



A Study on Entrepreneurial Skills Acquisition of Library and Information Science Students, Osun State College of Technology, Osun State, Nigeria

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Abstract

The paper examined the entrepreneurial skills acquisition of library and information science students at Osun State College of Technology, Osun State. The descriptive research survey design was used for this study. The population for the study consisted of a total of 106 ND II students in the department of library and information science for the 2021–2022 academic session. Total enumeration was used for the study. 106 questionnaires were distributed, and 92 questionnaires (representing 86.8%) were returned and found valid for analysis. Data from the study were analysed using descriptive statistics of mean scores. The arithmetic mean was used to answer all the research questions, and the decision rule for the positive (agreed) response was set at a mean score of 2.50 and above, while a mean score below 2.50 was set as negative and rejected. The major findings of the study are low levels of entrepreneurial skill acquisition by the LIS students. Out of the ten skills examined, they only agreed to have three. The major challenges identified include a lack of financial support to start a business and a high student population, among others. It was recommended that the curriculum be updated or reviewed, and the practical skills required functioning effectively as an entrepreneur after graduation should be laid out.

Keywords: Entrepreneurship, Entrepreneurship Education, Skills, LIS Students, Assessment.

Introduction

The Nigerian government, in its effort to ensure job opportunities for students after graduating from academic institutions, established a compulsory entrepreneurship education course and training. With this knowledge, it is expected that students can set up small business enterprises rather than remain jobless for a long period after graduation. Entrepreneurship brings economic growth, innovations, and new jobs. Hence, in recent years, interest in entrepreneurship has increased as an important alternative to professional occupation, especially for graduates of tertiary education (Usuka et al., 2019). Entrepreneurship has been identified as a veritable



means to the actualization of this dream because it creates a vibrant economy by creating new jobs, a market, and an upward-moving class, from the middle class to the rich, from poverty to affluence.

After graduation, it is expected that one should get a good job to take care of himself and his family and contribute to national development. Meanwhile, jobs are scarce, and companies are either folding up or reducing their levels of productivity and services because of the economic situation, thereby throwing people back into the unemployment or labour market. However, economic self-reliance appears to be the only recourse for addressing these associated problems. Hence, the increased interest in entrepreneurial careers and education in higher institutions of learning all over the world

The Federal Government of Nigeria (2013) listed among its educational objectives the acquisition of appropriate skills, abilities, and competencies, both mental and physical, as necessary tools for an individual to live by and contribute positively to national development. Most of the skills required in LIS were talked about before the dawn of this century. These skills cut across librarianship, marketing, management, ICT, etc. In line with this, Ugwu and Ezeani (2012) discussed some sets of entrepreneurial skills, which include information literacy skills, information technology skills, managerial skills, and personal entrepreneurial skills. They concluded that the combination of some or all of these skills with the right support turns ideas from dreams into real and viable businesses. Ugwu and Ezeani (2012) stressed that in library and information science (LIS), information and communications technology (ICT) equipment should be put in place to enhance the training and acquisition of skills. These can be in knowledge and information management, book publishing, bibliotherapy, abstracting and indexing, and others. Therefore, it has become necessary for lecturers to re-equip themselves with modern technological tools and modern trends to give practical orientation during lectures, thereby making students active participants.

According to the Nigeria Bureau of Statistics [NBS] (2022), Nigeria's unemployment rate reached 42.5% in Q3 2022. The realities of the day have shown that the government alone cannot provide jobs for all her ever-growing job seekers. An unemployed youth is certainly a hungry man. Restiveness and a high rate of criminality like armed banditry, kidnapping, drug abuse and addiction, and militancy, among others, have become our trade marks as a nation because of unemployment.

Library and information science graduates are expected to possess entrepreneurial skills to be relevant in the new information era, which is skills-driven. Library and information science education in Nigeria today cannot be relevant without the effective preparation of new librarians to effectively use information and communication technology in their professional practises. Going by the above, graduates-to-be should be adequately repositioned in theory and practical knowledge of the profession as well as trained to be entrepreneurial in mind and reasoning, as this is one of the major ways through which unemployment in Nigeria can be reduced drastically.

Statement of the Problem

The unemployment situation in Nigeria has resulted in graduates getting involved in some social vices like armed robbery, banditry, kidnapping, etc. This sorry situation gave rise to an increased yearning for skills and competency-based education, through which graduates can acquire skills necessary for entrepreneurship. If library and information science students do not acquire entrepreneurial skills, they cannot become relevant in their field. Failure to equip



students with entrepreneurship education, skills, and motivation undermines their ability to embrace entrepreneurship and achieve self-reliance. The acquisition of these skills can enable students to live a responsible life in society. Against this background, the researchers seek to study the entrepreneurial skills acquired by library and information science students at Osun State College of Technology, Esa Oke, Osun State, Nigeria.

Objectives of the Study

The objectives of the study were to:

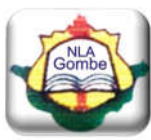
1. find out the entrepreneurial skills acquired by library and information science students at Osun State College of Technology, Esa Oke;
2. investigate the challenges confronting entrepreneurial skills among library and information science students at Osun State College of Technology, Esa Oke; and
3. suggest the way forward for enhancing the entrepreneurial skills acquisition of LIS students at Osun State College of Technology.

Review of Related Literature

Entrepreneurship involves passion, innovation, creativity, competencies, skills, risk, rewards, self-reliance, and self-motivation. Entrepreneurial investments create new self-development opportunities. Usuka et al. (2019) stressed that self-development programmes for librarians include attending and presenting papers at conferences, writing and publishing journal articles, contributing to book chapters, participating in seminars and symposia, engaging in outreach programmes, enrolling to acquire higher degrees, enrolling to acquire ICT skills, learning to develop library software, participating in workshops, volunteering services through outreach programmes, and on-the-job training. There is a need to explore the entrepreneurial potential of information as a tangible commodity. Library and information science professionals in Africa should equip themselves with the necessary skills, attitudes, and values needed for improved library services to cope with the increasing entrepreneurship opportunities created by ICT.

Also, Awujoola and Ikegune (2018) noted that the inclusion of entrepreneurship education in the curriculum of a tertiary institution is meant to increase the innovation and creativity level of students so that at the end of their study in the institution they will be able to provide for themselves a means of living, create job opportunities for others, add value to their lives and their communities, and also assist in the development of their nation. Many reasons have been pointed out to justify the inclusion of entrepreneurship education in the curriculum of tertiary institutions and, more importantly, in library and information science. But Chukwuji and Umeji (2019), in their study, found that there is low skill acquisition among LIS students. They believe that LIS students are more deficient in skills such as information brokerage, owning a bookshop, digitization skills, etc., and this poor level of acquisition is largely due to their non-inclusion in the school curriculum.

In addition, Chukwuji and Umeji (2019) stressed that unless the challenges of acquiring entrepreneurial skills are adequately addressed, LIS graduates will continue to remain deficient in both professional and managerial skills (competencies) they need to establish personal businesses and/or remain relevant at workplaces, create their own businesses to reduce the pool of unemployed Nigerians, and we will continue to have an increase in unemployment, a general poor standard of living, and its associated social ills and vices like banditry, terrorism, kidnapping, armed robbery, drug addicts, etc. These are all impediments to sustainable individual and national development.



According to Udo et al. (2019), entrepreneurial skills are critical for undergraduates, especially in the face of high unemployment in Nigeria. These are possible skills that are capable of equipping graduates with the capacity to set up business enterprises on their own if they are unable to secure government employment or, by choice, decide to be in the private sector. Library schools have realised the importance of entrepreneurship skills for a few graduates and, therefore, have included them in their curricula. Many LIS schools are now expected to teach courses with heavy doses of entrepreneurial skills in them.

Theoretical Framework

Theory of Planned Behaviour

The Theory of Planned Behaviour (TPB) was propounded by Ajzen in 1991. It is one of the most widely researched intention theories. The TPB was derived from the Theory of Reasoned Action (TRA) by Fishbein and Ajzen (1975). The TPB is a widely accepted framework that measures intentions. This theory has been applied in many disciplines such as health, social sciences, medicine, and entrepreneurial activity. The TPB is based on three factors: the individual's attitude towards the behaviour, subjective norm (the influence of other people, and perceived behavioural control (personal assessment of whether one can do it or not). The TPB predicts an individual's intention to engage in good behaviour at a specific time and place. The applicability of TPB is well-documented in entrepreneurship studies. Several authors refer to TPB due to its coherent framework, enhancing a better understanding of measuring entrepreneurial intention.

Methodology

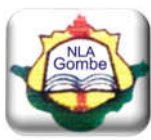
The research design used for this study is a case study design. The population for this study consisted of 106 ND II students for the 2021/2022 academic session of the department of library and information science of Osun State College of Education, Esa Oke, Osun State. The choice of ND 2 was because they have done an entrepreneurship course in their ND 1 and thus know its relevance to them.

Total enumeration was used for the sample size. The study used an adopted questionnaire from the work of Chukwuji and Umeji (2019). Out of the 106 questionnaires distributed, 92 copies were returned and found usable. This number constituted 86.7% of the sample size. Data from the study were analyzed using descriptive statistics of mean scores. The decision rule for a positive (agreed) response was set at a mean score of 2.50 and above, while a mean score of below 2.50 was set as negative (rejected).

Presentation and Analysis of Results

Table 1: Socio-demographic Characteristics of the Respondents

Characteristics	Categories	Frequency	Percentage (%)
Gender	Female	40	43.5%
	Male	52	56.5%
Marital Status	Married	4	4.3%
	Single	88	95.7%
Age (in years)	15 – 19 years	29	31.5%
	20 – 25 years	53	57.6%
	26 – 30 years	9	9.8%
	31 – 35 years	-	-
	36 and above	1	1.1%



The information contained in Table 1 shows the gender distribution of the respondents. It was revealed that the majority of the respondents were males (56.5%), while 43.5% of the respondents were females. In terms of marital status, 95.7% of the respondents, constituting the majority, were single, while 4.3% were married. In addition, the data revealed that the highest number of respondents, 53 (57.6%), were found in the age bracket of 20 to 25 years, followed by 29 (31.5%) who were within the age range of 15 to 19 years, 9 (9.8%) respondents were between the ages of 26 and 30 years, and 1 (1.1%) were found to be between 36 and 36 years.

This result implied that there was a little disparity in gender distribution of library and information science students in Osun State College of Technology, Esa Oke, Osun State, Nigeria, as there were more male students than their female counterparts. Also, most of the library and information science students in Osun State College of Technology, Esa Oke, Osun State were young and dynamic enough to be associated with entrepreneurship intentions.

Table 2: Mean score rating on the entrepreneurial skills acquisition of LIS students, Osun State College of Technology, Esa Oke, Osun State

S/N	ITEMS	MEAN	DECISION
1.	I have abstracting and indexing skill	2.90	Accepted
2.	I can do compilation of bibliography effectively	2.80	Accepted
3.	I have the required skills for digitization	2.20	Rejected
4.	I have skill in editing and proofreading	2.30	Rejected
5.	I have freelancing skill	2.00	Rejected
6.	I have what it takes to venture into information brokerage	1.70	Rejected
7.	I have information literacy skills	1.85	Rejected
8.	I can manage a bookshop	1.80	Rejected
9.	I have the knowledge of photocopying services	2.80	Accepted
10.	I have web creation skill	1.95	Rejected

Field survey: 2022

The result in Table 2 shows the entrepreneurial skills acquired by Library and Information Science students at Osun State College of Technology, Esa Oke, and the ones they do not have. The result showed that they have a positive mean score of 2.90 for abstracting and indexing, 2.80 for compilation of bibliographies, and 2.80 for photocopying services. This shows that their abilities in those three items or skills are significant. The result also revealed significant weaknesses in the rest of the items and skills. This is evident in their low mean score below the 2.5 decision rule, which examined their acquisition of skills in information brokerage (1.70), information literacy skills (1.85), digitalization skills (2.20), web creation (1.95), editing and proofreading (2.30), managing a bookshop (1.80), and freelancing (2.00). However, information brokerage, information literacy skills, managing a bookshop, and web creation have the least value and are said to be the areas of major weakness in competencies among students.



Table 3: Mean score rating on challenges confronting entrepreneurial skills of LIS Students in Osun State College of Technology, Esa Oke, Osun State

S/N	ITEMS	MEAN	DECISION
1.	Students' preference for paid employment and fear of failure	2.30	Rejected
2.	High student population in class	3.38	Accepted
3.	Phobia for competition	3.37	Accepted
4.	Lack of financial support to start a business	3.40	Accepted
5.	Requirements in assessing loans from financial institutions	3.36	Accepted
6.	inadequate curriculum provisions	3.28	Accepted
7.	A high number of courses are offered per semester.	3.38	Accepted
8.	Lack of required skills	3.20	Accepted
9.	Students lack practical thinking.	2.10	Rejected
10.	Inadequately qualified educators and a lack of suitable professional experience	2.26	Rejected

Field survey: 2022.

Table 3 shows the mean value of the challenges associated with the acquisition of entrepreneurial skills. It was shown that six items recorded positive mean scores. The result showed that the high student population in class has 3.38, a high number of courses offered 3.38, a phobia for competition 3.37, a lack of financial support to start a business 3.40, requirements for assessing loans from financial institutions 3.36, and inadequate curriculum provisions 3.10. It also showed that a lack of financial support to start a business, a high number of courses offered, a high student population in class, and a lack of required skills are serious challenges. Students' preference for paid employment and fear of failure recorded the lowest mean of 2.30, and inadequately qualified educators and a lack of suitable professional experience recorded a 2.26.

Table 4: Mean score rating on the way forward to enhancing entrepreneurial skills acquisitions of LIS Students in Osun State College of technology

S/N	ITEMS	MEAN	DECISION
1.	Financial institutions such as banks should adopt policies that will enhance easy access to loans.	3.40	Accepted
2.	The government at all levels should initiate loan schemes and programmes to finance the business ideas of young entrepreneurs.	3.19	Accepted
3.	The curriculum should be updated regularly to accommodate trends in entrepreneurial skills as related to LIS as a field of study.	3.40	Accepted
4.	Students should be allowed to pick a resourceful area and register with CAC before graduation.	3.25	Accepted
5.	Successful entrepreneurs in library and information science should be used as role models for students during teaching.	3.30	Accepted
6.	The head of the department should support entrepreneurship education and training by providing the tools and equipment needed for teaching and learning.	3.20	Accepted

Field survey: 2022.

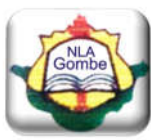


Table 4 shows a unanimous agreement amongst the respondents on the strategies that will enhance the acquisition of entrepreneurial skills in LIS. The result shows that the LIS curriculum should be updated regularly to accommodate trends in entrepreneurial skills. It has the highest mean value of 3.40 and is therefore regarded as the most important of all the identified strategies. Adequate funding must be ensured by heads of library schools to support entrepreneurship education and training, with the lowest mean value of 3.10 being the lowest strategy but equally important.

Discussion of Findings

Entrepreneurial skills are central and crucial to the self-reliance and self-dependence of graduates and equally guarantee the success of an entrepreneur. Unfortunately, the result of this study on the assessment of entrepreneurial skills among LIS students at Osun State College of Technology showed low skill acquisition. Of the sixteen skills listed, only four were chosen. This poor level of acquisition can be attributed to the skills non-inclusion in the school curriculum. This finding supports the positions of Elonye and Uzuegbu (2013), who agreed to non-skills-oriented university education in Nigeria. The findings also showed that the students were more deficient in skills such as knowledge management skills, information brokerage, engagement in outreach services, information brokerage, information literacy skills, managing a bookshop, writing and publishing journals, and so on.

There is also a high level of agreement on the challenges confronting entrepreneurial skills in LIS. Lack of financial support to start a business and a high number of courses offered emerged as the major challenges. This, of course, is enough to discourage such a person from venturing into self-employment. Other important challenges, such as a high student population in class, a phobia of competition, banks' requirements in assessing loans from financial institutions, inadequate curriculum provision, and a lack of required skills, are believed to exist as a result of inadequate education and motivation.

The respondents agreed strongly on the way forward for enhancing the entrepreneurial skills of LIS students at Osun State College of Technology. Thus, it is pertinent to adopt these recommendations in light of the need for entrepreneurship education for students in tertiary institutions in Nigeria. Of utmost importance is the restructuring of the LIS curriculum to contain practical courses in entrepreneurship, and financial institutions should make policies that will be favourable to entrepreneurs for easy access to loans.

Conclusion

It is no news that unemployment, economic recession, poverty, and youth restiveness tend to overwhelm our society. An entrepreneurial opportunity, therefore, plays a vital role in alleviating these socioeconomic problems. The study investigates the entrepreneurial skills of LIS students at Osun State College of Technology, Esa Oke. The finding showed that there are low entrepreneurial skills among LIS students, thereby indicating a high level of deficiency in competencies among the students. If the institution is to produce job and wealth creators instead of seekers, LIS students' entrepreneurial skills should be taken seriously. This will create a variety of self-employment opportunities for our teeming unemployed graduates and LIS students, whose stock in trade is information, who need to be put in proper perspective on the entrepreneurial skills available to them in this information age. Similar studies should be carried out in other departments of the institution..



Recommendations

1. The department should organise a series of trainings in entrepreneurial skills in LIS to equip the students with the skills they need to be self-reliant.
2. Managers and owners of businesses and industries should be invited from time to time to enlighten students on how to venture into business and acquire the necessary skills on the steps to be followed when backing a business venture.
3. Emphasis should be laid on the practical skills required to function effectively as an entrepreneur after graduation.
4. The regulatory body should look at the number of courses offered, especially in ND 2 classes. This will enable students to face the practical aspect of the courses and also have time to acquire the skills needed to be enterprising.
5. The government and other stakeholders should work out the formalities of ensuring LIS graduates acquire loans, start-up capital, or grants.
6. Entrepreneurship education should not just be theory-based; students should be exposed to practical aspects of the course to see for themselves a real-world situation.

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