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▪ UDO NWOKOCHA
▪ MICHAEL G. OCHOGWU

Entrepreneurial Librarianship for Self-Employment Opportunities in Nigeria

Katamba Abubakar Saka

Abdulganiy Okanla Ahmed

Federal University of Technology Minna, Nigeria

Abstract

The study investigated the entrepreneurial librarianship (courses) for self-employment opportunities in Nigeria using university-based library schools established between 2001 and 2009 in the Northern part of Nigeria. Four research questions guided the study, they include: type of entrepreneurship courses available, level of adequacy, professional areas of self-employment opportunities and inhibiting factors affecting teaching and learning of entrepreneurial librarianship courses in the LIS schools. Lecturers and students drawn from eight new generation university-based library schools in Northern Nigeria constituted the population of the study. Out of the eight library schools five were purposively selected for the study with 72 lecturers and 600 undergraduates randomly selected. The schools include: Federal University of Technology, Minna; University of Abuja; Abubakar Tafawa Balewa University, Bauchi; Adama Modibbo University of Technology, Yola and University of Ilorin. Questionnaire was used for data collection. Copies of questionnaire were administered by the researchers and research assistants. Descriptive statistics was used in the analysis of data. Result showed that majority of respondents (lecturers) indicated information brokery, publishing/book trade, public relations and information business as entrepreneurial courses available in the curriculum of library schools. The findings revealed the inadequacy of the entrepreneurial courses. Majority of the respondents (undergraduates) indicated information business and consultancy services as professional areas for self-employment opportunities for LIS products. Funding was the major factor affecting the teaching and learning of entrepreneurial courses in library schools in Northern Nigeria. The study recommended among other things the re-structuring of curriculum to include more entrepreneurial – related courses

such as building design, SIWES, consultancy services and archives.

Keywords: Entrepreneurial librarianship, Library schools in Nigeria, New Generation library schools.

Introduction

It is pertinent to recall that in the early 70s in Nigeria, graduates had the assurance of getting employment immediately after graduation with ease. In fact, during the period, jobs with necessary incentives await new graduates as the Federal Ministry of Labour and Employment moved round the various institutions for documentation and allocation of jobs to final year students. Then, the situation was so easy that the secondary school products also had job employment privilege if they do not have immediate plan to further their studies. Consequently, the need for entrepreneurship education did not arise then.

However, the present economic realities and the challenges in labour market in Nigeria justify the need to equip undergraduates with the basic skills that would enable them be self-employed after graduation. It is in this recognition that the National Policy on Education (2004) maintains that there should be "acquisition of appropriate skills for self-reliant nation". In other words, the survival of any nation to a great extent depends on the degree of entrepreneurship provided to its citizens. Stable economy and a high level of development can be achieved in a nation that accord high prominence to entrepreneurship education.

Entrepreneurship as a concept has been described by Hisrich, Peters and Shepherd (2008) as a process of creating something new with value devoting necessary time and effort, assuring the accompany financial psychic, and social risks, and receiving the resulting rewards of monetary and personal satisfaction and independence. In other words, efforts geared towards acquiring innovative and creative skills capable of making the beneficiaries to establish an independent venture or business

at a profitable level and sustainable living is referred to as entrepreneurship. With the increasing population and high rate of poverty in Nigeria, it is imperative for our educational institutions right from primary to tertiary levels to address this precarious situation through entrepreneurship education. Entrepreneurship education according to Paul (2005) stands to achieve the following objectives:

- a. To offer functional skills for the youths that will enable them to be self-employed and self-reliant;
- b. To provide the youth graduates with adequate training that will enable them to be creative and innovative in identifying novel business opportunities;
- c. To serve as a catalyst for economic growth and development;
- d. To offer tertiary institution graduates with adequate training in risk management to make certain bearing feasible;
- e. To reduce high rate of poverty;
- f. To create employment generation
- g. Provide the young graduates with enough training and support that will enable them to establish a career in small and medium size business.
- h. To inculcate the spirit of perseverance in the youths and adults that will enable them to persist in any business venture they may embark on; and
- i. Create smooth transition from traditional to a modern industrial economy.

The aforementioned objectives of entrepreneurship education are all encompassing, and if adequately addressed in all the tiers of our educational systems, there is no doubt that young graduates would be capable of establishing a self-employed venture and thus, resulting to self-reliance. In this contemporary period, it is incumbent on any nation to discourage its citizens from over dependence or over reliance on external resources/benefits but rather internal resources, which can be referred to

as self-reliance. The concept of self-reliance development as noted by Adamu (2012) is the expression of self-help and which is described as the act or way of helping or improving oneself without assistance from others (The Oxford Advanced Learner's Dictionary, 2001). In essence, the agitation for government's job and assistance can be reduced to the minimum if the citizens and particularly, the youths are very skilful and creative to be self-engaged.

It is therefore crucial for Library and Information Science (LIS) schools in Nigeria to incorporate entrepreneurial librarianship into their curriculum so that undergraduates would be equipped with adequate skills for self-employment opportunities with high level of productivity and efficiency (Anyanwu, Oyenike & Ossai – Onah, 2012). This is necessary as Aina (2013) asserts the need to restructure LIS curriculum so as to incorporate what the author regarded as "emerging market". The author further maintains that there are many LIS graduates with few available libraries. This translates to mean that there are many LIS graduates with few libraries to accommodate them employment wise. As such, there is the need for courses like ICT, information repackaging, information marketing, system analysis and design, publishing, records management and journalism to be incorporated into LIS curriculum (Aina, 2013). However, there are several areas of entrepreneurship for librarians (Dang & Yakubu, 2013). Holistically, Issa, Uzuegbu and Nwosu (2014) categorized the various LIS-based entrepreneurial opportunities to include: libraries and information centres equipment business; publishing and printing business; information brokerage business; courier service business; LIS consultancy business; rural information provision business; stationery business; reprographic and allied business; art gallery business; vendor business; freelance information business; and, ICT-based businesses.

However, the degree to which LIS-based entrepreneurial courses are incorporated into the curriculum of each library school in Northern Nigeria has not been known. Therefore, this study attempted to investigate entrepreneurial librarianship for self-employment opportunities in Nigeria.

Objectives of the Study

This study intended to achieve the following objectives:-

1. To identify the available entrepreneurial courses in the curricular of library schools in Northern Nigeria;
2. To determine adequacy of entrepreneurial courses for self-reliance in library schools in Northern Nigeria.
3. To determine the professional areas for self-employment opportunities for LIS Products; and
4. To examine factors affecting entrepreneurial librarianship in library schools in Northern Nigeria.

Research Questions

The study was designed to provide answers to the following research questions:

1. What types of entrepreneurial courses are available in the curriculum of LIS schools?
2. What is the level/extent of adequacy of entrepreneurial librarianship in LIS schools?
3. What are the professional areas for self-employment opportunities for LIS graduates?
4. What are the inhibiting factors to the teaching/learning of entrepreneurial librarianship?

Literature Review

Morrison (2006) described entrepreneurship as the willingness and ability of a person or persons to acquire education skills to explore and exploit investment opportunities, establish and manage a successful business enterprise. To Nwangwu (2007), it is a process of bringing together the factors of production which include land, labour and capital so as to provide a product or service for public consumption.

Aina (2007) analysed the curriculum for library and information science schools in Nigeria. The percentage allocation for entrepreneurial librarianship (courses) thus include: publishing 4%, Public relation/advocacy 2.5%; Archives and records management 6%. Proposed curriculum addressed the issue of job openings and self-employment opportunities.

Saka (2009) reported that library schools in Nigeria run divergent ICT curriculum with inadequate computer laboratories such that the number of undergraduates has made it impossible to access and utilize the few computers available. The IT Practicals cannot effectively be acquired by undergraduates and so there was inadequate acquisition of IT skills by undergraduates in library schools in Northern Nigeria.

Ali (2009) reported marketing competencies needed in LIS business to include: ability to select a strategic location for LIS business based services, properly attend to customers questions and library service needs, ability to select new LIS books and repackaging new IT distribution outlet/supplies. The study equally reported librarianship, broadcasting information brokery, indexing and abstracting, book trade, librarians as editors, internet service as employment opportunities in LIS profession. Electricity, equipment, workshop, take-off grants are problems affecting the running of entrepreneurship of LIS curriculum.

Ahmed and Saka (2011) investigated the career interest and prospects for LIS graduates in Nigeria. The results showed that entrepreneurial librarianship courses were ranked as 5th, 7th and 8th and they include: Information business, publishing and information brokery respectively. The level of ICT competency was low. The adequacy of departmental courses to attain career interest was also at low level.

Tella and Issa (2012) found that LIS undergraduates were not interested in taking career in entrepreneurship and business. Respondents preferred to be self-employed so as to be self-dependent and have opportunities of exhibiting their potentials to the outside world. Respondents identified opportunities such as librarian, abstractor, lecturer, web designer, database manager and researcher. The obstacles to entrepreneurship and self-employment include: access to financial

services, physical infrastructure and task services, physical infrastructure and task services, access to skills training and sector specific. Okija library school also offers a course on entrepreneurship. However, it was reported that most universities and polytechnics have general courses on entrepreneurship offered by the entire students which are not tailored towards library and information science in Nigeria.

Adamu (2012) reported that previous regimes in Nigeria have developed package programmes and policies to tackle the hydra-headed problems of unemployment, under-employment, retrenchment and poverty. The programmes according to the writer are tailored towards skills acquisition but yet, the problem of unemployment vis-à-vis poverty is on the increase in Nigeria based on the recent statistics revealed. The author therefore identified one of the relatively new measures adopted by scholars to address the problems of unemployment especially among school graduates and which is entrepreneurship education.

Ogunleye and Petinrin (2013) believed that the role of entrepreneurship in developing economy is progressively becoming significant. They posited that the advantages of entrepreneurship have been well recognized as it forms the bedrock of industrialization process in developed and some developing nations. The authors, however, noted that entrepreneurship education has not made the desired impact on the Nigeria economy despite all the efforts geared towards it. This prevailing situation according to them underscored the belief that there are fundamental issues, which affect entrepreneurship but which have not been addressed or have not been wholesomely tackled.

Methodology

A survey research design was used for the study. The target population consisted of 102 lecturers and 2,791 undergraduates in the eight new generations of university-based library schools established between 2001 and 2009 with undergraduate students spread from 100 to 400 levels and 500 levels respectively. The new generation library schools within the context of this study are the library schools established in this 21st century (2001 to 2009). The library schools and the target population

are as follows:-

Table 1: Library schools under survey.

S/N	New Generation Library Schools in Universities in Northern Nigeria	Year of Establishment	Number of Lecturers	Number of Undergraduates
1	Department of Library and Information Technology, Federal University of Technology, Minna.	2001	15	375
2	Department of Library and Information Science, Abubakar Tafawa Balewa University, Bauchi.	2005	13	248
3	Department of Library and Information Science, Benue State University, Makurdi.	2006	13	621
4	Department of Library and Information Science, University of Abuja, Abuja.	2006	10	60
5	Department of Library and Information Science, University of Ilorin, Ilorin.	2006	15	187
6	Department of Library and Information Science, Umaru Musa Yar'Adua University, Katsina	2006	18	582
7	Department of Library and Information Science, Madibbo Adama University of Technology. Yola	2008	10	548
8	Department of Library and Information Science, Kwara State University, Malete Ilorin.	2009	08	170
	Total		102	2,791

Source: Field survey

The above library schools were established in the eight universities between 2001 and 2009 and are currently running undergraduate programme from 100 to 400 levels and 500 levels respectively. From the eight library schools, five were purposively selected by type of universities. Two library schools from conventional universities and three library schools from specialized/ technology universities were selected for the study while 72 lecturers and 600 undergraduates were randomly selected from the five schools. The sample size was found to be adequate because Domholdt (2005) recommended that a systematic sample of 300 participants can be generated from a total population of 3000. The five selected library schools are as follows:

- i. Department of Library and Information Technology, Federal University of Technology, Minna.
- ii. Department of Library and Information Science, University of Abuja, Abuja.
- iii. Department of Library and Information Science, University of Ilorin, Ilorin.
- iv. Department of Library and Information Science, Abubakar Tafawa Balewa University Bauchi.
- v. Department of Library and Information Science, Madibbo Adama University of Technology. Yola

Two sets of questionnaire: Entrepreneurial Librarianship Course and Professional areas of self-employment opportunities were designed by the researchers for lecturers and undergraduates respectively. Copies of the two sets of questionnaires were physically distributed by researchers and research assistants.

Response Rate

The completed copies of the questionnaire were retrieved. The response rate showed that 54 and 354 copies of questionnaires for lecturers and undergraduates respectively were retrieved at a 61% success.

Analysis, Interpretation of Data and Discussion of results

Table 2: Distribution of Lecturers by Ranks

Rank	Frequency	Percentage (%)
Professor	12	22
Associate Professor	08	15
Senior lecturer	08	15
Lecturer I	14	26
Lecturer II	07	13
Graduate Assistant	05	09
Total	54	100

The highest respondents were lecturer I with 14 (26%). They must have had experience in curriculum modification, design, restructure and implementation in library schools. The lowest respondents were those on the rank of Graduate assistant and formed 5 (09%) of the respondents. The lowest number of this category of respondents could be attributed to the fact that by the nature of their qualifications, they are not to lecture but are attached to professors and associate professors for more training in the profession and to assist in academic matters of the department.

Table 3: Respondents by Level of Undergraduate Programme

Level	Frequency	Percentage (%)
100	21	06
200	73	21
300	87	25
400	106	30
500	62	17
Level not indicated	05	01
Total	354	100

From the table, 106 (30%) of the respondents were 400 level students and considered as the level with highest number of undergraduates. This can be attributed to the fact that it is the terminal

level in conventional universities as it may also include the spill-over students. The lowest number of the undergraduate was discovered from 100 level with 21 (6%) which can be attributed to difficulty involved in getting the admission. Five of the respondents did not indicate their level of undergraduate programme.

Research Question 1: What types of entrepreneurial courses are available in the curriculum of LIS schools?

Table 4: Entrepreneurship courses in the undergraduate LIS curriculum

Courses	Frequency	Percentage (%)
Information broker	34	63
Publishing/book trade	34	63
Information business	30	56
Public Relations	34	63
Library Building, design/Architecture	28	52
Basic Statistics	10	19
Consultancy Services	22	41
SIWES Programme	16	30
Private Libraries/Archives	16	30
Preservation of Libraries/Archives	18	33

Lecturers were requested to tick the courses in the curriculum of their library schools. The highest frequency was obtained from information brokery, publishing/book trade and public relations each having 34 (63%) respectively. Information brokery has to do with providing information/bibliographic services for fee with a view to making profit. Public relation deals with marketing the services or products. The lowest frequency was discovered from "Basic Statistics" with 10 (19%) which may not be too necessary for inclusion in the LIS curriculum as it is part of research methodology already in most library schools.

Research Question 2: What is the level/extent of adequacy of entrepreneurial librarianship in LIS schools?

Table 5: Extent of Adequacy of Entrepreneurial Librarianship

Level/Extent	Frequency	Percentage (%)
Highly Adequate	08	15
Adequate	12	22
Inadequate	34	63
Total	54	100

Lecturers were requested to indicate level or extent of adequacy of the entrepreneurial courses in library schools in Northern Nigeria. The study revealed that 34 (63%) respondents indicated that the entrepreneurial courses were inadequate for prospective graduates to face challenges in labour market particularly for them to be self-employed. The inadequacy could be in the areas of ICT facilities, practical lessons, etc.

Research Question 3: What are the professional areas for self-employment opportunities for LIS graduates?

Table 6: Professional areas for self-employment opportunities.

Professional areas for self-employment	Frequency	Percentage (%)
Information business centre	270	76
Consultancy services	276	78
Designing of Library building	139	39
Information broker	247	70
Publishing/book trade	179	51
Public Relations/advocacy	205	58
Private Library/Archives	195	55
Preservation of printed materials/archives	125	35

The undergraduates were requested to signify the professional areas for self-employment opportunities on graduation. Analysis of data revealed that respondents indicated consultancy services with 276 (78%)

as the professional areas for self-employment opportunities. The sub-areas under consultancy services includes: offering professional advice to clients, conducting training programmes for LIS professionals or junior cadre staff, etc. Next to this was information business centre with 270 (76%) frequency. Information business centres include establishing video, film, computer/internet service centres, and the sale of those products. The lowest of the respondents was discovered from the area of the "preservation of printed materials/archives" with 125 (35%) frequency. Respondents might consider this area not necessary as it has being in the undergraduate curriculum of most LIS schools.

Research Question 4: What are the inhibiting factors to the teaching/learning of entrepreneurial librarianship?

Table 7: Inhibiting factors affecting entrepreneurial Librarianship

Factors	Frequency	Percentage (%)
Uniform curriculum	32	59
Physical facilities/resources	29	54
Staffing issue	30	56
Funding issue	46	85
Laboratory/workshop for practical demonstrations	37	69

The highest frequency was 46 (85%) indicating funding issue. Money is needed to procure instructional materials as they help in making teaching and learning more meaningful. All other variables in the table depend on adequate funding. The lowest frequency was 29 (54%) indicating physical facilities and resources. They include buildings, file cabinets, furniture, etc.

Discussion of Results

Research question one sought to identify the type of entrepreneurial courses available in LIS schools' curriculum. Majority of

lecturers indicated information brokery, publishing/book trade and public relations. These were followed by information business. This finding contradicts the findings by Ahmed and Saka (2011) where information business, publishing and information brokery were ranked 5th, 7th and 8th positions among the career interest and prospects for LIS graduates in Nigeria.

Research question two sought to find out the level/extent of adequacy of entrepreneurial courses in LIS schools in Northern Nigeria. Majority of lecturers indicated that the entrepreneurial courses were inadequate to cater for the prospective graduates' self-employment needs. This finding agrees with the assertion made by Anyanwu, Oyenike and Ossai-Onah (2012) that University of Ilorin Library School offer two credit unit course in entrepreneurship, while University of Madonna Library School offer one credit unit course in entrepreneurship. The finding of the present study is also in line with the finding by Saka (2008) who discovered divergent ICT Curriculum with inadequate IT practicals.

Research question three sought to find out the professional areas for self-employment opportunities. Respondents indicated information business centres and consultancy services. The findings corroborate the study by Ali (2009) and Tella and Issa (2012) which discovered employment opportunities in LIS profession to include internet service; librarians as editors. Tella and Issa (2012) found respondents to identify opportunities such as: librarians, abstractor, lecturing, web designer, database manager and researcher. Information business include internet service; web design, database management, etc. The consultancy services include editing etc.

Research question four investigated the inhibiting factors affecting the teaching/learning of entrepreneurial courses in LIS schools. Majority of lecturers indicated funding as the major obstacle as other variables depend on funding. This finding corroborates the finding by Tella and Issa (2012) who found obstacles to entrepreneurship and self-employment to include: access to financial sources, physical infrastructure and basic services, access to skills training, etc.

Conclusion and Recommendations

Entrepreneurial librarianship has become a matter of necessity in this contemporary period and particularly in Nigeria. The high level of poverty due to unemployment in the country requires entrepreneurship skills for self-employment of the citizens especially in librarianship. To this end, the library schools in the Northern Nigeria have incorporated few entrepreneurial courses in their curricula but the findings of this study showed the high level of inadequacy of such courses. Funding has been identified as the most fundamental factor affecting effective provision of entrepreneurial courses in the findings. The study proffered the following recommendations as measures for achieving effective entrepreneurial librarianship for self-employment opportunities in Nigeria:

1. The curriculum of library schools should be re-structured to accommodate all entrepreneurial – related courses such as “building design, SIWES, consultancy services, information business and archive administration, etc.”
2. The curriculum should include some ingredients such as facilities to be used for practical; employments requirements for each of the entrepreneur courses. Lecturers specializing in the entrepreneurial courses be recruited so as to make the curriculum highly adequate.
3. The Nigerian library schools should provide or list out the professional areas for self-employment opportunities for LIS programme. This should be made available during the orientation programme for first year undergraduate students on annual basis.
4. Adequate funding is necessary to employ lecturers of higher ranks, procure facilities, and equip ICT laboratory and workshops to support the teaching and learning processes in library schools.

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