infrastructure like telecommunications and power for ICT-based and other businesses. Government's policy of patronizing local entrepreneurs and compelling multinational and international bodies in Nigeria to do the same will go a long way in assisting the growth of local entrepreneurs. It is helpful to local

entrepreneurs for the government to control the interest on bank loans and put in place favourable tax regimes, among other measures to help local businesses to thrive and develop.

CONCLUSION

The idea of entrepreneurship education in Nigerian universities came as a Presidential directive in 2004 to the National Universities Commission (2007) which subsequently made it a compulsory Two-Credit General Studies course that was implemented in all Nigerian universities from 2007. The desire for it stemmed from the need to produce graduates who are not only self-employed but are also capable of creating jobs for others. It was additionally felt by the then government of President Olusegun Obasanjo that together with strong ICT base, entrepreneurship education was capable of launching Nigeria into one of the biggest twenty economies of the world in the near future. It is now about ten years that entrepreneurship education has been embraced as a compulsory General Studies course in all Nigerian universities with varying levels of successes. In most of the universities, this course is still taught only theoretically. In the few ones where there exist entrepreneurship centres, they are not well resourced with the requisite facilities and artisans to implement the acquisition of skills by students. This is not to talk of the non-emergence of the proposed zonal entrepreneurship centres, which are supposed to be better equipped than the centres in individual universities.

The success or failure in the implementation of entrepreneurship course so far, in Nigerian universities notwithstanding, the idea behind its introduction is laudable. It is for this same reason that LIS Departments in our universities are incorporating business-related courses into their curricula. This is to the extent that very shortly the NUC will come up with infopreneurship, which will be a core course for all LIS undergraduates. It is important too that ICT facilities and other requisite facilities to enhance the teaching of entrepreneurship courses, should be provided in LIS departments, as well as assigning knowledgeable and experienced lecturers to handle it (them). It is important also that students acquire enough hands-on experiences in the course of the curriculum implementation, which would also include IT and SIWES requirements before graduation so that they can have a foundation upon which to build, should they chose to be self-reliant. The government also has important role(s) to play in providing the right environment for the development and implementation of an entrepreneurial curriculum in LIS in particular and generally in the entire Nigerian university system.

Conflict of Interests

The authors have not declared any conflict of interests.

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Full Length Research Paper

Effect of English Language proficiency on students' performance in cataloguing and classification courses in polytechnic - based library schools in Nigeria

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The study investigates the effect of English Language proficiency on student's performance in cataloguing and classification courses in polytechnic-based library schools in Nigeria. This is against the background of the phobia the students have for cataloguing and classification. Descriptive survey method was adopted while a questionnaire, English Language proficiency test and cataloguing and classification test were used for data collection. Total enumeration technique was used to select all 1019 HND students from four purposively selected Nigerian polytechnics. Data were analysed using Pearson Product Moment Correlation at 0.05 level of significance. The students' performance in the English language proficiency test is in the following order; Federal Polytechnic Offa (X=38.45); Federal Polytechnic Oko (X=37.15); Federal Polytechnic Kaduna (X=32.82); and Federal Polytechnic Nekede. Mean scores for cataloguing and classification test were: Federal Polytechnic, Kaduna (X=46.044); Federal Polytechnic, Nekede (X=45.432); Federal Polytechnic, Oko (X=44.229) and Federal Polytechnic Offa (X=42.625). The study revealed that English Language proficiency has a significant correlation with performance in cataloguing and classification courses. The study recommended that secondary school authorities in Nigeria should provide adequate resources for teaching English language so that the potential polytechnic students will have a good background in English language to enhance their performance in cataloguing and classification. The general studies programme in English in Nigerian polytechnics should be reviewed to make it more effective while the library schools should provide adequate resources for the teaching and learning cataloguing and classification for enhanced performance.

Key words: English Language proficiency, Student's performance, cataloguing and classification courses, polytechnic-based library schools, Nigeria.

INTRODUCTION

Cataloguing and classification as a course of study occupies an important place in the field of librarianship. It

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is important to students' training in library schools because it is a vital process in providing adequate access to learning resources in libraries and information centres. Careers in librarianship are incomplete without a deep knowledge of cataloguing and classification. This view was supported by Luther (2010) who stated that cataloguing and classification have always held a prime position in the curricula of library schools. However, he explained that though concepts are changing with regard to the amount and nature of the study, some work in cataloguing and classification is still required of students following prescribed courses of study in library training. Therefore, emphasis is placed on the subject in the curricula of library schools in polytechnics. This is such that cataloguing and classification are offered at all levels of National Diploma and Higher National Diploma (HND) programmes. Acquisition of knowledge in cataloguing and classification by students will enable them to know the most efficient ways of offering quality service to library users in identifying and retrieving information materials relevant to their needs.

Cataloguing is the description of books and other information materials, showing the bibliographic details such as author, editor, publisher, series, tracing and other access points. It is the process through which a library catalogue is created in order to achieve easy retrieval of information. Cataloguing consists of two major aspects: Descriptive and subject cataloguing. Descriptive cataloguing highlights the important bibliographic features of the book while subject cataloguing identifies the subject treated by the book. Having identified the subject of the book, it is, thereafter, classified. Cataloguing groups related subject together and assign appropriate notation from a classification scheme for easy identification of an item as a member of the group. As related subjects are collocated by classification, the unrelated one are at the same time separated the group. Thus, cataloguing and classification are related activities in the organization of knowledge and this is also reflected in the curriculum of library and information science school.

Aina (2012) perceived cataloguing as a complex process used in providing access tools to materials in a collection so that users of such collections can access the materials in that collection. Cataloguing is a two phase activity that involves description of bibliographic details and identification of the subject in a book using a thesaurus. A search tool is, therefore, necessary for every collection to be meaningful. This explains why high premium is placed on cataloguing and classification in the librarianship curriculum. According to Edoka (2000), cataloguing is concerned with the correct and accurate description of the physical properties of a library document (print, non-print, audio, visual or both). It is a skillful art, subject to specific rules and guidelines, which the practitioner acquires through a period of professional training. A skill whose finesse and speed of application

takes time and experience to develop is used to describe cataloguing activities.

Descriptive cataloguing is an aspect of the library cataloguing process that is concerned with identifying and describing the physical and bibliographic characteristics of the item, and with determining the name(s) and title(s) to be used as access points in the catalogue, but not with assigning subject and form headings. The process includes making a physical description of a book including names of author or authors, the title of the material, the date and place of publication, the publisher, the pagination, illustration, price, format, and for rare books, details such as kind of paper, and binding. The tools for descriptive cataloguing include Anglo American Cataloguing Rules (AACR2) and more recently, Resource Description and Access (RDA). Subject cataloguing, on the other hand, determines the subject of the information materials and purpose of classification. Subject heading lists are used in determining the common usage for easy access of terms and uniformity in cataloguing. The tools commonly used in subject cataloguing are the Library of Congress Subject Headings (LCSH) and Sears List of Subject Headings (SLSH).

Classification is another important activity in organization of knowledge. Libraries and other information centers classify documents by grouping those with the same or related subjects together and assigning to them symbols or class marks. The symbol or class mark so assigned identifies a document as a member of a specific group (class) and aids the library or information centre in organising and retrieving its materials. The common practice in libraries and information centres is to assign class marks to documents based on a classification scheme. Aina (2004) posited that by far the most successful attribute for the classification of documents is the use of subject as the basis for classifying documents. He stated that the main attribute of bibliographic classification is to enable the classifier sort documents into classes or groups based on the subject content, as well as indicate relationships between documents in the same class. For bibliographic classification, every library either adopts an existing classification scheme or devises an in-house classification. Classification schemes, therefore, are indispensable in the life of every library.

Cataloguing and classification courses are offered by librarianship students in polytechnics and examined at the end of the semester. According to Ali (2009), the students' academic achievement plays an important role in producing the best quality graduates to become great leaders and sources of manpower development for a sustainable and social transformation leading to economic development of any nation. Academic achievement can be perceived as high, average or low. The level of students' academic performance is determined by several factors. Sommai (2008) identified

four causes of students' low academic achievement as insufficient basic knowledge, parents' inadequate income, helping work of family and strict control of parents over studies. In addition, too much assignment could also affect students' academic achievement and students' inability to adjust to life on their own. Factors like psychological, economic and environmental factors have been identified by previous studies to strongly influence students' academic achievement (Hussain, 2006; Amitava, 2010). However, due to the fact that a great deal of the rules and principles guiding cataloguing and classification are based on language rules, the study investigates the influence of proficiency in English Language on the academic performance of college student in cataloguing and classification.

English Language proficiency refers to the ability of students or learners to be able to possess writing skills, listening skills, reading skills and speaking skills in English Language. According to American Council on the Teaching of Foreign Language (ACTFL, 2008), language proficiency or linguistic proficiency is the ability of an individual to speak or perform in an acquired language. It argued that theories vary among pedagogues as to what constitutes proficiency.

The view expressed by the American Council on the Teaching of Foreign Language (2008) exposes a line of demarcation between English Language proficiency and academic performance by the students. The ACTFL definition is a derivation of authority, accorded it, by United States Government which proclaimed that a limited English Language proficient student is one who comes from a non-English background and who has sufficient difficulty speaking, reading, writing, or understanding the English language and whose difficulties may deny such an individual the opportunity to learn successfully in classroom where language of instruction is English or to participate fully in their society. The ACTFL contended that performance is a combination of all the three modes of communication, interpretive, interpersonal, and presentational.

People of Africa in general and Nigeria in particular are classified under the foreign speakers of English language and consequently, students could not but face some constraints in the use of English language. In this regard, librarianship students may not be exempted from these limitations. It is noteworthy that cataloguing and classification require full grasp of linguistic connotations which could affect the Nigerian students in understanding the courses. The effect of this is that the students' performance in cataloguing and classification courses will be adversely affected.

The findings of Orgunsiji (2009) supported the view that there is a significant impact of English Language proficiency on students' overall academic achievement and that English Language proficiency of the students has a significant positive relationship with their overall academic achievement.

Statement of the problem

The problem of this study is poor academic achievement among the Ordinary National Diploma and Higher National Diploma students in cataloguing and classification courses in polytechnic-based library schools in Nigeria. This poor academic performance may be due to students' low English Language proficiency. Despite the emphasis placed on cataloguing and classification in library and information science curriculum in polytechnics, the students are known to generally record low achievement in the courses when compared to some other popular ones offered. This may be connected with the level of proficiency of the students in English Language. A great deal of the rules and principles governing cataloguing and classification are rooted in English Language usage.

Deficient English Language use skills could affect academic performance of students in a country like Nigeria where English Language is a second language. This may result in poor academic achievement of students in cataloguing and classification. Students who have low English Language use skills might find it difficult to comprehend cataloguing and classification rules taught and may also be unable to express themselves properly in written tests and examinations. Therefore, the study investigates the effect of the Higher National Diploma students' proficiency in English Language on their academic achievement in cataloguing and classification.

Objectives of the study

The general objective of this study is to examine the effect of English Language proficiency on the academic achievement of students in cataloguing and classification in polytechnic-based library schools in Nigeria. The specific objectives of the study are to:

1. Determine the level of English Language proficiency of students in cataloguing and classification courses in polytechnic-based library schools in Nigeria;
2. Determine the performance of students in cataloguing and classification courses in polytechnic – based library schools in Nigeria; and
3. Determine the effect of the student's level of proficiency in English Language on achievement in cataloguing and classification courses.

Research questions

The study provides answers to the following research questions:

1. What is the level of English Language proficiency of students who are taking cataloguing and classification

courses in polytechnic-based library schools in Nigeria?
 2. What is the level of performance of students in cataloguing and classification courses in polytechnic-based library schools in Nigeria?

Hypothesis

The following null hypothesis was tested in the study at 0.05 level of significance:

Ho1: There is no significant relationship between level of English Language proficiency possessed and students' performance in cataloguing and classification courses in polytechnic-based library schools in Nigeria.

Scope of the study

The study covers English Language proficiency skills such as reading skills, comprehension skills, and writing skills and students' performance in cataloguing and classification courses among all the National Diploma students in all Federal polytechnic-based library schools in Nigeria. It covers four federal polytechnics.

Significance of the study

This study is important because the result of the study could help in identifying the major reasons why academic performance of diploma students in cataloguing and classification courses is relatively poor in comparison with other courses offered. The study could serve as a point of reference on how to sustain the interest of students learning cataloguing and classification courses. It is also expected to serve as catalyst for students learning cataloguing and classification to improve their reading, writing and comprehension skills.

The outcome of the study will encourage the library schools in Nigerian federal polytechnics and other colleges (in Nigeria) and other stakeholders in library and information science education in Nigeria to make and implement appropriate curriculum that will give increased attention to English Language proficiency for effectively learning of cataloguing and classification courses.

Review of related literature

Ajagbe (1994) opined that library science instruction evolved from the need to teach prospective student librarians use of library, sociology of library, and bibliometric instruction. Information literacy skills are conventional skills that library instructors usually employ as a stop-gap measure of imparting the skill of bibliometrics such as cataloguing, classification, indexing, abstracting, editing, and proof reading tasks in the library

on students of librarianship. This training should also include use of English Language to properly bridge the gap especially for cataloguing and classification courses.

Banjo (1987) contended that cataloguers and other practitioners of literacy oriented library tasks must be able to demonstrate high-level competence in the language skills of reading and writing in the performance of their various duties. He stressed further that the ability of the cataloguer is to assign subject headings solely on his ability to read the text for comprehension. He should similarly demonstrate his comprehension competence by selecting the subject heading and class mark that best describe the book out of several other similar subjects and class fields, and present the information creatively on the catalogue card. These skills must be properly taught at the student training level for better understanding of cataloguing and classification.

Williams et al. (2012) in their study investigated the use of English Language proficiency to predict the future academic success of English learner (EL) students. Their study revealed that English Language proficiency is a factor of prediction for future academic success. In a related study to this, Zangani and Maleki (2007) found out that one of the most serious problems that Iranian students face in their fields of study is their inability to communicate and handle English Language which will influence their academic success; they carried out a survey intended to examine the strength of the relationship between English Language proficiency and the academic achievement of Iranian students. Accordingly, the relation between English Language proficiency and academic achievement was examined in their study, and a significant connection was found between proficiency and grade point averages (GPA) of academic achievement. Similarly, the results revealed significant correlation between English Language proficiency and achievement in English speaking and writing subjects.

In another related study, Shahragerd et al. (2011) investigated the relationship between academic achievement and language proficiency of Iranian college students at Shiraz University in Iran; they revealed that there is a significant positive relation between language proficiency and academic achievement. Wille (2006) also examined the relationship between English Language proficiency and academic achievement of students at secondary level and found that there is a positive relation between these two variables which affirms the findings of previous studies. The findings of Orgunsi (2009) supported the view that there is a significant impact of English Language proficiency on students' overall academic achievement and that English Language proficiency of the students has a significant positive relationship with their overall academic achievement. The revelation from this present study also pointed towards the same direction like other previous study that English Language proficiency has a significant positive relation-

relationship with academic achievement in cataloguing and classification.

Research findings in different parts of the world reveal that students can be disadvantaged in their performance at school, college and university because of their poor proficiency level in English. To buttress this, a number of researchers have investigated the effects of English language proficiency on the academic performance of students. Suleiman (1983), for example, argues that inadequate mastery of the four language skills; namely listening, speaking, reading and writing hinders the progress of Arab students at university level. Zughoul (1987) agrees with Suleiman's point of view in questioning the linguistic competence of incoming freshmen students. Furthermore, Mukattash (1983) states that university students' are unable to use English Language correctly and appropriately both inside and outside the classroom when dealing with academic and everyday topics. Similarly, in a study conducted by Sivaraman et al. (2014) on students at a college in Oman, it was reported that the lack of proficiency in English does affect their performance in engineering courses. Other research findings at two tertiary institutions in Oman also show a strong, positive relationship between English Language performance and academic achievement (Roche and Harrington, 2013).

In addition, the results of a correlational study conducted by Sahragard and Baharloo (2009) on Iranian university students majoring in English Language and literature found that students who are more competent in English Language are more successful in their classes. Furthermore, in an attempt to determine whether there was a significant relationship between Iranian college students' language proficiency and their academic achievement, the results of a study conducted by Sahragard et al. (2011) indicated that the students who scored higher on the language proficiency test had better academic achievement scores. Other studies from Iran have reported similar findings. For example, Maleki and Zangani (2007) found a significant connection between proficiency and grade point averages of academic achievement of students majoring in English translation while Sadeghi et al. (2013) found that proficiency in English Language could significantly influence academic achievement of medical students.

Studies from Australia have also reported similar findings. For example, a study conducted on the impact of IELTS scores on performance at an Australian university has reported a significant and positive relationship between language proficiency of international university students and their overall academic performance as measured by their GPA (Feast, 2002). Along similar lines, students' achievement in school also depends upon their level of proficiency in the language of instruction (Wilkinson and Silliman, 2008). Research findings from school contexts have been reported. For instance, the results of a study conducted by Wilson and Komba

(2012) at a secondary school in Tanzania illustrated that the more proficient students are in English the better they are in academic subjects. This finding is in agreement with studies conducted on Nigerian students which revealed that there is a significant correlation between English Language proficiency and academic achievements of the subjects studied (Fakeye, 2014).

In other related studies, Feast (2002) and Graves (2001) found a significant and positive relationship between English Language proficiency and performance at university as measured by Grade Point Average (GPA). Ajibade (1993) also found a nexus and significant positive relationship between Proficiency in English Language and academic achievement in French among Nigeria Secondary School students. This study is an indication that proficiency in English Language does have a significant impact on senior secondary school students' academic achievement. This implies that the students with higher language proficiency had higher academic achievement scores in the core school subjects and vice-versa. These findings connect perfectly with that of Stern (1992)'s discovery that the weak overall language ability of Iranian undergraduate students affects drastically their academic success in the university semester examinations. In relation to this study, English Language proficiency is considered as an integral part of all other factors influencing academic achievement of students in polytechnic-based library schools in Nigeria.

There are many challenges facing administrators in the various institutions of higher learning in Nigeria today, but the most striking ones are concerned with low student academic performance. Every dedicated administrator and counselor wants all students to learn and perform at the highest possible level. Yet some students just do not reach their potentials. There is, therefore, the need for schools' leaders to understand the barriers to academic performance of some students and how to remove those barriers. According to Brophy (1993), the first factor which creates barriers to students' performance is students' attitude and beliefs. Students with low expectation for themselves become frustrated and give poor effort, a cycle called failure syndrome.

Cataloguing and classification of information materials is the responsibility of professional librarians. Considering the task involved in cataloguing and classification of library materials the students must be hardworking, intelligent and dedicated with positive attitude to cataloguing and classification courses. According to Aina (2012), the tasks of a cataloguer are multifarious. They need to possess technical knowledge and subject knowledge, which will enable them perform their own tasks. Transformation and positive development in library mostly depend on the positive attitude of its human element. The opinion of Aina in this regard, is relevant to the students undergoing training in library schools to develop positive attitude toward cataloguing and classification. If positive attitude is not developed at this

Table 1. Response rate to the questionnaire administered to the Higher National Diploma students (I and II).

S/N	Name of library school	Number of questionnaire administered	Number of questionnaire returned	Percentage
1	Federal Polytechnic, Kaduna State	150	135	90
2	Federal Polytechnic Nekede, Imo State	420	409	97.4
3	Federal Polytechnic Offa, Kwara State	418	252	60.1
4	Federal polytechnic Oko, Anambra State	400	223	55.6
	Total	1388	1019	73.4

stage to cataloguing and classification, the implication is that the job will bring no desirable result. The students' attitude to cataloguing and classification also will affect their performance in cataloguing and classification courses.

The research finding on students' attitude toward cataloguing and classification by Dadzie (2008) revealed that among the courses suggested to be dropped by four-hundred level students of information studies is the theory and practice of classification. Nnadozie (2013) revealed that, most graduating students of library and information science performed poorly in cataloguing and classification because they perceived the course as being difficult and uninspiring. The implication is that students considered cataloguing and classification as problematic courses. This negative attitude toward cataloguing and classification must be corrected if we must increase the level of good performance among librarianship students.

METHODOLOGY

The descriptive survey research design was adopted for the study. The study population consists of eight federal polytechnics in Nigeria offering library and information science in Nigeria, three thousand, two hundred and ten (3,210) students. A purposive sampling technique was employed to select four polytechnics that offer the HND programme. Using total enumeration technique, all the 1388 HND I and II students were included in the study. These categories of students were selected based on their fairly long period of interaction with the library schools and their familiarity with cataloguing and classification courses in the library schools.

The Federal Polytechnic Nasarawa, the Federal Polytechnic Iddah, and the Federal Polytechnic Ede, were not selected for the study because they do not have Higher National Diploma programmes in their respective library schools while the Federal Polytechnic Mubi was not selected due to Boko Haram insurgency in the North East region of the country. The selected library schools are as follows; Federal Polytechnic Offa; Federal Kaduna Polytechnic; Federal Polytechnic Nekede; and Federal Polytechnic Oko. The four Federal polytechnics selected were among the eight federal polytechnic offering library and information science as indicated by the Joint Admissions Matriculation Board (JAMB) brochure and list of accredited programmes by the National Board for Technical Education (NBTE). The instruments used for data collection include:

i. English Language proficiency test: The proficiency test, used to measure the performance of students in English Language was adopted from the Examination and Records Office of the Federal

Polytechnic Offa, and the Polytechnic Admissions Office on Post Unified Tertiary Admissions and Matriculation Examinations screening exercise (Post-UTME) for the Higher National Diploma students in Library and Information Science. The test contains twenty (20) objective English questions with optional answers A to D. Time allowed for the proficiency test was thirty (30) minutes.

ii. Cataloguing and classification achievement test: This was made up of fifty (50) objective questions in cataloguing and classification. Each question has optional answers, A to D. The test was validated through expert advice. Time allowed for the test was 30 min. The two tests were based on 100% each.

RESULTS AND DISCUSSION

Table 1 shows that out of 1388 copies of questionnaire administered to the Higher National Diploma students in polytechnic-based library schools in Nigeria, 1019 copies were returned and found valid for analysis. This represents a response rate of 73.4%.

Research question 1: What is the English Language proficiency of students taking cataloguing and classification courses in polytechnic-based library schools in Nigeria?

On the English Language proficiency level of the students, there were differential mean scores on performance of students in English Language. Students from the Federal Polytechnic, Offa had the highest performance ($x = 38.45$) (Table 2). This was followed by students at the Federal Polytechnic, Oko ($x = 37.15$), Federal Polytechnic, Kaduna ($x = 32.82$) and Federal Polytechnic, Nekede ($x = 31.29$), respectively.

Research question 2: What is the performance level of students in cataloguing and classification courses in polytechnic-based library schools in Nigeria?

Table 3 reveals that there are differential mean scores on performance of students in cataloguing and classification courses in polytechnic-based library schools in Nigeria. Students from the Federal Polytechnic, Kaduna had the highest performance ($x = 46.044$) in cataloguing and classification courses. This was followed by students at

Table 2. Proficiency level of the polytechnic students in English Language across the four polytechnics.

S/N	Name of library schools	Mean	N	Std. deviation
1	Federal Polytechnic Kaduna, Kaduna State	32.8296	135	13.76701
2	Federal polytechnic Offa, Kwara State	38.4529	223	16.20189
3	Federal polytechnic Oko, Anambra State	37.1516	409	15.48011
4	Federal polytechnic Nekede, Imo State	31.2937	252	13.27194
	Total	35.4049	1019	15.16147

Table 3. Performance level of students in cataloguing and classification courses in polytechnic-based library schools in Nigeria.

Polytechnic	N	Mean	Std. deviation	Std. error
Federal Polytechnic Kaduna	135	46.044	21.317	1.83474
Federal Polytechnic Offa	223	42.695	18.018	1.20664
Federal Polytechnic Oko	409	44.229	21.362	1.05630
Federal Polytechnic Nekede	252	45.432	18.628	1.17350
Total	1019	44.435	19.999	0.62620

Table 4. Relationship between level of English Language proficiency and students' performance in cataloguing and classification courses in polytechnic-based library schools in Nigeria.

Variable	N	X	S D	Df	r	P	Remark
English language proficiency	1019	35.40	15.16	2036	0.096	<0.05	Significant
Cataloguing/ classification achievement	1019	44.43	19.99				

N = 1019, P < 0.05 (2-tailed test).

the Federal Polytechnic, Nekede ($x = 45.432$), Federal Polytechnic Oko ($x = 44.229$) and Federal Polytechnic, Offa ($x = 42.625$) respectively.

Hypothesis

H_0 : There is no significant relationship between the level of English Language proficiency possessed and students' performance in cataloguing and classification courses in polytechnic-based library schools in Nigeria. Table 4 reveals that the correlation coefficient "r" between English Language proficiency and students' performance in cataloguing and classification is 0.096 and $P < 0.05$. This implies that there is significant relationship between English Language proficiency and students performance in cataloguing and classification courses among the polytechnic students in Nigeria. Therefore, the null hypothesis is rejected.

Summary of findings

The following are the findings of the study:

1. The study revealed that the performance of the HND students in Library and information science is below

average in English Language.

2. English Language proficiency contributed mostly to the academic achievement of students in cataloguing and classification courses in polytechnic-based library schools in Nigeria.

3. There is a significant and positive relationship between English language proficiency and academic achievement of students in cataloguing and classification courses in polytechnic-based library schools in Nigeria.

4. National diploma students achievement result in cataloguing and classification revealed a below average performance.

CONCLUSION

The study concluded that English Language proficiency has significant and positive relationship with academic achievement of diploma students in cataloguing and classification courses in polytechnic-based library schools in Nigeria. Shahrard et al. (2011) have also established a significant positive relationship between language proficiency and academic achievement of college students at Shiraz University in Iran. Similarly, Suleiman (1983) found out that inadequate mastery of language skills hinders the progress of Arab students at

university level. A study of Sivaramana et al. (2014) on college students in Oman concluded that lack of proficiency in English Language does affect the performance of the students in engineering studies.

RECOMMENDATIONS

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


1. Courses in the use of English language need to be improved on in the polytechnic-based library schools' curriculum in order to bring about a better academic achievement in cataloguing and classification.
2. Secondary school authorities should provide adequate resources for teaching English Language so that the potential polytechnic students will have a good background in English Language to enhance their performance.
3. There is a need for library schools in Nigeria to put in place better equipped cataloguing laboratories with a view to employing laboratory assistants or instructors to bring about a good achievement in cataloguing and classification courses.

Conflict of Interests

The authors have not declared any conflict of interests.

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