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INFLUENCE OF DEMOGRAPHIC FACTORS ON INTEREST OF LIS UNDERGRADUATES IN INFOPRENEURSHIP: A COMPARATIVE ANALYSIS

By

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ABSTRACT

*Infopreneurship is a lucrative skill that can create self-employed job opportunities for the LIS undergraduates, even before graduation, to curb the unemployment rate that keeps growing in our society. It is critical to be able to earn profit without sole dependence on traditional librarian jobs. However, the effectiveness of this skill is determinable by some factors. This study examined and conducted a comparative analysis of the influence of demographic factors on UI and TASUED LIS undergraduates' interest in infopreneurship. A descriptive survey research design was employed for the study using a systematic sampling technique to select 226 respondents that represented the sample size of the study. A structured questionnaire was used to obtain data from the respondents. While frequency counts, percentages, means, standard deviations and correlation analysis were used for data analysis. Findings revealed that there is no difference in responses of the respondents from both universities. They had a similar background influence on their interest in infopreneurship. Though the percentages differ from each of the universities but it is both on a positive side. It reflected that respondents from the two universities had good family backgrounds as their parents were concerned about their educational and personal developments. Family background was the only demographic factor that significantly influences the interest of LIS undergraduates in infopreneurship TASUED ($r=.375^{**}$; $N=217$; $p<0.01$) and UI ($r=.562^{**}$; $N=43$; $p<0.01$). The conclusion was that family background had a significant influence on LIS undergraduates' interest in infopreneurship. It was recommended that LIS undergraduates should not relent in their effort and interest in infopreneurship.*

Keywords: Demographic factors, Infopreneurship, Undergraduate students

INTRODUCTION

Universities are institutions of higher learning, imparting skills, knowledge, character and attitude. They create a platform for producing a highly-skilled workforce that can compete favourably in the ever-changing global market. Over the years, a dispute has grown about how the educational

system prepares youths for enterprise and adulthood. Young individuals of the new generation have evolved from job-seeking minded people to the types that seek self-sufficiency, leading to the rise of entrepreneurship. Hisrich (2007) opined that an increasing number of nations across the globe had a peaked entrepreneurial interest due to its impact on the economy and the people. Therefore, universities need to provide platforms for skill development to boost entrepreneurship awareness which can help future leaders to tackle complex problems. Empirical research has shown that different entrepreneurial skills were related to most of the various studies in Nigerian universities; among such is infopreneurship.

The Library and Information Science (LIS) profession coined the 'infopreneurship' term from the words 'entrepreneur' and 'information'. The two words 'information' and 'entrepreneur' led to the derivation of the term 'infopreneur'. Coulson–Thomas (2000) defined infopreneurs as information entrepreneurs. David and Dube (2013) asserted that individuals skilled in identifying lucrative opportunities in the field of information by marketing unique information services and products with the use of the internet are known as infopreneurs. This means that adventurous persons with a bold desire to analyse, repackage and guarantee information quality for profit are infopreneurs. With the use of digital devices and the internet, the information business is further enhanced to reach a wide range of clients.

Furthermore, infopreneurship refers to the formation, advertising, and trade of information products in various formats to generate income and persuade or enlighten an audience. Examples of such information products include websites, courses, books and online workshops. Through Information and Communication Technology (ICT), infopreneur business can be exclusively established online without any physical store. Infopreneurs are simple agents of information marketing. The core of infopreneurship is based on disseminating quality information to improve lives and provide a livelihood. Infopreneurship is one of the essential entrepreneurial skills that Library and Information Science (LIS) undergraduates could acquire for self-employment. Subsequently, this is achievable based on the undergraduates' interest in Infopreneurship skills.

The essential function of librarianship is to create a platform where information can be available to users in its broadest sense for educational and developmental purposes. Library and Information Science (LIS) is a discipline created to groom students in the art of extracting and evaluating information needs and develop proper methods to ensure those needs are met. These characteristics of librarianship can equip students with knowledge of information management that will aid the development of society. The value of librarians is ever rising, particularly in this era of information explosion. Undergraduate students in library schools are exposed to different

strategies of acquiring, organising, preserving and disseminating information that is not restricted to one discipline but all disciplines. Graduates with library and information degrees have the edge over other fields due to the profession's flexibility, whereby library professionals can gain employment in almost any sector. In recent times, the digitisation of information, which has led to information proliferation online through the internet, has opened employment opportunities that entail the location, acquisition and evaluation of information to satisfy the growing information demands of individuals. Commercial use of information serves as an alternative source of employment that graduates of Library and Information Science can harness and earn a living.

However, demographic factors are presumed to hinder acquiring this lucrative skill among LIS undergraduates likely. Though universities may be able to control certain factors such as educational level and teaching experience of the academic staff, this has little influence on students' performance, unlike how family income influences students' ability to succeed. Family background such as parent's level of education may significantly affect a student's ability to excel in school and after graduation. The type of knowledge and influence derived by a student from a family with higher education level about academic or entrepreneurship pursuit may be distinctly different from that of a student from a family of low education level.

Possessing an entrepreneurial mindset is key to unlocking the dividends of infopreneurship. Ogbonna and Lamidi (2020) acknowledged that the entrepreneurial mind features self-dependence over-reliance on paid employment. In addition, the entrepreneurial mindset is innate and characterised by demographic factors. Nguyen (2018) noted the impact of demographic characteristics on the entrepreneurial intention with the inclusion of income, family background and gender on how such factors can peak or decrease interest in entrepreneurial endeavours.

PROBLEM STATEMENT

The unemployment rate is gradually increasing in our society as the tertiary institutions produce graduates yearly. Based on this, most institutions introduced entrepreneurship skills in their syllabus to enable undergraduate students to be self-employed after graduation and reduce unemployment in the society. In line with this, the LIS undergraduates trained to be information providers stand a better chance of acquiring infopreneurship skills that could enhance their self-employment. However, this lucrative avenue has not yet been effectively harnessed by LIS undergraduates to survive the high level of unemployment in Nigeria. Many LIS graduates over-depend on acquiring traditional librarian jobs that are limited and highly competitive. This study

investigated and conducted a comparative analysis of the influence of demographic factors on the interest of LIS undergraduates' infopreneurship.

OBJECTIVE OF THE STUDY

The main objective of this study is to investigate and conduct a comparative analysis of the influence of demographic factors on the interest of LIS undergraduates in infopreneurship. The specific objectives of the study are to:

1. Ascertain the demographic factors of the respondents;
2. Investigate the level of interest of LIS undergraduates in infopreneurship;

RESEARCH QUESTIONS

This study will answer the following research questions:

1. What are the demographic factors of the respondents?
2. What is the level of interest of LIS undergraduates in infopreneurship?

HYPOTHESIS

H₀₁: There is no significant relationship between demographic factors of LIS undergraduates and level of interest in infopreneurship

LITERATURE REVIEW

Information and Communication Technology (ICT) has come to stay in this modern age, and it has revolutionised information management globally. Irrespective of gender, undergraduates have been exploring the benefits attached to the availability of information without a physical barrier to support their academic activities and fulfil other information needs. Telbis (2014) (as cited in Naqvi and Bhamani, 2014) revealed that "according to a report from UNESCO, it is discovered that mobile phones are not only used as a communicating tool but was also found to contribute in enhanced literacy ratio around the globe, especially among females".

Demographics have a way of yielding vital clues as to what factors contribute to interest infopreneurship. According to Arenius and Minniti (2005) (as cited in Figueiredo, 2015), "The determinants that allow people to create new businesses can be clustered into socio-economic and demographic factors (age, gender, occupation and level of education), perception factors, trust in

one's capabilities and risk aversion) and environmental and macroeconomic factors (technology, economic and cultural development, institutional and macroeconomic environment and access to financial resources)." When it comes to the use of the internet, according to Bimber (2000), observations showed that in universities, women were more likely to be intermediate users or infrequent users of the internet, meaning females are less intensive users of the internet than males. By Islam et al., (2011) at the University of Teknologi Mara Malaysia, undergraduates of the Faculty of Information Management were significantly influenced by gender regarding the understanding of electronic learning. Infopreneurship entails the use of electronic resources. There is a high probability that students with solid family backgrounds will have a broader knowledge regarding the use of technology. Rather than visiting a library, such students can easily make use of the online library. Hence, e-learning is effective for them. Entrepreneurship is gaining attention as the best alternative source of employment.

Consequently, gender has had a significant influence on entrepreneurship intentions, but the contribution of women towards entrepreneurial activity has been significantly lesser than that of men (Langowitz and Minniti, 2007). A study supported this through the Global Entrepreneurship Monitor (GEM) report, which showed that compared to females, there is a high representation of men among entrepreneurs (Bosma, 2013). But this was contrasted in studies which proved that it had also been found that the percentage of female entrepreneurs has improved over recent years (Kelley et al., 2011, Azanza et .al, 2012, as cited in Singh 2015).

Sharma (2013) examined how demographic factors can affect students' career choices concerning entrepreneurship in Uttarakhand, India. The purpose of the study was how demographic factors like age and gender relates to engaging in entrepreneurial activities after completion of a degree. The study findings proved that gender influenced was significant in determining an undergraduate's career path towards entrepreneurship. A minority of the female students (less than 1%) were motivated towards becoming business persons compared to a more significant percentage (7%) of the male students interested in an entrepreneur line of business. Various researches have been carried out concerning the role of demographics factors in entrepreneurship, and scholars have converged to a deduction that gender has significant influence in raising interest in entrepreneurial opportunities, especially in information infopreneurship. Nguyen (2018) corroborated this view in a study on entrepreneurial interest in Vietnam, where a study was conducted to investigate the impact of demographic factors, prior exposure to self-employment and family background on the entrepreneurial intention of Vietnamese business students. Results showed that male students exhibited a higher tendency to engage in entrepreneurship than the

female business student (mean of 5.1677 against 4.5772). The conclusion elucidates that gender is a critical demographic variable that influenced entrepreneurial practice.

In recent times, the issue of gender inequality has become topical. Studies have shown that unequal opportunities abound in developing nations such as Nigeria and South Africa. African females in South Africa had higher unemployment rates coupled with lower levels of income and education. High unemployment rate amounts to a high probability of poor living standards for households headed by women. (Statistics South Africa, 2008a, 2008b, 2008c as cited in Linda Scott et al., 2012). According to Brush et al. (2009), entrepreneurial opportunities are less likely to be taken up by females because of their enculturation or self-perceptions. Concerning this, female undergraduate students in developing nations are faced with more challenges than male students when it comes to generating interest in infopreneurship.

Some scholars disagreed that gender as an independent variable holds a viable impact in determining the decision to venture into entrepreneurship as a student. Mustapha and Selwaju (2015) conducted a study conducted at Universiti Putra, Malaysia, on variables related to the pioneering tendency among college understudies in Malaysian universities. The study discovered that gender was not a key variable in impacting a student's decision to pursue entrepreneurship after graduation.

Every nation has its own culture and tradition, and this has a tremendous effect in influencing gender roles regarding interest in entrepreneurship. Given a study of 761 college understudies-women in the United States and Belgium assessed dread of failure and absence of competency as a significant hindrance than men. Still, in China, this gender impact was inactive, which proposed that the culture in China had a way of shaping individual insights of these two obstructions in a manner that dispenses gender contrasts (Shinnar et al., 2012). "Women tend to start businesses to support their family welfare and relate to their roles in the family like child rearing, home organisation, beauty and health, and education. Gender can also be used to explain the differences in new venture financing; women prefer to use informal sources with minimal risk" (Mwangi and Gathungu, 2014).

Gender as a demographic factor may not necessarily show significant differences revealed in a study where no numerical differences between men and women in entrepreneurship were observed in countries like China, Thailand, and South Africa (Minniti et al., 2004). Empirical research also supported the notion and suggested that variables that influence enterprising passions among undergraduates do not involve gender differences. Although there seem to be essential distinctions

in the other parts of the world, both male and female students in the UAE (United Arab Emirates) showed high and equal intentions to become entrepreneurs. The UAE (United Arab Emirates) government made efforts towards gender equality and eliminating discrimination against women in all socio-economic spheres of life. (Varadarajan, 2013).

It is noteworthy that the perception of female students towards owning their own business or becoming an infopreneur in developed nations is significantly different from those from developing countries. According to Varadarajan et al. (2010), compared to their counterparts across the globe, young female students in UAE (United Arab Emirates) displayed a more optimistic attitude and motivation towards entrepreneurship. Family background strikes as another vital factor that can influence intentions towards infopreneurship.

The impact of family on a student's achievement is crucial to understanding interest in infopreneurship. According to Singh (2015), who researched how demographic variables affected entrepreneurship development in Uttarakhand, India, it was revealed that students belonging to business family backgrounds are more intended to become entrepreneurs. He further stated from the study results that students with nuclear family backgrounds were less persuaded to become entrepreneurs than those from a joint family. Findings in the study showed that males exhibit more (Mean = 156.3) inclination to entrepreneurship development than females (Mean = 153.13). Various researches have shown that family business has a significant influence on entrepreneurial intentions. Scholars have proved that students from the business background are more motivated towards becoming an entrepreneur. (Blanchflower et al. 2007, White, et al. 2007). Infopreneurs are greatly influenced by family background. This variable has a way of stimulating interest in entrepreneurial activities such as infopreneurship.

According to Ranwala (2016), after processing structured questionnaires, family background significantly influenced entrepreneurial knowledge in venture creation. For individuals engaging in information marketing to be successful, family members are vital in providing financial support and moral support. Family foundation with pioneering or independent venture experience is a more dependable and agreeable premise of sustenance than families without an innovative foundation. Families involved in infopreneurial practice can promote students' career intentions towards such a path. This view has been supported by a study that revealed shaping entrepreneurial intentions relies on the role of family background (Carr and Sequeira, 2007).

There has been earlier relevant research that focused on student's enterprising willingness after graduation, demographic factors such as age, gender, education level and family background

relationship were analysed (Keat, Selvarajah and Meyer, 2011). For infopreneurship interest to nurture, Household influence is a crucial variable that ensures the inspiration and solid support for students to lead entrepreneurial activities. Therefore, family background has a positive relationship in developing a student's interest in entrepreneurship (Bagheri and Pihie, 2010). A study further bolstered impacts of family background carried out in Argentina and Italy among university undergraduates. Family background has a significant effect on the probability of starting a business (Postigo, Lacobucci, and Tamborini (2006).

The influence of income as an independent variable may hold the key to understanding undergraduate intention in infopreneurship. Income level has a significant impact on influencing the level of interest in infopreneurship. Undergraduate students with low-income levels tend to have a declined level of motivation towards pursuing a career as an infopreneur, especially in developing nations' high poverty rates. The low-income level may be perceived as a stumbling block to raising interest in infopreneurship. According to Du Toit (2000), the findings revealed that persuading factors incorporate a low economic development rate is an empowering factor for infopreneurship. "A lower GDP may influence entrepreneurship through both demand and supply. On the one hand, there are fewer business opportunities in poorer countries, and the demand for goods and services is smaller, unstable and less diverse, so the entry rate is expected to be lower" (Cala, Carod and Antolin, 2014).

Family background has been found to have a significant influence on the income level of an individual. Students from low-income families tend to have poor motivation towards becoming individuals capable of making high income due to a lack of resources that can facilitate easy learning towards achievement. "Students who come from a family in less favourable financial conditions are more likely to expect lower income and that the length of studies has a positive effect on the estimated future income" (Veroszta, 2014). Low-income families with children tend to live in an unfriendly home environment or encounter other challenges that would continue to affect their development even if family income increases substantially (Lochner and Dahl, 2012). Compared to high-income families, the less privileged individuals may perceive entrepreneurship as a necessary alternative string of income to complement their parent income (Djankov al., 2007 as cited in Siyanbola et al., 2009). The study concludes that undergraduates from low families have a higher propensity to exhibit infopreneurial interest.

METHODOLOGY

The descriptive survey research design of correlational type was employed for this study. The population comprises of LIS undergraduates of the University of Ibadan (UI) and Tai Solarin University (TASUED). According to the preliminary data collected from both universities, the University of Ibadan has two hundred and twenty (220) LIS undergraduates and Tai Solarin University one thousand, one hundred and thirty-four (1134) LIS undergraduates. This gives a total population of one thousand, three hundred and fifty-four (1354).

Table 1: Study Population of LIS Undergraduates Students in both universities

Level	NUMBER OF STUDENTS	
	UI	TASUED
100	50	265
200	45	327
300	73	365
400	52	177
Total	200	1134

Source: Office of the Head of Department, Library and Information Science of both universities

Sample Size

Systematic sampling was used to select the sample size of the study. A sample of n units was selected from a population size of N to find the suitable sampling called k . Population size N is divided by n . n was taken as 20% for the universities (UI & TASUED), dividing the population of each level by n and finding the total. As a result, a total number of 270 LIS undergraduates represented the sample size for the study.

Table 2: Sample Size of the Study

Level of Undergraduates	Numbers of Undergraduates / Sample Size			
	UI		TASUED	
100	50	10	265	53
200	45	09	327	65
300	73	15	365	73
400	52	10	177	35
Total	200	44	1134	226
Total Sample Size 270				

Data Collection and Analysis

A structured questionnaire that suits the objectives of the study was used to collect data for the analysis. A total of 270 questionnaires was administered to the LIS undergraduate students in UI and TASUED. However, two hundred and fifty (250) was valid, this represented 96% of the questionnaire administered, and all were found usable for data analysis. SPSS was used to analyse the data, using frequency count, percentages and mean, the standard deviation for the descriptive statistics, while correlation coefficient was used for the inferential statistics.

RESULT AND FINDINGS

Table 3: Demographic Information of Respondents

Gender	Tai Solarin University of Education (%)	University of Ibadan (%)
Male	77 (53.5)	13 (30.2)
Female	140 (64.5)	30 (69.8)
Monthly Income		
0 – 20000	135 (62.2)	12 (27.9)
21000 - 40000	43 (19.8)	15 (34.9)
41000 - 60000	27 (12.4)	12 (27.9)
61000 and above	12 (05.5)	04 (09.3)

Table 3 presented the results of the demographic information of the respondents. Findings revealed that LIS undergraduates of the female gender participated in the study more than their male counterparts in both universities TASUED 140 (64.5%) and UI 30(69.8%). Regarding personal monthly income, a little above three-fifths of the respondents in TASUED 135(62.2%) revealed that their income per month was between ₦ 0 – ₦ 20,000 and the least, 12 (05.5%) that their income per month was ₦ 61,000 and above. In UI, most respondents, 15 (34.9%), claimed they had an income between ₦21 000 – 40,000 per month and the minority, 04 (09.3%), had a personal monthly income of ₦ 61,000 and above.

Table 4: Family Background of the Respondents

Statement	Tai Solarin University of Education					Mean SD	University of Ibadan					Mean SD								
	SA F	A %	D F	%	SD F		%	SA F	A %	D F	%		SD F	%						
My parent's educational background has inspired my interest to be an infopreneur	86	39.6	96	44.2	30	13.8	5	2.3	3.21	0.77	16	37.2	21	48.8	3	7.0	3	7.0	3.16	0.84
I attended a private secondary school which broadened my knowledge on value of information	97	44.7	81	37.3	27	12.4	12	5.5	3.21	0.87	11	25.6	25	58.1	5	11.6	2	4.7	3.05	0.75
I have access to the internet at home which allows me to easily upgrade my information literacy skills	85	39.2	96	44.2	25	11.5	11	5.1	3.18	0.83	20	46.5	20	46.5	3	7.0	-	-	3.40	0.62
My parents encourage me to be my own boss and be self employed	109	50.2	86	39.6	10	4.6	12	5.5	3.35	0.81	16	37.2	23	53.5	4	9.3	-	-	3.28	0.63
My parents have high expectations towards my success in school	185	85.3	30	13.8	2	0.9	-	-	3.84	0.39	28	65.1	15	34.9	-	-	-	-	3.65	0.48
My home environment is conducive for development of intellectual abilities	87	40.1	113	52.1	13	6.0	4	1.8	3.30	0.67	14	32.6	28	65.1	1	2.3	-	-	3.30	0.51
My parents can afford to provide the recommended textbooks and materials I require for learning	132	60.8	72	33.2	13	6.0	-	-	3.55	0.61	25	58.1	16	37.2	2	4.7	-	-	3.53	0.59
My parents regularly demand for progress report in my social life	75	34.6	98	45.2	36	16.6	8	3.7	3.11	0.81	21	48.8	13	30.2	8	18.6	1	2.3	3.26	0.85
Due to the status of my parent's occupation, they do not attend adequately to my financial needs in school	40	18.4	50	23.0	82	37.8	45	20.7	2.39	1.01	9	20.9	12	27.9	14	32.6	8	18.6	2.51	1.03
I receive little attention from my parents due to my large sized family	36	16.6	42	19.4	73	33.6	66	30.4	2.22	1.06	13	30.2	10	23.3	6	14.0	14	32.6	2.51	1.24
My parents motivate me to excel in my endeavours in school	150	69.1	58	26.7	5	2.3	4	1.8	3.63	0.63	24	55.8	19	44.2	-	-	-	-	3.56	0.50
My religion has significant influence taking decisions in school	98	45.2	68	31.3	41	18.9	10	4.6	3.17	0.89	14	32.6	21	48.8	5	11.6	3	7.0	3.07	0.86
My monthly income is insufficient to cater for my well-being	59	27.2	71	32.7	66	30.4	21	9.7	2.77	0.96	8	18.6	14	32.6	6	14.0	15	34.9	2.35	1.15
My home has the basic facilities that make my life comfortable	80	36.9	91	41.9	34	15.7	12	5.5	3.10	0.86	12	27.9	30	69.8	1	2.3	-	-	3.26	0.49
The income of my parents is substantial enough to start a business for me after graduation	47	21.7	79	36.4	63	29.0	28	12.9	2.67	0.96	28	65.1	10	23.3	4	9.3	1	2.3	3.51	0.77
My parent's religious views hinder me from engaging in infopreneurial activities	44	20.3	56	25.8	64	29.5	53	24.4	2.42	1.07	8	18.6	13	30.2	9	20.9	13	30.2	2.37	1.11

Findings showed that most of the respondents in both universities TASUED 215 (99.1%) and UI 43 (100%), believed that their parents had high expectations towards their success in school. A significant number of the LIS undergraduates also noted that their parents motivated them to excel in their endeavours in school, 208 (95.8%) in TASUED and 43 (100%) in UI. In addition, a significant number of respondents in TASUED 195 (89.8%) and 39 (90.7%) pointed out that their parents encouraged them to be enterprising and be self-employed. Furthermore, the respondents claimed that they had access to the internet at home, making it possible for them to upgrade their information literacy skills TASUED 180 (83.4%) and UI 40 (93%). Respondents from the two universities, TASUED 200 (92.2%) and UI 42 (97.7%), acknowledged that their home environment was conducive to developing intellectual abilities.

Thus, it was established from the respondents' responses from both universities that they had similar backgrounds influence on their interest in infopreneurship. Though the percentages differ from each of the universities but it is both on a positive side. It reflected that respondents from the two universities had good family backgrounds as their parents were concerned about their educational and personal developments.

Table 5: Interest in Infopreneurship by LIS Undergraduates

Statement	Tai Solarin University of Education					Mean SD	University of Ibadan					Mean SD
	SA F %	A F %	D F %	SD F %			SA F %	A F %	D F %	SD F %		
Infopreneurship is an excellent way of being self-employed	150 69.1	63 29.0	4 1.8	- -		3.67 0.51	23 53.5	20 46.5	- -	- -		3.53 0.51
The willingness of information consumers to pay for specialised services is an opportunity worth grasping	88 40.6	118 54.4	10 4.6	1 0.5		3.35 0.59	23 53.5	11 25.6	2 4.7	7 16.3		3.16 1.11
I have skills related to proofreading and editing that can generate income for me	102 47.0	89 41.0	23 10.6	3 1.4		3.34 0.72	22 51.2	16 37.2	5 11.6	- -		3.40 0.70
I have orientation on what infopreneurship is all about	98 45.2	89 41.0	24 11.1	6 2.8		3.29 0.77	22 51.2	18 41.9	3 7.0	- -		3.44 0.63
I possess skills in relation to information use outside the realm of librarianship and I know how to profit from it	95 43.8	93 42.9	25 11.5	4 1.8		3.29 0.74	21 48.8	17 39.5	4 9.3	1 2.3		3.35 0.75
I truly believe in the tremendous benefits infopreneurial practice offers	93 42.9	104 47.9	18 8.3	2 0.9		3.33 0.67	20 46.5	21 48.8	2 4.7	- -		3.42 0.59
I plan of becoming an infopreneur after graduation	119 54.8	70 32.3	24 11.1	4 1.8		3.40 0.76	16 37.2	23 53.5	4 9.3	- -		3.28 0.63
I see infopreneurship as a means of escaping the highrate of unemployment	124 57.1	78 35.9	11 5.1	4 1.8		3.48 0.68	13 30.2	30 69.8	- -	- -		3.30 0.47
I have the ability to gather information and synthesise new information product from it	91 41.9	98 45.2	26 12.0	2 0.9		3.28 0.71	8 18.6	30 69.8	3 7.0	2 4.7		3.02 0.67

The findings revealed that the respondents see Infopreneurship as a great way of being self-employed TASUED 213 (98.1%) and UI 43 (100%). Infopreneurship was assessed to escape the highrate of unemployment TASUED 202 (93%) and UI 43 (100%). Furthermore, respondents genuinely believe in the tremendous benefits of the infopreneurial practice. TASUED 197 (90.8%), UI 41(95.3%) and with this, majority of the respondents TASUED 189 (87.1%), UI (90.7%) planned to become an infopreneur after graduation. Hence, comparing the respondents' interests reflected that respondents from both universities share the same view on interest in infopreneurship.

Test of hypotheses

H0₁: There is no significant relationship between demographic factors and interest in infopreneurship by LIS undergraduates in two universities in Southwestern Nigeria.

Tables 6a and 6b present the correlation analysis between demographic factors and interest in infopreneurship in TASUED and UI.

Correlation matrix showing the relationship between demographic factors and interest in infopreneurship by LIS undergraduates in TASUED

		1	2	3	4
Gender	Gender	1	-		
	Correlation				
	Sig. (2-tailed)				
Personal income	N	217			
	Pearson				
	Correlation	-.232**	1		
Family background	Sig. (2-tailed)	.001			
	N	217	217		
	Pearson				
Interest in Infopreneurship	Correlation	-.160*	.098	1	
	Sig. (2-tailed)	.018	.151		
	N	217	217	217	
Interest in Infopreneurship	Pearson				
	Correlation	-.016	.084	.375**	
	Sig. (2-tailed)	.814	.219	.000	1
	N	217	217	217	

					217
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** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

To establish the contribution of each demographic factor to interest in infopreneurship by the respondents in TASUED, the results of the correlation matrix table are hereby presented:

- a. There is a negative relationship between gender and interest in infopreneurship by the respondents ($r = -.016$; $N = 217$; $p < 0.05$).
- b. There is a positive relationship between personal income and interest in infopreneurship by the LIS undergraduates ($r = .084$; $N = 217$; $p < 0.05$).
- c. There is a positive and significant relationship between family background and interest in infopreneurship by the respondents ($r = .375^{**}$; $N = 217$; $p < 0.01$).

Correlation matrix showing the relationship between demographic factors and interest in infopreneurship by LIS undergraduates in UI

		1	2	3	4
Gender	Gender	1	-		
	Correlation				
	Sig. (2-tailed)				
Personal income	N	43			
	Pearson	-.031			
	Correlation	.843	1		
	Sig. (2-tailed)	43			
	N		43		

Family background	Pearson	-.037		1	
	Correlation		-.107		
	Sig. (2-tailed)	.814	.493		
Interest in Infopreneurship				43	
	N	43	43		
	Pearson			.562**	
	Correlation	.193	.226	.000	1
	Sig. (2-tailed)	.215	.145	43	
	N	43	43		43

To establish the contribution of each demographic factor to interest in infopreneurship by the respondents in UI, the results of the correlation matrix table are hereby presented:

- a. There is a positive relationship between gender and interest in infopreneurship by the respondents ($r=.193$; $N=43$; $p<0.05$).
- b. There is a positive relationship between personal income and interest in infopreneurship by the LIS undergraduates ($r=.145$; $N=43$; $p<0.05$).
- c. There is a positive and significant relationship between family background and interest in infopreneurship by the respondents ($r=.562^{**}$; $N=43$; $p<0.01$).

Thus, both universities showed that all the three demographic factors (gender, personal income and family background) had a positive relationship with the interest of LIS undergraduates at the University of Ibadan. On the other hand, two of the factors (personal income and family background) had a positive relationship with the interest of LIS undergraduates in TASUED. However, the result revealed that family background had a significant association with the interest of LIS undergraduates from both universities.

Discussion of Findings

The female gender participated in the study more than their male counterparts in both universities. The majority of the respondents from both universities already had a personal income of twenty thousand Naira (₦ 20,000) monthly. To identify and compare the level of influence of demographic factors on respondents' interest in infopreneurship among the two universities, their responses were interpreted on separate tables to reflect the differences of the influencing factors between the universities. Consequently, it was revealed that there was no difference in the influence level of demographic characteristics between them.

An appreciable percentage of the respondents affirmed that their parents had high expectations towards their success in school as their parents motivate them to excel in their endeavours and encourages them to be entrepreneurs by being self-employed. In addition, respondents acknowledged that their home environment was conducive to developing intellectual abilities, and adequate Internet access was provided for them at home, making it possible for them to upgrade their information literacy skills easily.

This is because respondents from the two universities had good family backgrounds as their parents were concerned about their educational and personal developments. This finding is in agreement with the study of Singh (2015), who researched how demographic variables affected entrepreneurship development in Uttarakhand, India, where it was revealed that students demographic factors, most especially the family background, influences students' interest in entrepreneurship. Keat, Selvarajah and Meyer (2011) found that family influence is an essential factor that provides the background experience and motivation for students to develop an interest in infopreneurship.

Furthermore, it was established that infopreneurship is an excellent way of being self-employed and escaping the high unemployment rate. The respondents genuinely believe in the tremendous benefits infopreneurial practice could offer. By so doing the majority of them planned to become an infopreneur after their graduation. Thus, both universities showed that all the three demographic factors (gender, personal income and family background) had a positive relationship with the interest of LIS undergraduates at the University of Ibadan. On the other hand, two of the factors (personal

income and family background) positively connected the interest of LIS undergraduate in TASUED. The finding from UI on the positive association of gender with LIS undergraduate interest in infopreneurship is corroborated with Nguyen (2018), who affirmed that gender is a crucial demographic variable influencing entrepreneurial practice. In the same vein, Sharma (2013) examined the effect of demographic factors on career choice decisions of students concerning entrepreneurship at the University of Uttarakhand, India. It was found that gender influences the career choice decisions of the students. On the other hand, these studies have contradicted the finding from TASUED, where gender does not have a positive relationship with the interest of LIS undergraduates in infopreneurship. This goes in line with Singh (2015), Azanza et al., (2012) and Kelly et al., (2011) that gender has no positive relationship on the interest of undergraduates in entrepreneurs activities; they found that percentage of male and female entrepreneurs keeps improving over recent years.

However, the family background had a significant relationship with the interest of LIS undergraduates in infopreneurship in both universities. This finding is in congruence with Ranwala (2016), who found that family background significantly influences students' entrepreneurial knowledge. Carr and Sequeira (2007) opined that shaping entrepreneurial intentions relies on the role of family background. Family background has a significant impact on the probability of acquiring an entrepreneurial skill and starting a business (Keat, Selvarajah and Meyer, 2011; Bagheri & Pihie, 2010; Postigo, Lacobucci, and Tamborini, 2006).

CONCLUSION

Infopreneurship would be an added advantage to LIS undergraduates if the students grabbed its offers, especially when unemployment keeps increasing in our society. It is important to note that LIS undergraduates can have the infopreneurship spirit regardless of gender and personal income. This is evident in the study as the majority of the students affirmed their interest in infopreneurship because it is an excellent way of being self-employed and a means of escaping the high unemployment rate. However, family background has a significant influence on LIS undergraduates' interest in infopreneurship. The provision of a conducive home environment, internet facilities, parental support and motivation helped the LIS undergraduates to develop an interest in infopreneurship.

RECOMMENDATIONS

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

1. The LIS undergraduate should not relent in their effort and interest in infopreneurship.
2. If LIS educators share their success stories in infopreneurship, motivation in infopreneurial practice can be maintained by LIS undergraduates. And if LIS educators assist willing and capable students in getting jobs that require them to put their infopreneurial skills to the test. If this is done, the LIS undergraduates who are beneficiaries can encourage others to develop/sustain interest in infopreneurship.
3. The interest of LIS undergraduates in infopreneurship can also be sustained if lecturers who handle courses that deal with entrepreneurship in library and information science also
4. Invite successful infopreneurs to motivate the LIS class.
5. LIS educators need to continue encouraging undergraduates of both genders, not only the males, to consider infopreneurship a lucrative business. These undergraduates require encouragement irrespective of their income and family.

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