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### Survey of Entrepreneurship Knowledge and Skills among Library and Information Science Students in Nigeria Universities

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#### Abstract

*The study surveys the entrepreneurship awareness and skills among Library and Information Science (LIS) students in Nigerian Universities. Descriptive survey design was adopted in which one hundred and eighteen (118) students of the department of library and information science in the Nigeria universities in South-South were purposively sampled using a researcher-structured questionnaire. Frequency tables and simple percentages were used to analyze data. Findings showed that students were aware of entrepreneurship opportunities within LIS. These students are however, yet to seize and use these opportunities fully. The study recommends extensive exposure of library and information student to the many benefits of entrepreneurship courses in their studies.*

**Keywords:** *Entrepreneurship, Knowledge, Skill, LIS Students Nigerian Universities*

#### 1.1 Introduction

Nigeria is a developing nation that is striving for self-reliance, self-sustaining, growth, rapid industrialization and social economic transformation. Entrepreneurship has been identified as a veritable means to the actualization of this dream. Entrepreneurship creates a vibrant economy by creating new jobs, market and an upward moving class; from middle class to rich, from poverty to affluence. Nwosu (2014) opines that entrepreneurship is a process of actions where an entrepreneur seeks out new opportunities and avenues for exploiting fresh ideas into new enterprise. Entrepreneurship is also the process of using initiative to transform business concepts into new ventures diversifying existing venture or enterprise to high growing venture potentials.

It is evident that entrepreneurship therefore the process of creating and re-creating ventures for economic empowerment, improvement in social status and overall sustainable development of the nation.

#### 1.2 Statement of the Problem

Unemployment is a major problem in Nigeria today. Jobs are scarce and big established companies are either folding up or reducing their levels of productivity and services. This creates the dire need for new businesses. Entrepreneurship has been identified and used by nations Nigeria inclusive as a remedy for ailing economies and creation of the needed jobs for the citizenry. Entrepreneurship education has been therefore introduced into educational

curriculum even in Nigeria. Increased use of information has also opened up many avenues for the discerning Library and Information Science (LIS) graduates with an entrepreneurial mind set in the modern world. The LIS graduates using ICT are therefore privileged to fill these open business avenues.

This study is poised to evaluate the entrepreneurial knowledge and skills of LIS students in southern Nigeria.

### 1.3 Purpose of the Study

The purpose of the study is to evaluate the entrepreneurship awareness and skills possessed by Library and Information Science students with the aim of motivating them to acquire skills necessary to operate in private business and fitting into multinational entrepreneurial outfits specifically, purposes for this study include the following:

- LIS Students' level of awareness of entrepreneurship

- LIS knowledge of the characteristics of an entrepreneur

- LIS students' professional and ICT skills necessary for entrepreneurship

- LIS students' challenges in the acquisition of entrepreneurship knowledge and skills

- Advancing strategies for improving LIS students' awareness, interest and skills in entrepreneurship

### 2.1 Review of Related Literature

Librarianship is the purveyor of information. The Library has always been a resource of inestimable value in the world. Suddenly, it finds itself in possession of a resource that generates interest and wealth. Library operations that were hitherto manual have been expanded by the application of ICT thereby creating new avenues of discoveries and ease of access to world information resources. Today information collection, processing and dissemination operate on a

high frequency that the librarian alone can handle with ease (Ugboma, 2005).

The importance of entrepreneurship studies for the library and information students cannot be overemphasized. This is because Igbeka (2008) states that Nigeria is gradually awakening to the importance of entrepreneurship development for the nation. Chowdhury (2014) also opines that the 21<sup>st</sup> century is witnessing a boom in the ICT driven world. The e-generation entrepreneurship investments are in the following areas:

- Personal computers

- PC Software

- Biotechnology

- Wireless communication/handheld devices

- Healthy living products

- Cell phones services

- CD-ROM (Issa, Uzuegbu & Nwosu, 2014)

Librarianship practice had focus on the traditional principles of the profession. Today, however, there is a paradigm shift in every facet of librarianship. It becomes imperative therefore that entrepreneurship studies be fused into its training in the library schools. Are library trainers and students aware of entrepreneurship opportunities? Ugwu and Ezeani (2012) had found that 70% of library and information students in south East Nigeria were not aware of this vital resource and therefore were not seizing the opportunities accruing therefore.

In view of the above it becomes imperative that a survey evaluation of entrepreneurial knowledge and skill among students in South Nigeria be carried out. This is the focus of this study.

### 3.1 Research Methodology

A survey research design using structured questionnaire was used for the study. The targeted population of the study is final year students of LIS in both Delta and

Edo states. The sample of the study is made up of 130 students. The procedure for the data analysis involves frequency and percentage in presenting the result. The total number of respondents is 118 representing 90.8% of the questionnaire were retrieved and found usable.

#### 4.1 Findings and Discussions

##### Question: Awareness of entrepreneurship

Are you aware of entrepreneurship and what it means?

The total number of 118 respondents representing 100% claimed to be aware of entrepreneurship. It is obvious from this answer that entrepreneurship is no longer a new concept among LIS students in Nigeria.

**Table 1: Sources of Entrepreneurship awareness in LIS**

S/N	Items	Frequency	Percentage
1	Through reading and public lectures	58	49.2
2	Through the mass media	102	86.4
3	Through courses offered in the department	118	100
4	Through friends and course mates	35	29.7
5	Through vocational and career counseling	43	36.4

Source: Field Survey, 2015

Table 1 shows that 58(49.2%) became aware of entrepreneurship through reading and public lectures. 102(86.4%) are aware through the mass media. A lot of talks on entrepreneurship go on radio television and the many internet channels which the students are exposed to hence this high response. All the 118 respondents (100%) became aware of entrepreneur because it was among the general courses offered in their departments.

Some respondents 35 (29.7%) got to know about entrepreneurship through friends and course mates. The 43 (36.4%) however, got to know about entrepreneurship through vocational and career counseling. This may be students who for one reason or the other have had course to go for counseling; while others are those who probably are seeking for a means to support themselves financially while in school.

**Table 2: Characteristics of an Entrepreneur**

S/N	Items	Frequency	Percentage
1	Entrepreneur must have a vision and mission statement clearly spelt out.	118	100
2	An entrepreneur needs training and retraining to keep up with new techniques and development in the field.	87	73.7
3	An entrepreneur can create his/her own business witho ut any basic entrepreneurship skills or expertise	95	80.5
4	An entrepreneur should not be afraid of risks; economic uncertainties and high probability of failure	89	75.4
5	An entrepreneur searches for markets and creates new outlets for his goods and services.	102	86.4

6	An entrepreneur maximizes given opportunities.	118	100
7	An entrepreneur needs financial outlay and support.	118	100
8	An entrepreneur should have accounting skills	90	76.2
9	An entrepreneur should have managerial skills	118	100
10	An entrepreneur should have good networking skills	84	71.1
11	An entrepreneur is expected to reap financial reward.	118	100

*Source: Field Survey, 2015*

Table 2 shows that Entrepreneur must have a vision and mission statement clearly spelt out 118 (100%). An entrepreneur needs training and retraining to keep up with new techniques and development in the field 87 (73.7%). An entrepreneur can create his/her own business without any basic entrepreneurship skills or expertise 95 (80.5). An entrepreneur should not be afraid of risks; economic uncertainties and high probability of failure 89 (75.4%). An entrepreneur searches for markets and creates new outlets

for his goods and services 102 (86.4%). An entrepreneur maximizes given opportunities 118 (100%).

An entrepreneur needs financial outlay and support 118 (100%). An entrepreneur should have accounting skills 90 (76.2%). An entrepreneur should have managerial skills 118 (100%). An entrepreneur should have good networking skills 84 (71.1). An entrepreneur is expected to reap financial reward 118 (100%).

**Table 3: Knowledge of LIS professional skills using ICT**

S/N	Items	Frequency	Percentage
1	Abstracting and Indexing	40	33.9
2	Online cataloguing	40	33.9
3	Desk top publishing	67	56.7
4	Networking/internet services	65	55.1
5	Knowledge management skills	20	17
6	Creating a Web page (Web design)	32	27.1
7	Information literacy skills	43	36.4
8	Owning a book shop	92	78
9	Digitalization skills	10	8.5
10	Information technology	93	78.9
11	Establishing and maintaining Libraries for organizations	51	
12	Hardware and soft wear selection and analysis	10	8.5

*Source: Field study, 2015*

Table 3 shows that Library and Information Science students have the professional ability to use information and communication technology ranging from online cataloguing 40 (33.9%), desk top publishing 67 (56.7%), network/internet services 65 (55.1%) and creating of Web pages 32 (27.1%). This finding corroborates with Anho (2014) who had outlined some of these areas to which ICT skills can be applied and exploited for entrepreneurial ventures. Though LIS students have these skills, further training and exposure to the larger world will position them better to exploit the entrepreneurial opportunities presented above.

**Table 4: Challenges in the acquisition of entrepreneurship knowledge and skills in LIS**

S/N	Item	Frequency	Percentage
1	Inadequate qualified teachers with suitable entrepreneurial experience	89	75.4%
2	Inadequate ICT facilities and training	118	100%
3	Interest in paid employment rather than owning private businesses.	78	66.1 %
4	Difficulty in generating capital.	112	42%
5	Unresponsive attitude of financial institutions and government in releasing startup capital for new ventures.	95	80.5%
6	Long maturity time required for a new business to stabilize.	84	71.2%
7	Lack of mentors/guides for new young entrepreneurs.	67	56.8%
8	Inadequate bandwidth needed for effective use of ICT	118	100%
9	Erratic power supply	118	100%

*Source: Field study, 2015*

From the table above, it is obvious that challenges of translating knowledge and skills of ICT into entrepreneurial ventures are myriad. From the huge headed problems of finance and financing – 95 (80.5%), to low bandwidth – 118 (100%) and inadequate electricity supply – 118 (100%), it is clear that the young LIS graduate have challenges to surmount. This survey results corroborates previous findings by Igun (2013), Amekuede (2005) and IFLA (2002).

**Table 5: Strategies for improving LIS entrepreneurial abilities and opportunities**

S/N	Items	Frequency	Percentage
1	Increased and improved entrepreneurship courses in LIS programmes	70	82.6%
2	Government and private sector should create other avenues for entrepreneurial training to students	65	76.7%
3	LIS students industrial work scheme should include entrepreneurship exposure	65	76.7%
4	Loan facilities should be made available to young LIS graduate entrepreneurs	80	94.4%
5	LIS should be exposed to business seminars, workshops, book fairs and trade fairs	60	70.8%
6	Government should enhance and Increase internet bandwidth for effective use of ICT	118	100%
7	Improved electricity supply	118	100%

*Source: Field Survey, 2015*

The above table reveals that respondents see these proffered strategies as veritable means of improving and generating interest in entrepreneurship: Increased and improved entrepreneurship courses in LIS programmes 70 (82.6%)

Government and private sector should create other avenues for entrepreneurial training to students 65 (76.7%). LIS students industrial work scheme should include entrepreneurship exposure 65 (76.7%). Loan facilities should be made available to young LIS graduate entrepreneurs 80 (94.4%). LIS should be exposed to business seminars, workshops, book fairs and trade fairs 60 (70.8%). Government should enhance and Increase internet bandwidth for effective use of ICT 118 (100%). Improved electricity supply 118 (100%).

### Conclusion

Entrepreneurship studies should be fully inculcated and enhanced in the LIS curriculum. This will situate the LIS program properly into the needs and direction of the 21st century LIS graduates. It is also crucial that the country begin to address serious flaws in the entire economic structure of the country to allow for young graduate entrepreneurs who are the purveyors of the 21<sup>st</sup> century development.

### Recommendations

The following recommendations have been made in light of the findings:

1. Entrepreneurship training should made compulsory for students in library and information science
2. The entire curriculum for library and information science should be restructured to include courses in entrepreneurship and strengthened by broadening the ICT components of the

curriculum.

3. Teaching and learning in library and information science should be broadened to include use of ICT by both lectures and students. This will enhance the proficiency of use of ICT in entrepreneurial ventures.
4. Students' creativity with ICT should be encouraged. Today, a lot of creativity and discoveries are going on by the application and use of ICT. Therefore students should be exposed to national and international workshops and exhibitions.
5. Avenues for marketing ICT related creations should be exposed to LIS students as eye opener to the many opportunities for them.

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