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## AWARENESS AND COMPETENCY LEVEL OF UNDERGRADUATES FOR ENTREPRENEURSHIP OPPORTUNITIES IN LIBRARY AND INFORMATION SCIENCE PROFESSION IN UNIVERSITY OF NIGERIA, NSUKKA

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# **AWARENESS AND COMPETENCY LEVEL OF UNDERGRADUATES FOR ENTREPRENEURSHIP OPPORTUNITIES IN LIBRARY AND INFORMATION SCIENCE PROFESSION IN UNIVERSITY OF NIGERIA, NSUKKA**

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## **Abstract**

The study examined the awareness and competency level of undergraduates for entrepreneurship opportunities in library and information science profession in University Of Nigeria, Nsukka. Six research questions guided the study. Descriptive survey research design was adopted for the study. The population of the study comprised of the entire undergraduates in LIS, University Of Nigeria, Nsukka, which is 240. 43 Final year students were purposively sampled because they had spent more years in the system, are on the way to the labour market, have undertaken most of the courses in the curriculum that will prepare them for the needed skills and competency in entrepreneurship and marketing opportunities in library and information science. The instrument used for data collection is questionnaire and content analysis of LIS curriculum. Data collected was analysed and presented using frequency distribution table, percentage, and mean score. The findings revealed that, that most of the courses that will prepare the students for entrepreneurship and marketing opportunities in LIS are available in LIS, University Of Nigeria, Nsukka curriculum. The students have high awareness level and positive perception of the various entrepreneurship opportunities in library and information science profession. The students also possess high competence in undertaking entrepreneurship opportunities in library and information science profession, except in some ICT based entrepreneurship opportunities in library and information science profession. Non-challant attitude of students, lack of functional workshop and laboratories, lack of ICT skills, lack of curriculum review and inadequate ICT courses in the curriculum are the major challenges affecting the acquisition of competency by students. The study recommended among other things that, More ICT courses should be included into the curriculum ICT based courses like Database management, web publishing, software technology, library application packages, introduction to internet and virtual library and data communications, urgent curriculum review etc.

**Keywords:** library and information science; entrepreneurship opportunities; competency level; awareness; Undergraduates

## **Introduction**

Library and information science profession is an interdisciplinary training field that applies the practice, perspectives and tools of management; information technology; education and other areas of libraries; the collection, organization, preservation, and dissemination of information resources; and the political economy of information. The political economy of information in the above context is the process of making wealth and money with information. Aina (2004) viewed Library and Information science profession as a large and active profession covering such related and important field as Journalism, broadcasting, librarianship, archives, records management, printing, publishing, book trade, museum, Information and Communication Technology (ICT), Web-design etc. Library and information science profession is a services profession which places at the centre of its business the provision of relevant information services to its numerous customers. The aim of the library and information profession is to satisfy as many customers as possible by ensuring that information resources and services are utilized. In order to achieve this, numerous LIS schools have been established to train individuals to become professional librarians, web-designers, web-archivist, database managers, records managers, information technologist to mention but a few.

Library and Information education plays a significant role in the educational achievement of any nation. In our contemporary society, where education has become the hub upon which economic development rotates, the place of Library and Information services cannot be ignored. Library and Information science programme is designed to assist students in the development of a wide range of professional and technical skills in Library, Information and Communication Technology (ICT), space research, media service, programming, web design to mention but few, that can lead to or enhance employment in the Library and Information or related field. Library and Information Science students and graduates should or are expected to possess some marketing and entrepreneurial skills.

Entrepreneurship has a very wide range of meanings. The meaning one gives entrepreneurship depends on the perspective one is viewing it, some view it as the process of creating or innovating what does not previously exist which can create wealth. Entrepreneurship is for people who got the right level of interest that could make them pursue their life and create a business (Okpupkara, 2011). An entrepreneur can be defined as an innovating individual who has developed an ongoing business activity where none existed before (Arogundade, 2011 cited in Kalu & Obasi 2014). An informed student in the several aspects of library and information science will definitely acquire needed technical skills for developing business where none existed and as such created job for himself and other, consequently reducing unemployment. Meredith cited in Kalu & Obasi, (2014) defines entrepreneur as a person or persons who possess the ability to recognize and evaluate business opportunities assemble the necessary resources to take advantages of them and take appropriate action to ensure success. Entrepreneurship can also be defined as the activity that involves the discovery, evaluation and exploitation of opportunities within the framework of an individual-opportunities nexus. Anyanwu, Oduagwu, Ossai & Amaechi (2013), argued that entrepreneurship has become an integral component of tertiary education and now act as catalyst of transformation.

Entrepreneurship in library and information profession is an area of competence that is very important for library and information professionals (Ali, 2009). In the view of Akpan, (2009) as cited by Ali, (2009) marketing and entrepreneurship are the root of national economic development. He further stated that when Library and Information Professionals are nurtured to imbibe the culture and practice of self- enterprise, they will become productive and wealth creators. Above all they will become socially responsible. It is known fact that every entrepreneurial and marketing activity in Library and Information profession are committed to customer's satisfaction. Okpupkara, (2011) posits that in the developing world, successful small businesses and establishments are the primary engines of job creation, income growth, and poverty reduction. Marketing and Entrepreneurship opportunities in Library and information science profession includes but not limited to; information brokers, printing press, publishing, book trade, indexing and abstracting services, editor, database manager, web-designer, media designer, cyber café manager, courier services, web archivist, information packaging and re-packaging, electronic

resources vendor, book vendor, internet manager, web manager, database administrator, library oriented software vendor and installer, metadata analyst, ICT consultant to mention but a few.

Most economists today agree that entrepreneurship is a necessary ingredient for stimulating economic growth and employment opportunities in all society. Considering the deteriorating economies of most developing countries and especially the present economic condition of our country Nigeria, self-employment, that is marketing and entrepreneurship is an indispensable aspect of any profession. Also considering the geometric increasing rate of unemployment and the overcrowded labour market the need to identify and utilize the marketing entrepreneurship opportunities in Library and Information Profession becomes imperative, necessary and important.

Entrepreneurship is a necessary ingredient for stimulating economic growth and employment opportunities in the society. Marketing and entrepreneurship play an important role in the economic growth and development of nations. It is a purposeful activity that includes an initiation, promotion, production and distribution of wealth and services. Ali (2009) noted that the United States news and world report stated Library and information science profession to rank one of the best careers of 2008. Library and information professionals to-be should not be trained in isolation of the professional library work and other self-employment opportunities available in the field. Secondly the over-crowded job market in Nigeria is forcing thousands of graduates into unemployment and its associated consequences of kidnapping, drug addiction, youth restiveness, insurgency, political thug, and general poor standard of living. For library and information science to maintain its “professional course” status quo, the students should possess the relevant skills to establish themselves upon graduation and reduce the geometric increase in the rate of unemployment in Nigeria. As argued by Anyanwu, Oduagwu, Ossai-Onah and Amaechi (2013) Unemployment is now an economic problem in our contemporary society. Millions of graduates are being pushed into the labour market on yearly basis from our tertiary institutions without adequate and corresponding job opportunities to match this turn out. This scenario has eaten deep into the fabric of our society that the need to curb this menace is now a necessity. This must have informed why NUC and NBTE decided to introduce entrepreneurship education into our educational system. Nigeria as a nation no longer has ready-made jobs waiting for the large graduates’ churned out every year from the various institutions. In the face of this ugly scenario, it is pertinent that library and information science (LIS) graduates are expected to possess the requisite entrepreneurial skills that will enable them to fit approximately into the labour force.

It has been observed that many graduates from Nigerian universities have poor relevant technical skills in their course of study to establish themselves without waiting for the government to provide job for them, graduates of library and information science are inclusive. Thus, in this era of high information generation and usage, there has become the need for library and information science students to acquire the competences required to establish themselves and create jobs for others using the background knowledge acquired from the library schools. Also it is a known fact that the government cannot remain the sole provider of the means of production and labour, necessitating increasing agitation for entrepreneurship competency based education through which students can acquire skills necessary for entrepreneurship opportunities available in their course of study. There is no known research in the field of library and information science, which evaluates the marketing and entrepreneurship opportunities competency possessed by students of Library and information science, University Nigeria, Nsukka. Hence, the need for this study.

Against this background the research is geared towards evaluating the competencies possessed by LIS students of University Nigeria, Nsukka for possible marketing and entrepreneurship opportunities in library and information science profession. The problem of the study put in question form therefore, is “what is the awareness and competency level of undergraduates for entrepreneurship opportunities in library and information science profession in University Of Nigeria, Nsukka?”

## **Purpose of the Study**

The main purpose of the study is to determine the awareness and competency level of undergraduates for entrepreneurship opportunities in library and information science profession in University Of Nigeria, Nsukka. The specific objectives of the study include to:

1. Identify the entrepreneurship contents in LIS curriculum in University of Nigeria, Nsukka.
2. Examine the awareness level of students on entrepreneurship opportunities in Library and Information profession.
3. Determine the competency level of students in entrepreneurship opportunities in LIS.
4. Identify the perception of LIS students on the entrepreneurship opportunities in LIS profession.
5. Identify challenges affecting the awareness and competency acquisition in entrepreneurship opportunities by LIS students in UNN.
6. Proffer strategies to enhance the awareness and competency level of students in entrepreneurship opportunities by LIS students in UNN.

## Literature Review

Library and information science is an interdisciplinary field of study that seeks to train individuals in the acquisition, processing, storage, dissemination, access as well as utilization of information resources and services. According to Mole (2019) library and information science is an interdisciplinary and multidisciplinary field of study that applies the practices, perspectives, and tools of management, information technology, and education, to libraries. He further stated that, Library and information science is concerned with the collection, organization, preservation, and dissemination of information resources and services. Ochogwu (2010) view library and information science is a discipline geared towards training professionals who will appreciate information generation, collection, processing, storage and dissemination. Ali (2009) in her view defined library and information science education as an interdisciplinary training field that applies the practices, perspectives and tools of management; Information Technology, education and other areas of libraries; the collection, organization, preservation and dissemination of information resources; and the political economy of information. In the view of Umar (2009), Library and Information science is a service profession which places at the centre of services to its numerous customers. He argued that the aim of library and information profession is to satisfy as many customers (patrons) as possible by ensuring that information resources and services are utilized. Ochogwu (2010) enumerated the objectives of library and information science education programme to include; to train information professionals who will appreciate the information challenges of the society; to train information professionals with skills who will be able to develop appropriate strategies in response to the information needs of the society.

Anyanwu, Oduagwu, Ossai-Onah and Amaechi (2013) identified the following entrepreneurship opportunities in library and information science: Electronic Publishing, Development of Computer Software, Production and Sale of Library Equipment, Information Brokerage and Consultancy Services, Bookselling Business, Operation of Business Centres and Cyber Café Business, Computer Maintenance among others. According to Akanwa, Anyanwu & Ossai-onah, (2014) entrepreneurial opportunities available for LIS graduates as follows Library equipment business, publishing and printing business, information brokerage business, courier services business, library consultancy business, rural information provision business, stationary business, reprographic business, art gallery business, vendor business freelance information business etc. Other entrepreneurial opportunities for LIS graduates include; he/she can become Internet search service to co-worker especially in academic environment; he/she can become computer programmer; he/she can become cyber cafe operator/manager. working in telecom companies- GLO, Airtel, MTN, and others, documentary services, Internet service provider. abstracting and indexing services to publishers. advert agency, marketing of LIS, public relations officer/services to company. writing articles, conference papers and organising workshops in area of LIS, he/she can be trained for designer of websites or software developer, web administrator, content management, and information repackaging, digitalisation of library materials as well as book reviewing etc. (Oghenetega & Ugeh, 2014). Similarly, Okafor & Okey-Okafor (nd) in their study discovered Library consultancy business, Library equipment business, Information

brokerage business, Rural Information provision business, Publishing and printing business, Information communication technology-based business, Bindery and Reprography business etc. Awurdi & Mohammed (2018) in their study discovered that library and information science students have high level of awareness in entrepreneurship and positive perception about undertaking entrepreneurship in library and information science.

Levine (2002), Igbeka (2008) and Ekere and Ekere (2012), discussed many aspect of information brokerage which the library and information science graduate can delve into. Afolabi as cited in Ugwu (2014) identified the information related careers that LIS graduates could enter as entrepreneurs with specific reference to African situation. Four broad categories have been listed comprising information management, the book industry, communications and as independent librarian. Igbeka (2008) stated that indexers with specialized knowledge in areas such as law, medicine, finance, and scientific and technological subjects are likely to be in the greatest demand. However, many indexers combine indexing with related jobs like copy editing and proof-reading and are so called 'book publishing workers'. There is really no job description accrued to information brokerage because according to Ruge and Glossbrenner in Ugwu (2014), information is a nebulous commodity which those seeking it will have a wide variety of information needs e.g providing information to industries, clients in the legal profession, healthcare information, conduct research for clients in banking, provide information on government and public policy. Document delivery, information retrieval and organization are other services of information brokers. Ali (2009) identified the following marketing and entrepreneurship opportunities in library and information science profession; information broker, printing, publishing, book trade, indexing and abstracting, librarian as editors, communication technologies, database management, web-designers, media designers, cyber café manager, internet services, courier services, fax services, marketing books to libraries, owing bookstore, library establishment, event organizing entrepreneurs, film entrepreneurs (audio, video, CD, DVD, motion pictures etc), information packaging and ability to write clearly and communicate. According to Akanwa, (2014) in order to have detailed knowledge about courses like information science, library management, library automation, multimedia librarianship and entrepreneurship; there is need for library schools to incorporate courses like: electronic resource management, management of social media tools, web design and management, networks and networking, software design and management, database design and management, innovation and creativity, marketing of library and information products and services.

Ugwu & Ezeani (2012) in a study discovered that, majority of the respondents (70%) were not aware of entrepreneurship opportunities within LIS. Moreover these students are yet to develop the culture and mindset toward entrepreneurship, because of inadequate education and training. on the contrary, Onyia & Agbawe (2017) discovered in their study, that students were aware of entrepreneurship opportunities within LIS. These students are however, yet to seize and use these opportunities fully. Onyia & Agbawe, recommends extensive exposure of library and information student to the many benefits of entrepreneurship courses in their studies. Anyanwu, Oduagwu, Ossai-Onah and Amaechi (2013) argued that the following are the challenges affecting the acquisition of entrepreneurship and marketing competency by library and information science students; Non-challant Attitude of Student, Lack of Functional Workshop and Laboratories, Lack OF ICT Skills, Unavailability of Lecturers that are Entrepreneurial Conscious, Unavailability of Fund etc. The problem of curricula mismatch with work requirements was common in developing countries as was shown in studies done in Benin and Senegal- (Megnigbeto 2007); Kenya- (Kavulya 2007); Namibia- (Beukes-Amis 2006); Uganda- (Ikoja-Odongo 2006). Megnigbeto (2007) concluded that LIS curricula in Africa had not changed much since the inception of library schools and consequently curricula were failing to sufficiently address current job market requirements. University education in Nigeria does not adequately prepare graduates according to a study conducted by NUC (2004) on labour market expectations of Nigerian graduates.

Anyanwu, Oduagwu, Ossai-Onah and Amaechi (2013) suggested the following strategies to enhancing the entrepreneurship and marketing competency of library and information science students; Upgrading of Workshops and Laboratories in Library Schools, Re-orientation of Students in Library Schools, Acquisition of ICT Skills by Lecturers in Library Schools, Retraining of Lecturers in Library Schools on Entrepreneurship, Provision of Funds etc. Ugwu (2014) in a study suggested that the following can enhance the acquisition of entrepreneurship competencies by LIS students; LIS students should begin to undertake compulsory courses in entrepreneurship and practical trainings in modern ICT, LIS educators should acquire relevant training and adopt technology based teaching involving the use of 'Black board, E-mail System and video conferencing', There is need for increased allocation of funds for Universities and for library schools in colleges and universities across the country for the development of the infrastructure for entrepreneurship education and practical ICT training among others.

## Method

The research design chosen for the study is descriptive survey research design. According to Aina (2004) it involves gathering the opinions of a population on a particular issue or problem, the consensus of opinion of respondents on a particular problem will provide a solution to it. This design was deemed most suitable for this study as the study was designed to describe systematically data and facts on the awareness and competency level of students for entrepreneurship and marketing opportunities in library and information science without interference by the researcher. The population of the study is 240 which comprised all the students of library and information science, university of Nigeria, Nsukka. Based on the class list and the records collected from the general office of the department, first year students are (68) students, second year students are (76) students, third year students are (53) and final year students are forty four (43). Final year students were purposively sampled because they had spent more years in the system, are on the way to the labour market, have undertaken most of the courses in the curriculum that will prepare them for the needed skills and competency in entrepreneurship and marketing opportunities in library and information science. Hence, they were better poised to supply answer to the questionnaire items. The instrument used for data collection is questionnaire and documentary content analysis. Structured questionnaire entitled “*Awareness and Competency Level of Students for Entrepreneurship and Marketing Opportunities in Library and Information Science Questionnaire*” (ACOLSEMOLISQ). Documentary evidence such as the academic programme of the department of Library and Information Science, UNN will also be consulted as another instrument for data collection. The data collected were organised and presented in a frequency distribution table, and the mean score as well as percentage was used to analyse the data. The real limits of numbers was employed in taking decisions as follows: 3.50 – 4.0 = SA, VA, VH ; 2.50 – 3.49 = A, MC, H; 1.50 – 2.49 = D, LC, FA ; 0.50 – 1.49 = SD, NC, NA

## RESULTS

This chapter deals with the presentation of data collected from the field. The presentation and analysis were based on the six research questions guiding the study.

**Table 1: Gender Distribution of Respondents**

Gender	Frequency	Percentage
Male	12	30%
Female	28	70%
<b>Total</b>	<b>40</b>	<b>100%</b>

The table 1 above shows that out of 40 respondents. 12 (30%) were male while 28(70%) were female.

**Table 2: Year of Study of student Respondents**

Year of study	Frequency	Percentage
3/3	5	12.5%
4/4	35	87.5%
Total	40	100%

The table 2 above shows that out of the 40 final year students studied 5 or (12.5%) were Direct entry (3/3) while 35 or (87.5%) were four years UTME students (4/4) year of study.

**Research question one:** what are the entrepreneurship and marketing contents in LIS curriculum in UNN?

**Table 3: Documentary evidence of course in LIS curriculum**

S/N	Entrepreneurship and marketing courses in LIS curriculum	A	NA
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1	Database management		✓
2	Technical services in libraries	✓	
3	Web publishing		✓
4	Entrepreneurship in information services		✓
5	Principles of archives and records management	✓	
6	Indexing and abstracting	✓	
7	Cataloguing	✓	
8	Classification	✓	
9	Book publishing and editing	✓	
10	Inter-library cooperation and information network	✓	
11	Software technology		✓
12	Library application packages		✓
13	Research methods in library and information science	✓	
14	Introduction to information science	✓	
15	Introduction to internet and virtual library		✓
16	Introduction to bibliography	✓	
17	Reference and information services	✓	
18	Oral tradition and culture	✓	
19	Computer and data processing	✓	
20	Audio-visual librarianship	✓	
21	Library marketing and public relation	✓	
22	Data communications and networks		✓
	Total	15	7

The table 4 above shows the result of the documentary evidence of the entrepreneurship and marketing contents in LIS curriculum of UNN. The academic programme as well as the online course module was used as the documentary source. The result shows that most of the entrepreneurship and marketing courses are available in the curriculum of LIS, UNN. Courses not available are: Database management, web publishing, entrepreneurship in Information services, software technology, library application packages, introduction to internet and virtual library and Data communication and Networks.

**Research Question Two:** What are the entrepreneurship and marketing opportunities in library and information science profession?

**Table 4: Mean responses on the awareness level of students on entrepreneurship opportunities in Library and Information profession.**

S/N	Entrepreneurship opportunities in LIPs	VHA	HA	LA	NA	Mean	Decision
1.	Indexing	40	0	0	0	4.0	Very High Awareness
2.	Abstracting	40	0	0	0	4.0	Very High Awareness
3.	Book editor and publishing	40	0	0	0	4.0	Very High Awareness
4.	Book binding	40	0	0	0	4.0	Very High Awareness
5.	Computer service centre owner	35	5	0	0	3.88	Very High Awareness
6.	Bibliographer	32	8	0	0	3.80	Very High Awareness
7.	Independent Cataloguers and classifiers	27	13	0	0	3.68	Very High Awareness
8.	Book seller	19	21	0	0	3.48	High Awareness
9.	Library facilities dealer	13	27	0	0	3.33	High Awareness
10.	Digitalization	12	26	2	1	3.28	High Awareness
11.	Research consultant	10	15	7	8	2.68	High Awareness
12.	Information brokerage	7	12	20	1	2.63	High Awareness
13.	Library consultancy services	7	13	17	3	2.60	High Awareness
14.	Bibliotherapy	5	5	30	0	2.38	Low Awareness
15.	Courier services	3	7	30	0	2.33	Low Awareness
16.	Managing cyber café business	2	3	5	30	2.17	Low Awareness

17.	Networking / Internet services and consultant	3	5	26	6	2.13	Low Awareness
18.	Advert agency	0	1	37	2	1.98	Low Awareness
19.	Library application software developer and installer	0	0	36	4	1.90	Low Awareness
20.	Internet service provider	0	0	34	6	1.85	Low Awareness
21.	Knowledge management	7	4	5	24	1.85	Low Awareness
22.	Web-archivist	0	0	33	7	1.83	Low Awareness
23.	Web administrator	5	7	3	25	1.75	Low Awareness
24.	Web- designing	0	0	26	14	1.65	Low Awareness
25.	Software maintenance	0	7	3	30	1.43	Low Awareness

Table four above shows the awareness level of undergraduates on entrepreneurship opportunities in Library and Information profession. Based on the table LIS students have very high awareness level in Indexing, Abstracting, Book editor and publishing, Book binding, Computer service centre owner, Bibliographer, Independent Cataloguers and classifiers. The table also shows that LIS students have high awareness level in Book seller, Library facilities dealer, Digitalization, Research consultant, Information brokerage, and Library consultancy services. While the students have low awareness level in Bibliotherapy, Courier services, Managing cyber café business, Networking / Internet services and consultant, Advert agency, Library application software developer and installer, Internet service provider, Knowledge management, Web-archivist, Web administrator, Web- designing and Software maintenance.

**Research Question Three:** What is the competency level of students in the entrepreneurship opportunities in LIS profession?

**Table 5: Competency level of students in opportunities in LIS**

S/N	Entrepreneurship and marketing opportunities in LIS	VH	H	LC	NA	Means	Decision
1.	Bibliographer	37	3	0	0	3.93	Very High
2.	Advert agency	35	5	0	0	3.88	Very High
3.	Independent Cataloguers and classifiers	35	5	0	0	3.88	Very High
4.	Library consultancy services	35	2	3	0	3.80	Very High
5.	Book editor and publishing	30	10	0	0	3.75	Very High
6.	Digitalization	30	5	4	1	3.60	Very High
7.	Abstracting	15	21	4	0	3.28	High
8.	Library facilities dealer	16	21	0	3	3.25	High
9.	Computer service centre owner	11	28	1	0	3.25	High
10.	Information brokerage	10	30	0	0	3.25	High
11.	Research consultant	15	21	2	2	3.23	High
12.	Managing cyber café business	10	29	1	0	3.23	High
13.	Indexing	10	25	3	2	3.08	High
14.	Book seller	7	29	1	3	3.00	High
15.	Networking / Internet services and consultant	5	1	24	10	2.95	High
16.	Book binding	5	5	30	0	2.38	Low Competence
17.	Library application software developer and installer	0	1	37	2	1.98	Low Competence
18.	Courier services	7	3	10	20	1.93	Low Competence
19.	Bibliotherapy	1	8	17	14	1.90	Low Competence
20.	Web-archivist	5	7	3	25	1.88	Low Competence
21.	Web administrator	7	4	5	24	1.85	Low Competence
22.	Software maintenance	0	2	27	11	1.73	Low Competence
23.	Knowledge manager	3	0	17	20	1.65	Low Competence
24.	Internet service provider	0	7	3	30	1.43	Low Competence
25.	Web- designing	2	3	5	30	1.43	Low Competence

Table five above shows the competency level of undergraduate students of library and information science in the various entrepreneurship opportunities in the profession. Based on the table, the students are very highly competent in undertaking such opportunities as Bibliographer, Advert agency, Independent Cataloguers and classifiers, Library consultancy services, Book editor and publishing, and Digitalization. The students possess high competency in Abstracting, Library facilities dealer, Computer service centre owner, Information brokerage, Research consultant, Managing cyber café business, Indexing, Book seller, Networking / Internet services and consultant. While the undergraduates possess low competences in Book binding, Library application software developer and installer, Courier services, Bibliotherapy, Web-archivist, Web administrator, Software maintenance, Knowledge manager, Internet service provider, Web- designing.

**Research Question Four:** What are the perceptions of students on the entrepreneurship and marketing opportunities in LIS profession?

**Table 6: Perception of students on the Entrepreneurship and Marketing opportunities in LIS**

S/N	Perceptions of students on the entrepreneurship and marketing opportunities in LIPs	SA	A	D	SD	Means	Decision
1.	Entrepreneurship will help students to earn a living after school	37	3	0	0	3.93	Strongly Agree
2.	Entrepreneurship motivates students to work harder	34	6	0	0	3.90	Strongly Agree
3.	Marketing and entrepreneurship is making Librarianship attractive	33	16	1	0	3.80	Strongly Agree
4.	Entrepreneurship makes students to be innovative	30	10	0	0	3.75	Strongly Agree
5.	Entrepreneurship arouses student's interest in Librarianship	32	5	2	1	3.70	Strongly Agree
6.	Entrepreneurship creates many opportunities to students	29	10	1	0	3.70	Strongly Agree
7.	Entrepreneurship brings out the real value of Librarianship	27	13	0	0	3.68	Strongly Agree
8.	Marketing and entrepreneurship encourages students to chose the course	28	11	1	0	3.68	Strongly Agree
9.	Entrepreneurship is changing the face of Librarianship	23	17	0	0	3.63	Strongly Agree

Table six, research questions four above shows that final year students of LIS, UNN have a very positive perceptions on the entrepreneurship and marketing opportunities in LIS profession. All the nine items presented by the researcher were strongly agreed by the students with the perceptions that Entrepreneurship will help students to earn a living after school ranking 1<sup>st</sup> with mean score of 3.93; Entrepreneurship motivates students to work harder ranked 2<sup>nd</sup> with 3.9 mean score. Entrepreneurship is changing the face of librarianship has the lowest mean score of 3.63 and ranked 7<sup>th</sup>.

**Research Question Five:** What are the challenges affecting competency acquisition in entrepreneurship opportunities by LIS students in UNN?

**Table 7: Student's responses on the challenges affecting competency acquisition in entrepreneurship opportunities**

S/N	Challenges affecting the acquisition of entrepreneurship and marketing competency by LIS students	SA	A	D	SD	Means	Decision
1.	Inadequate ICT courses in the curriculum	40	0	0	0	4.0	Strongly Agree
2.	Lack of curriculum review	39	1	0	0	3.98	Strongly Agree
3.	Unavailability of fund	35	5	0	0	3.88	Strongly Agree
4.	Lack of functional workshop and laboratories	30	9	1	0	3.73	Strongly Agree
5.	Lack of ICT skills	29	10	1	0	3.70	Strongly Agree
6.	Lack of entrepreneurial and marketing awareness	26	14	0	0	3.65	Strongly Agree
7.	Most of the these courses are electives	23	15	2	0	3.55	Strongly Agree

8.	Combination courses takes too much time and energy	25	12	2	1	3.53	Strongly Agree
9.	Non challant attitude of students	24	10	4	2	3.40	Agree
10.	Unavailability of lecturers that are entrepreneurship conscious	15	23	2	0	3.33	Agree
11.	Lack of entrepreneurship and marketing spirit	18	17	4	1	3.30	Agree
12.	Lack of management skills	11	15	10	4	2.82	Agree

The table seven research question five above shows that many challenges prevent the students from acquiring adequate competency for entrepreneurship and marketing opportunities in LIS profession with inadequate ICT courses in the curriculum ranking 1<sup>st</sup> with mean score of 4.0; lack of constant curriculum review ranked 2<sup>nd</sup> with mean score of 3.9; unavailability of found ranked 3<sup>rd</sup> with mean score of 3.88; The challenges with low mean score are lack of management skills 2.82; ranking 12<sup>nd</sup>, unavailability of lecturers that are entrepreneurship conscious 3.33; ranking 10<sup>th</sup> and lack of entrepreneurship and marketing spirit ranked 11<sup>st</sup> with mean score of 3.30.

**Research Question Six:** What are the strategies for enhancing competency level of students on entrepreneurship and marketing opportunities by LIS students in UNN?

**Table 8: Student's responses on the strategies for enhancing their competency**

S/N	Strategies to enhancing the acquisition of entrepreneurship and marketing competency by LIS students	VA	A	FA	NA	Means	Decision
1.	Establishing and upgrading of workshop and laboratories in library schools	33	7	0	0	3.83	Very Appropriate
2.	Inclusion of more ICT courses in the curriculum	31	9	0	0	3.78	Very Appropriate
3.	Re-training of lecturers in library schools on current entrepreneurship and marketing opportunities created by ICT	30	10	0	0	3.75	Very Appropriate
4.	Provision of start-up fund	30	10	0	0	3.75	Very Appropriate
5.	Creating awareness of entrepreneurship and marketing opportunities in LIS among students through seminar, workshop etc	31	8	1	0	3.75	Very Appropriate
6.	Re-orientation of students in library schools towards entrepreneurship and marketing	28	12	0	0	3.70	Very Appropriate
7.	Acquisition of needed management skills and competency	28	10	2	0	3.65	Very Appropriate
8.	Cultivating positive spirit towards entrepreneurship and marketing	25	15	0	0	3.63	Very Appropriate
9.	Constant curriculum review	25	13	2	0	3.58	Very Appropriate
10.	Eradication of subject combination	24	13	2	1	3.50	Very Appropriate
11.	Cultivating positive attitude of entrepreneurship by students Acquisition of needed ICT skills by lecturers	25	9	4	2	3.44	Appropriate

Table eight show the strategies for enhancing the competency level of students on entrepreneurship and marketing opportunities in LIS. Ten of the 11 items were considered very appropriate beginning with establishing and upgrading of workshop and laboratories in library schools ranking 1<sup>st</sup> with mean score of 3.83; Acquisition of needed ICT skills by lecturers and inclusion of more ICT courses in the curriculum ranked 2<sup>nd</sup> with mean score of 3.78; The strategies with the least mean score is cultivating positive attitudes of entrepreneurship by student 3.44.

## **Discussion of the Findings**

### **Entrepreneurship contents in Library and Information science curriculum in University of Nigeria, Nsukka.**

The findings based on the content analysis of the academic programme and online course module and description of Dept of LIS UNN, revealed that most of the courses that will prepare the students for entrepreneurship and marketing opportunities in LIS are available as 15 out of 22 courses were available, it was also revealed that the 7 courses that are not available in the curriculum are ICT based courses that will prepare the students for opportunities created by ICT.

The findings is in accordance with the assertion of Aina (2004) that Library and Information Science programme is designed to assist students in the development of wide range of professional and technical skills in Library, Information and Communication Technology (ICT), media services, programming, web design etc. Also the unavailability of some ICT based courses in the LIS, UNN curriculum is also in agreement with the argument of Mahmood (2003), Rehman (2007), Arora and Miyoo-Munshi (2000). These scholars agreed that LIS curriculum is inadequate to prepare the students for entrepreneurship and marketing in the electronic environment because of lack of constant curriculum review. Igbeka (2008) captured it all when he opines that the curriculum of Universities in Nigeria does not adequately contain courses in entrepreneurship and practical ICT.

### **Awareness level of students on entrepreneurship opportunities in Library and Information profession.**

The findings revealed that Library and Information Science students have very high awareness level in Indexing, Abstracting, Book editor and publishing, Book binding, Computer service centre owner, Bibliographer, Independent Cataloguers and classifiers. The table also shows that LIS students have high awareness level in Book seller, Library facilities dealer, Digitalization, Research consultant, Information brokerage, and Library consultancy services. While the students have low awareness level in Bibliotherapy, Courier services, Managing cyber café business, Networking / Internet services and consultant, Advert agency, Library application software developer and installer, Internet service provider, Knowledge management, Web-archivist, Web administrator, Web- designing and Software maintenance. Thus, the students have high awareness level in many entrepreneurship opportunities in Library and Information profession, except ICT related entrepreneurship opportunities in Library and Information profession where the students have low awareness level.

The finding is in agreement with that of Awurdi & Mohammed (2018) who in their study discovered that library and information science students have high level of awareness in entrepreneurship in Library and Information Science. Also, Onyia & Agbawe (2017) discovered in their study, that students were aware of entrepreneurship opportunities within LIS. On the contrary, Ugwu & Ezeani (2012) in a study discovered that, majority of the respondents (70%) were not aware of entrepreneurship opportunities within LIS.

### **Competency level of students in entrepreneurship opportunities in Library and Information science**

The findings from the study revealed that the LIS, UNN students have high competency in book editing and publishing, cataloguing and classifying, Digitalization, Advert agency and library consultancy services. The findings also revealed that the student are not competent in ICT opportunities like web-designing, internet service provider, and are less competent in other ICT opportunities like web-archiving, book binding, library application software developing, installing and maintenance and web-administrator.

The finding is in agreement with the assertion and findings of Mahmood (2003), Rehman (2007), Arora and Myoo-Munshi (2000). That LIS curriculum is inadequate to prepare the students for entrepreneurship in the electronic (ICT) era, because of the lack of constant curriculum review. Also judging from the documentary analysis of the academic programme of the department of library and information science, UNN, it was discovered that they

is inadequate ICT courses, this may account for the low competence of the students in opportunities created by ICT. The findings is also in total accordance with the findings of Ugwu (2014), that the competencies of students is little or no ability in opportunities created by ICT like software/hardware selection, analysis, web creation, editing and directory compilation, but the finding disagreed with some of the findings of Ugwu (2014) that students has little competency in indexing and abstracting, information brokerage, digitization and desktop publishing. The disagreement may be due to time frame or the respondents.

### **Perception of LIS students on the entrepreneurship opportunities in Library and Information science profession.**

The findings revealed that students have a very strong and positive perceptions about entrepreneurship and Marketing Opportunities in LIS profession. Most perceived that entrepreneurship is changing the face of librarianship, that entrepreneurship in LIS will help students to earn a living after school; some strongly agreed that entrepreneurship in LIS will motivate the students to work harder. The positive perception of the students is linked with the changing roles of librarianship in the electronic era where a librarian is not only seen as a professional who deals with books alone but are now engaged in electronic information resources, ICT and so on.

The finding is in agreement with the assertion of Anyanwu, Oduagwu, Ossai-Onah and Amaechi (2013) that the field of LIS is undergoing immense transformation and this has affected the landscape of library and information service parlance... they conclude that library and information are beginning to cultivate positive mind set and attitude about the library and information science profession, because in this information age access to information is access to power. Awurdi & Mohammed (2018) in their study discovered that library and information science students have positive perception about undertaking entrepreneurship in library and information science.

### **Challenges affecting the awareness and competency acquisition in entrepreneurship opportunities by Library and Information science students in UNN.**

The findings revealed that the challenges affecting/preventing competency acquisition in entrepreneurship and marketing opportunities by LIS students. Both the students and the lecturers strongly agreed that lack of functional workshop and Laboratories, lack of ICT skills, lack of constant curriculum review, inadequate ICT courses in the curriculum and unavailability of fund are the major challenges affecting/preventing competency acquisition by students.

The finding is in total agreement with many studies for example. Anyanwu, Oduagwu, Ossai-Onah and Amaechi (2013) discovered that the following are the challenges affecting the acquisition of entrepreneurship competency by library and information science students; Non-challant Attitude of Student, Lack of Functional Workshop and Laboratories, Lack OF ICT Skills, Unavailability of Lecturers that are Entrepreneurial Conscious, Unavailability of Fund etc. The problem of curricula mismatch with work requirements was common in developing countries as was shown in studies done in Benin and Senegal- (Megnigbeto 2007); Kenya- (Kavulya 2007); Namibia- (Beukes-Amis 2006); Uganda- (Ikoja-Odongo 2006). Megnigbeto (2007) concluded that LIS curricula in Africa had not changed much since the inception of library schools and consequently curricula were failing to sufficiently address current job market requirements. University education in Nigeria does not adequately prepare graduates according to a study conducted by NUC (2004) on labour market expectations of Nigerian graduates.

### **Strategies to enhance the awareness and competency level of students in entrepreneurship opportunities by Library and Information science students in UNN.**

The findings revealed that all the strategies presented by the researcher can adequately enhance the competency level of students on the entrepreneurship and marketing opportunities available in library and information science profession. They was a relative level of consensus among the students and lecturers on the most appropriate strategies for enhancing competency level of students on entrepreneurship and marketing opportunities available in LIS profession. The major strategies according to the responses are establishing and upgrading of workshops and laboratories in library schools, constant curriculum review, inclusion of more ICT courses in the curriculum, Re-training of lecturers in library schools on current entrepreneurship and marketing opportunities

created by ICT like web-design, web-archive, web administration, library application software programming, installation and maintenance.

Anyanwu, Oduagwu, Oassi-Onah and Amaechi (2013) also suggested upgrading of workshops and laboratories in library schools, re-orientation of students, acquisition of ICT skills by lectures in library schools, re-training of lecturers in library school on opportunities created by ICT and provision of funds as ways of enhancing the competency level of students. Ugwu (2014) also suggested that LIS students should begin to undertake compulsory courses in entrepreneurship and practical training in modern ICT.

## **Conclusion**

The study investigated the awareness and competency level of undergraduates for entrepreneurship opportunities in LIS profession. The fact that entrepreneurship is a necessary ingredient for stimulating economic growth and employment opportunities in all society, and considering the deteriorating economics of Nigeria, self-employment, that is marketing and entrepreneurship became an indispensable aspect of any profession and LIS profession should not be left out. Also the numbers of unemployed graduates calls for urgent attention. In this study, it was revealed that library and information science profession has many career opportunities for students but what prevent the students from acquiring the competency required is lack of practical oriented teaching of some of these courses in library schools in Nigeria, due to lack of instructional resources. It was also found out in this study that library and information science students has a very positive perception about the discipline. The study also concluded that LIS students in University Nigeria, Nsukka possess high competence to undertake some entrepreneurship opportunities in LIS. Their awareness level is also high.

## **Recommendations**

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

1. More ICT courses should be included into the curriculum ICT based courses like Database management, web publishing, software technology, library application packages, introduction to internet and virtual library and data communications and networks to mention but few.
2. The Department of LIS, UNN should urgently review their curriculum as soon as possible.
3. The department should make some electives courses like Book publishing and editing, inter-library cooperation and information network, oral tradition and culture, principles of archives and records management, and library marketing and public relation compulsory/major courses, so as to give every student, a fair knowledge of those lucrative courses.
4. The department should reduce the numbers of combination courses in LIS curriculum, so as to allow the inclusion of LIS courses. Also the credit units of combination courses should not be more than departmental courses.
5. A well equipped and functional ICT laboratory should be built for the department. The laboratory should have constant power supply, internet service, and some ICT associated technologies that will aid practicals.
6. Entrepreneurship in information services should also be included into the curriculum, as the contents of the course will introduce and prepare students for self employment after school.
7. To encourage entrepreneurship, the department should establish a book binding workshop, where the students will be taught how to bind books, projects, seminar papers, etc and also where other university students bring their work for binding for fee.
8. The department should include computer science in the possible combination departments, because that is the knowledge a librarian needs most in this computer/ICT era.

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