LIBRARY EDUCATION AND ENTREPRENEURSHIP FOR NATIONAL DEVELOPMENT

IGAJAH, M. N., EFFIOM, A. P., UMOH, M. S., AND ECHU, A. E

ABSTRACT

This study, Library Education and Entrepreneurship for National Development aimed to examine the level of library education skills and the students' entrepreneurial attributes for the undergraduates of Library and Information Science, University of Calabar. It's asserted that entrepreneurship education has become an integral part of contemporary education, the dynamic educational policy in the library education skills should be examine and upgraded constantly to enhance effectiveness in entrepreurship and development. The population of the study was 869 students from the department of Library and Information Science, University of Calabar. A survey research design and convenience sampling technique was adopted to obtain a reasonable proportional sample of 15% of the population (n = 130). Data was collected through the instrument; Library Education Entrepreneurship for National Development Questionnaire (LEENDQ). Based on the purpose of the study, three research questions were developed and the analysis was done through the use of frequency counts. From the findings, the level of library education skills for students entrepreneurial attributes was poor hence requires constant upgrading. It was recommended among others that University library staff should undergo regular training in modern library education and entrepreneurial skills; libraries should be adequately funded and upgraded with modern technology facilities for growth and sustainable development.

INTRODUCTION

The technological revolution as a result of the application of computerized information systems and information economy has increased the rate at which the industrialized countries are shifting from manufacturing-based economies to service-based economies. According to Abdullahi, Barkind and Chioma (2021), economic and technological changes across the globe have influence on information resources production, storage, preservation and distribution. These are key activities in information service and library education.

Library education plays a significant role in the educational achievement of a nation. That is, Education is the hub upon which economic development rotates and the place of library services is very significant. Library education programmes are designed to assist students in the development of wide range of technical skills in library and media services that would enhance employment in the library field and other related industries, because one of the current issues in the world is the need to create jobs for employment.

Igajah, M. N., Department Library and Information Science, University of Calabar, Nigeria
Effiom, A. P., Department of Educational Foundations, University of Calabar, Nigeria
Umoh, M. S., Department Library and Information Science, University of Calabar, Nigeria
Echu, A. E., Department Library and Information Science, University of Calabar, Nigeria

Some of the unemployed people in the Nation are products of various educational institutions and it should be reasonable for the Government to encourage the establishment of skill-based courses and training in the institutions for students to acquire competencies and establish their own businesses after graduation (Usman & Issa, 2022). This as matter of fact will save most of these graduates the agony of waiting for several years after graduation in search of jobs. Therefore, library education should respond to this need by introducing a wide range of professional skills and courses to promote entrepreneurship as well as a professional entrepreneurship career.

Effiom, Ovat, Nwogwugwu and Umo (2022) explained that the purpose of education is to develop the individual morally, intellectually, vocationally and technologically. Ogundele (2005) considers education as involving the acquisition of general knowledge and development of basic mental capacity. Thus, the main burden of education falls upon our formal school system because; education is concerned with increase in general knowledge and understanding of our environment. Business firms, religious institutions and other forms of social organizations are also involved in the educational process. Training is considered as the organized procedure by which people acquire knowledge and skill for definite purpose. Sambo, Igajah and Suebat (2024), are of the view that for effective library education, librarians should develop relevant information literacy programs and electronic services to enable them to teach students to acquire relevant entrepreneurial skills for job creation and development. Thus, library information education in Nigeria today cannot be relevant without the effective preparation of a new generation of librarians to effectively use information and technology in their professional practices (Edegbo & Nwajibu, 2022).

Entrepreneurship, therefore, implies the ability to be prepared to risk personal energy and financial resources to achieve unpredictable results. In other words, it is the result of a disciplined, systematic process of applying creativity and technological innovations to the needs and opportunities in the market place (Effiom, Ovat, Nwogwugwu & Umo 2022). Entrepreneurship according to Eke, Igwesi and Orji (2011) is a programme that should inculcate creative innovation, productive and managerial skills needed in business enterprises for self-reliance and national development. Hannon (2009) in his study found that an estimated 78% of students' in Ireland who have passed through entrepreneurship education expresses interest in starting their own business at some point later in their career and 39% are interested in starting their own business through their college infrastructure. Entrepreneurship therefore is indispensable ingredient towards economic growth and job creation in the national development of any Nation.

Entrepreneurship education training as suggested by Umoh, Effiom and Igajah (2021) requires a non-traditional approach in which students should learn to embrace the challenges of operating in a business environment that favours creativity and risk-taking. It calls for students being exposed to business education to inculcate multi-disciplinary skill to participate actively in entrepreneurial experience. The experience would involve students having good knowledge of the course, exercise, analytical skills and learning how to communicate effectively in entrepreneurial terms, comply with legal requirements and also utilize creative thought processes in solving business matters. For Nigeria to realize sustainable economic development she needs to promote high productivity, create and adopt new goods and services, new skills, new knowledge and technological skills. All these factors according to Mitra, Abubakar and Sagagi (2022) can be achieved through entrepreneurship.

However, Umoh, Effiom and Igajah (2021) have listed factors limiting entrepreneurial education in Nigeria:

a. Lack of modern technology facilities: In this digital age, where virtually every sector of human endeavor is ICT driven, it shows that lack of ICT skills is a limiting factor to effective integration of entrepreneurship education for library and information science.

b. Nonchalant attitude of students: There seems to be no seriousness among many students doing the course as many of them see it as one of those unnecessary courses imposed on them to fulfill graduation requirements.

c. Unavailability of lecturers that are entrepreneurial conscious: Most lecturers in the universities and polytechnics are not entrepreneurial conscious and this apparently affects their mode of teaching and hence such lecturers do not impact the right knowledge to the students.

d. Lack of functional workshops and laboratories: Most of the library schools lack functional workshops/ laboratories. A visit to these laboratories reveals that many schools lack the standing locus to teach entrepreneurship when in actual sense the workshops that exist cannot empower effective teaching of core courses like cataloguing and classification among others in entrepreneurship education.

e. Poor funding: Behind every successful project in entrepreneurship education is funding. The laboratories found in our tertiary institution can only be upgraded if they are well funded.

Furthermore, entrepreneurship education has become a global project; the increasing interest in entrepreneurship education is a boost to its relevance. Thus, the possibility of undergraduates taking the course to become future entrepreneurs has become a major concern within the academic community.

For Nigerian instance, the government is doing more to ensure the promotion of entrepreneurship conduct at all levels by the introduction of compulsory entrepreneurship programme in tertiary institutions of learning. The Federal and State governments sponsor entrepreneurship education in universities by providing opportunity for undergraduates to gain the knowledge and skills needed after graduation. The Library programmes also inculcates introduction of professional skills and technological drive to assist undergraduates to be innovative, self-employed and creative. The study therefore is to find out if undergraduates of library education require intensive professional and technological skills to enable them adapt to the modern times.

Purpose of the Study

The main purpose of this paper is to examine the level of library education skills and entrepreneurship attributes of the undergraduates of Library and Information Science students in University of Calabar. The specific objectives are:

1.   To examine the level of abstracting skills and students' entrepreneurial attributes.

To examine the level of indexing skills and students' entrepreneurial attributes.

2.   To examine the level of publishing skills and students' entrepreneurial attributes.

Research questions

The following research questions are provided as a guide to the research.

1.   What is the level of indexing skills and students' entrepreneurial attributes?

2.   What is the level of abstracting skills and students' entrepreneurial attributes?

3.   What is the level of publishing skills and students' entrepreneurial attributes?

METHODOLOGY

The population of the study was 869 students from the department of Library and Information Science, University of Calabar. A survey research design and convenience sampling technique was adopted to obtain a reasonable proportional sample of 15% of the population (n = 130). Data was collected through the instrument; Library Education Entrepreneurship for National Development Questionnaire (LEENDQ). The data were analyzed through frequency counts.

Data presentation and analysis

TABLE 1: Information on number of registered students, department of Library and Information Science, University of Calabar

S/N	Year of study	Regular	Direct Entry	Total
1	One	248	21	269
2	Two	213	12	225
3	Three	201	10	211
4	Four	156	8	164
	Total	**818**	**51**	**869**

Source: Field survey, 2024.

Table 1 provides information on the number of registered regular and direct entry students of the department of Library and Information Science, University of Calabar. From the Table, the total number of regular and direct entry students comprising first to final year students are 818 and 51 students respectively, out of which a reasonable sample of 130 students was drawn for the analysis.

TABLE 2: Level of indexing skills and students' entrepreneurial attributes

Variables	Much help needed (%)	Moderate help (%) needed	Undecided (%)	Little help needed (%)	No help needed (%)	Total (%)
Arranging of key words alphabetically	33 (25.8%)	76 (59.4%)	17 (13.3%)	1 (0.8%)	1 (0.8%)	128 (100%)
Knowing of author or subject index	28 (22.0%)	81 (63.8%)	14 (11.0%)	3 (2.4%)	1 (0.8%)	127 (100%)
Identification of key words in a write-up	26 (20.6%)	72 (57.1%)	22 (17.5%)	4 (3.2%)	2 (1.6%)	126 (100%)
Flip through a text and make some spot reading	34 (27%)	70 (55.6%)	16 (12.7%)	5 (4%)	1 (0.8%)	126 (100%)
Identifying concepts that convey words and phrases	37 (29.1%)	71 (55.9%)	16 (12.6%)	3 (2.4%)	0 (0%)	127 (100%)
Doing of content judgment by identifying the concepts the book has treated	30 (23.4%)	69 (53.9%)	22 (17.2%)	5 (3.9%)	2 (1.6%)	128 (100%)
Identifying facts and emphasis in a document	31 (25%)	74 (59.7%)	16 (12.9%)	1 (0.8%)	2 (1.6%)	124 (100%)

Table 2 shows the responses of the students on the level of students' indexing skills and entrepreneurial attributes. From the analysis, arranging of keywords alphabetically indicated; 25.8% or 59.4% of the students needed much or moderate help while 1% needed little or no help. However, 13.3% of the students were undecided. Knowing the author or subject index showed; 22.0% or 63.8% of the students needed much or moderate help while 2.4% or 0.8% needed little or no help. However, 11.0% of the students were undecided. Identification of key words in a write-up showed that; 20.6% or 57.1% of the students needed much or moderate help while 3.2% or 1.6% needed little or no help. However, 17.5% of the students were undecided. Flipping through a text to make some spot reading indicated that; 27.0% or 55.6% of the students needed much or moderate help while 4.0% or 0.8% needed little or no help. However, 12.7% of the students were undecided. Identifying concepts that convey words and phrases showed that; 29.1% or 55.9% of the students needed much or moderate help while 2.4% needed little help. However, 12.6% of the students were undecided. Doing content judgment by identifying concepts the book has treated indicated that; 23.4% or 53.9% of the students needed

much or moderate help while 3.9% or 1.6% needed little or no help. However, 17.2% of the students were undecided. Identifying facts and emphasis in a document showed that; 25.0% or 59.7% of the students needed much or moderate help while 0.8% or 1.6% needed little or no help. However, 12.9% of the students were undecided.

The analysis shows that students needed much help for indexing skills of which would enable them have diversified knowledge and creative ability for entrepreneurship, self-reliance after graduation for national development.

Table 3 provides information of the level of abstracting skills and students' entrepreneurial attributes. From the analysis, reducing the content of a document without losing the key issues in that document showed that; 83.7% or 4.1% of the students' needed much or moderate help while 8.2% or 4.1% needed little or no help. Summarizing the content of the book indicated that; 45.8% or 41.7% of the students needed much or moderate help while 4.2% needed no help. However, 8.3% of the students were undecided in their opinion. Identifying facts and emphasis in a document showed that; 100% students needed much.

TABLE 3: Level of abstracting skills and students' entrepreneurial attributes

Variables	Much help needed (%)	Moderate help needed (%)	Undecided (%)	Little help needed (%)	No help needed (%)	Total (%)
Reducing the content of a document without losing the key issues in that document	83 (83.7%)	4 (4.1%)	0 (0%)	8 (8.2%)	4 (4.1%)	98 (100%)
Summarizing the content of a book	11 (45.8%)	10 (41.7%)	2 (8.3%)	0 (0%)	1 (4.2%)	24 (100%)
Identifying facts and emphasis in a document	8 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	8 (100%)

The analysis infers that students needed much help for acquisition of abstracting skills which would enable them have diversified knowledge and creative ability for entrepreneurship, self-reliance after graduation for national development.

Table 4 provides information on the level of publishing skills and students' entrepreneurial attributes. From the analysis, marketing and distributing of printed information resources showed that; 21.1% or 55.6% of the students needed much or moderate help while 3.2% needed little or no help. However, 16.9% of the students were undecided. Designing the physical form of a book indicated that; 47.5% or 19.7% of the students needed much or moderate help while 8.2% or 7.4% needed little or no help. However, 17.2% of the students were undecided. Developing of manuscripts showed that; 9.9% or 32.2% of the students needed much or moderate help while 31.4% or 12.4% needed little or no help. However, 14.1% of the students were undecided. Editing manuscripts showed that; 44.2% or 26.6% of the students needed much or moderate help while 9.2% or 10.8% needed little or no help. However, 9.2% of the students were undecided. Reviewing a book according to subject specialization showed that; 16.9% or 32.3% of the students needed much or moderate help while 24.2% or 8.9% needed little or no help. However, 17.7% of the students were undecided in their response.

TABLE 4: Level of publishing skills and students' entrepreneurial attributes

Variables	Much help needed (%)	Moderate help (%) needed	Undecided (%)	Little help needed (%)	No help needed (%)	Total (%)
Marketing and distribution of printed information resources	26 (21.1%)	69 (55.6%)	21 (16.9%)	4 (3.2%)	4 (3.2%)	124 (100%)
Designing the physical form of a book	58 (47.5%)	24 (19.7%)	21 (17.2%)	10 (8.2%)	9 (7.4%)	122 (100%)
Developing of manuscripts	12 (9.9%)	39 (32.2%)	17 (14.1%)	38 (31.4%)	15 (12.4%)	121 (100%)
Editing Manuscripts	53 (44.2%)	32 (26.6%)	11 (9.2%)	11 (9.2%)	13 (10.8%)	120 (100%)
Reviewing a book according to subject specialization	21 (16.9%)	40 (32.3%)	22 (17.7%)	30 (24.2%)	11 (8.9%)	124 (100%)

The analysis shows that students needed much help for publishing skills which would enable them have diversified knowledge and creative ability for entrepreneurship and self-reliance after graduation for national development.

DISCUSSION OF FINDINGS

The study focused on library education and entrepreneurship for national development in Nigeria. The findings of the study revealed the respective levels indicating that majority of the students needed much help acquiring the various skills for entrepreneurship which would enable them to be self-reliant after graduation for national development. The result from Table 2 on indexing skills corroborate the findings of Fayolle, Gailly and Lass-Clere (2006) and Kpee and Nwikina (2022) who asserted that indexing skills is a good determinant of entrepreneurship development. Accordingly, indexing is the ability to provide a guide to the intellectual content of a document or a collection. Igajah, Bassey, Umoh and Edim (2024) and Amoor (2018) opined that an index is a pointer or indicator which gives is a detailed alphabetic listing of information for each item to be traced through page numbers usually by subject or the author and that it is a vital skill to acquire for entrepreneurship venture.

The recent study also supports the European Commission (2006) which reported that entrepreneurship indexing education encourages students in accumulating entrepreneurial intentions which would result in the creation and supply of new firms by the graduates for self-employment. More so, Igaja and Bassey (2021) and Onuma (2022) emphasized that the function of indexing enhances the entrepreneurship attitudes of undergraduates at the tertiary level of education. Therefore, professional skills initiatives at the University level are considered vital for increasing potential entrepreneurs' supply by making more undergraduates of library and information science conscious of choosing library and information science as a career option.

The result from Table 3 on abstracting skills corroborates the findings of Igbeka (2022) who asserted that one of the innovative ventures of entrepreneurship potential in library and information science in tertiary institution is abstracting services. Abstracting skill is the ability to organize published information so that specialists can identify documents of interest more easily. Igaja and Bassey (2021) opined that abstracting skills enable students to produce concise and accurate summaries of the essential contents of a document which is a skeletal representation of the original document.

In collaboration, Yahya (2021) asserted that Nigerian entrepreneurship educators in library and information science are expected to help students to develop competencies in the various library skills including abstracting skills among others for entrepreneurship ventures and growth. In addition, students with these competencies would create new ventures and business ownership for self-reliance and sustainability for national development.

The result from Table 4 on printing skills corroborate the findings of Idegho and Ainabor (2011), and Haruna (2021) who considered entrepreneurship education to be instructions given or knowledge imparted to a group of students with a view to developing skill acquisition in publishing business which inculcates attitude for self-reliance and self-employment. Umoh, Effiom and Igajah (2021) in support emphasized that publishing skills for career venture enables people to plan, select, cut, design, produce and market printed materials such as books, magazines, newspapers and electronic product. That is, publishing aims at the production and dissemination of literature, music and activity of making information available to the general public.

CONCLUSION

Education, training and development play very crucial roles in entrepreneurial development and skills acquisition. This study is hopeful that any meaningful development that will produce a great and dynamic economy in Nigeria lies in rigorous and massive entrepreneurial education, training, and development, right from childhood and continually until one retires from gainful employment. The dynamic global environment requires that the respective levels in library education skills should be upgraded constantly to enhance effectiveness in entrepreneurship. Several private and government agencies in Nigeria example: Administrative Staff College of Nigeria (ASCON) and Centre for Management Development (CDM) have programs for developing indigenous entrepreneurs to upgrade their skills. The necessary facilities and modern technologies should be put in place and the government should employ qualified teachers who are experts in library education and entrepreneurship for national development.

RECOMMENDATIONS:

a.   Library education should ensure the need for full implementation of entrepreneurship education through practical training of library and information practitioners.

b.   There should be public orientation programmes that will enlighten the students of the importance of entrepreneurial activities on employability, self-reliance and sustainability.

c.   Programs on continuing education should be introduced on library and information science entrepreneurship in Nigerian Universities. In the same way, other professional forums like seminars,

d.   conferences and workshops should be conducted on regular basis by library and information science schools in Nigeria.

e.   Credit facilities, grants and supports from the government and other stakeholders to school leavers that have passion and interest to set-up business ventures upon graduation.

f.   Regular training of lecturers and library staff in entrepreneurial education and provision of modern technology facilities.

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