

## **Imperativeness of Acquiring of Entrepreneurship Skills for Self Employment by Final Year Degree Students of Library and Information Science in Nigerian Universities: A case study of University of Uyo, Akwa-Ibom State, Nigeria.**

Ogueri, Emeka (CLN)<sup>1</sup>, Edem, Anne Anthony (CLN)<sup>2</sup>,  
Dr (Mrs) Ima-M.P.Usoro<sup>3</sup>

<sup>1</sup>Processing Unit, Library Department, Federal University of Technology, Owerri, Imo State, Nigeria.

<sup>2</sup>Processing Unit, Library Department, Federal University of Technology, Owerri. Imo State, Nigeria.

<sup>3</sup>Head, Readers' Services Division. University of Uyo Library, Uyo, Akwa Ibom State, Nigeria.

Corresponding Author: Ogueri, Emeka (CLN)

---

**ABSTRACT:** This study examines the imperativeness of acquiring entrepreneurship skills for self-employment by final year degree students of library and information science in Nigerian universities: a case study of university of Uyo, Akwa Ibom State. The study employed case study design. The population of the study comprised all final year students of library and information science in 2015/2016 academic session of university of Uyo, Akwa State, Nigeria. Questionnaire was used as instrument for data collection. Data collected were analyzed using frequency count, percentage, mean plots and one-way ANOVA at 5% confidence of interval. The findings of the study show that entrepreneurship skills are critical and significant for self-employment and the significance of adequate and relevant entrepreneurship courses in the curriculum of library and information science schools in Nigerian universities for self-employment were also revealed. The study recommended among other things that library schools in Nigerian universities as a matter of priority should inculcate entrepreneurial skills that will equip students for self-employment and job creation upon graduation.

---

Date of Submission: 26 -05-2017

Date of acceptance: 26-07-2017

---

### **I. INTRODUCTION**

#### **Background of the Study**

In most countries of the world, entrepreneurship has come to be the major source of employment. This is as a result of the high rate of global unemployment especially in developing countries like Nigeria. Many of the world's largest companies continue to engage in massive downsizing campaigns, dramatically cutting the number of employees on their payrolls (Scarborough, 2014).

In Nigeria, the recent fall in crude oil price and the fall of naira in the money market have forced many companies to lay off their workers thereby adding much pressure on the labour market. Considering the above situation entrepreneurship appear to be the ideal means to create job. Rather than pursue corporate careers that are unavailable on graduation, graduates are choosing to launch companies of their own. They prefer to control their own destinies by building their businesses (Scarborough, 2014).

Entrepreneurial opportunities in library and information profession are different ways to develop ideas that will improve the state of library and information services (Akanwa, Anyanwu and Ossai-onha, 2014). Before now, employment and career opportunities in library and information science in Nigeria in particular are strong with new and exciting job vacancies and opportunities emerging each day as organization and institution continue to establish and expand their use of libraries. With the increase in the number of library schools in Nigeria, these library schools graduate library and information science professionals who are without jobs. The jobs openings and vacancies in the usual institutions they could be employed in are now becoming scarce and thus rendering many graduates of the profession jobless, helpless and more or less confused. To appreciably reduce the rate of unemployment is the kick-starting of entrepreneurship studies and training for students, hoping to prepare them to undertake entrepreneurial opportunities in any venture, but especially library and information science related entrepreneurial opportunities as soon as graduate comes out of school.

Entrepreneurship as defined by Elechi and Obeka (2008) is the willingness and the ability to seek out investment opportunities in an environment, establish and run an enterprise successfully based on the

identifiable opportunities. Dollinger (2006) defines entrepreneurship as the creation of an innovative economic organization for the purpose of gain or growth under condition of risk and uncertainty.

Employment according to Hornby (2000) could be defined as work especially when it is done to earn money, the state of being employed and in a paid employment. It could also be defined as having a job or other gainful occupation. It might be full or part time employment.

Unemployment of graduates has become endemic problem in Nigeria. This scourge which has often caused problem for government in industrialized nations and elsewhere is now assuming gigantic dimension in Nigeria. Academic institutions in the country every year graduate students who scarcely find job opportunities after the national youth service. The rate at which young graduates are leaving school and seeking employment continuously outpaces the capacity of the economy to provide employment.

However, the federal government of Nigeria at various times has made policies to stem the tide of graduate unemployment and poverty. Regrettably these policies have not yielded the desired results as unemployment is still in existence. The picture above points to the fact that type of education required in the present day Nigeria is that which apart from being educated will also ensure self-reliance. This means that requisite knowledge and skills for self-reliance should be inculcated in the graduates while as an undergraduate by ensuring that opportunities are created for students to develop entrepreneurial mindset and skills that will help them not only to create their jobs but also contribute to the growth of the country (Oluwaseun, Eno and Eyo, 2014).

The sorry picture of the labour market in Nigeria and in addition to the economic recession informed the inclusion of entrepreneurship in the curriculum of higher education of learning as directed by the federal government of Nigeria through the National Universities Commission (NUC). This policy is aimed at making students job creators rather than job seekers upon graduation.

With the above development, library and information science schools in our universities are expected to have introduced entrepreneurial librarianship courses which are aimed at equipping our graduates to be competent, skilled, dynamic, creative and capable of establishing entrepreneurial ventures in library and information science and allied businesses upon graduation.

To acquire entrepreneurial skills, entrepreneurship education should be pursued vigorously. Entrepreneurship education is that type of education that create the willingness and ability in a person to seek out investment opportunities in the society and able to establish and run an enterprise successfully base on the identifiable opportunities (Fashua, 2006). This type of education is directed towards developing in young people those skills, competences, understanding and attributes which equip them to be innovative and to identify, create, initiate and successfully manage personal, community, business and work opportunities including working for oneself (Mcmillan, 2006).

### **Statement of the Problem**

The major purpose of undergoing any academic pursuit in any profession is to be gainfully employed upon graduation. There is great danger in any society where greater number of graduates is not gainfully employed. This situation is capable of leading to high rate of crime and poverty.

Entrepreneurship appears to be a veritable means of employment in most developed countries of the world. It has been observed that most library and information science graduates are unemployed and are in underpaid jobs. The high level of unemployment has also been associated with poor entrepreneurship and skills development among students in institutions of higher learning.

With the introduction of entrepreneurship in the curriculum of tertiary institution in Nigeria, there is need to examine the imperativeness of acquiring entrepreneurship skills by students of library and information science in Nigeria universities for self-employment.

### **Purpose of the Study**

The general purpose of the study is to examine the imperativeness of acquiring entrepreneurship skills by students of library and information science in Nigeria universities for self-employment. Specific purpose include to:

1. Examine the entrepreneurship skills required by the library and information science students for self-employment.
2. Identify entrepreneurship skills possessed by library and information science students for self-employment.
3. Determine the adequacy of entrepreneurship courses in library and information science for self-employment.
4. Determine the professional areas for self-employment opportunities for library and information science graduates.
5. Identify challenges associated with the acquisition of entrepreneurship skills in library and information science schools.

6. Examine the strategies for enhancing the acquisition of entrepreneurship skills in library and information science schools.

### **Research Questions**

The following research questions will guide this work.

1. What are the entrepreneurship skills required by library and information science students for self-employment?
2. What are the entrepreneurship skills possessed by library and information science students for self-employment?
3. What is the level of adequacy of entrepreneurial courses in the curriculum of library and information science?
4. What are the professional areas of self-employment opportunity for library and information science graduates?
5. What are the challenges associated with the acquisition of entrepreneurship skills by library and information science students?
6. What are the strategies for enhancing the acquisition of entrepreneurship skills by library and information science students?

## **II. REVIEW OF RELATED LITERATURE**

The concept of entrepreneurship has been defined in various ways and by various researchers. Hisrich, Peters and Shephard (2008) see entrepreneurship as a process of creating something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychic and social risks, and receiving the resulting reward of monetary and personal satisfaction and independence. Ugwu and Ezeani (2012) defined entrepreneurship as the process through which entrepreneurs create, nurture and grow enterprises using a reasonable degree of initiative, skills and competencies necessary to transform changes into opportunities thereby deriving personal satisfaction, monetary rewards and independence.

Ohanyere (2009) identified one of the major problems of unemployment in Nigeria. According to Ohanyere, people with university and tertiary education orientations are biased in favour of white collar jobs. These graduates believe their learning and certificate simply equip them for office work and enhance their chances to compete and secure employment in existing business institutions. In view of the high rate of unemployment in the country and especially graduate unemployment, many writers and researchers have suggested some solutions to the problem. According to Lucas (1978) and Jovanovic (1982) unemployment in the society is as result of low degree of entrepreneurship activities. They suggested that where there are high entrepreneurship activities and people are engaged in self-employment through new business start up there is bound to be low unemployment rate.

The present economic realities and the challenges in the labour market in Nigeria informed the need to equip undergraduates with the necessary skills that would enable them to be self-employed after graduation. According to Chiahia and Agu (2013), the National Universities Commission (NUC) directed all universities in Nigeria to start compulsory entrepreneurship education session. It is believed that the introduction of entrepreneurship education by the Federal Government of Nigeria is one of the concrete efforts to stem the tide of rising graduate unemployment in the country (Nnadozie, Akanwa and Nnadozie, 2012).

Entrepreneurship education according to Fashua (2006) is that type of education that creates the willingness and ability in a person to seek out investment opportunities in the society and be able to establish and run an enterprise successfully based on the identifiable opportunities. Mcmillian (2006) defined entrepreneurship education as learning directed toward developing in young people those skills, competencies, understanding and attributes which equip them to be innovative, and to identify, create, initiate and successfully manage personal, community, business and work opportunities including working for themselves.

Library professionals are expected to be equipped with the relevant skills and expertise to be competent in a digital culture. For librarians to be well positioned for self-employment and job creation especially in this era of high graduate unemployment, entrepreneurship skills are required in addition to the traditional librarianship skills acquired in course of their training. Library and information science professionals should recognize profitable opportunities and act upon them in librarianship, entrepreneurial opportunities exist where there is a need, want, problem or challenges in librarianship that can be addressed, solved and of satisfied in an innovative way.

Researchers such as Umebali and Okoro (2014) Akidi (2014), Nwosu and Unagha (2014) and Onah, Adebayo and Igwe (2014) in their various works discussed extensively most of the entrepreneurial opportunities and businesses graduates of library and information science can engage in to earn a living in view of the high rate of graduate unemployment in the country.

### III. RESEARCH METHODOLOGY

The study used case study design. The population comprised all final year students of library and information science in 2015/2016 academic session of university of Uyo, Akwa Ibom State, Nigeria. The breakdown of the population is as follows; 11 male students and 29 female students. This brings the population to 40 students representing the sampling size. Enumerative sampling technique was adopted since the population is manageable.

The questionnaire was distributed to the entire population of 40 students and 36 useable questionnaires were retrieved. Data collected were analyzed using percentage for section A while mean plots and One-Way ANOVA at a 5% confidence of interval was used for analysis of findings in section B.

### IV. FINDINGS AND DISCUSSIONS

**Table 1:** Demographic characteristics of respondents

| Gender       | Frequency | Percentage (%) |
|--------------|-----------|----------------|
| Male         | 11        | 27.5           |
| Female       | 29        | 72.5           |
| <b>Total</b> | <b>40</b> | <b>100</b>     |

In the table above, the gender compositions of the respondents is not proportionately distributed. It was clear that the female population is higher numbering (29.75%) against the males with (11:27.5%).

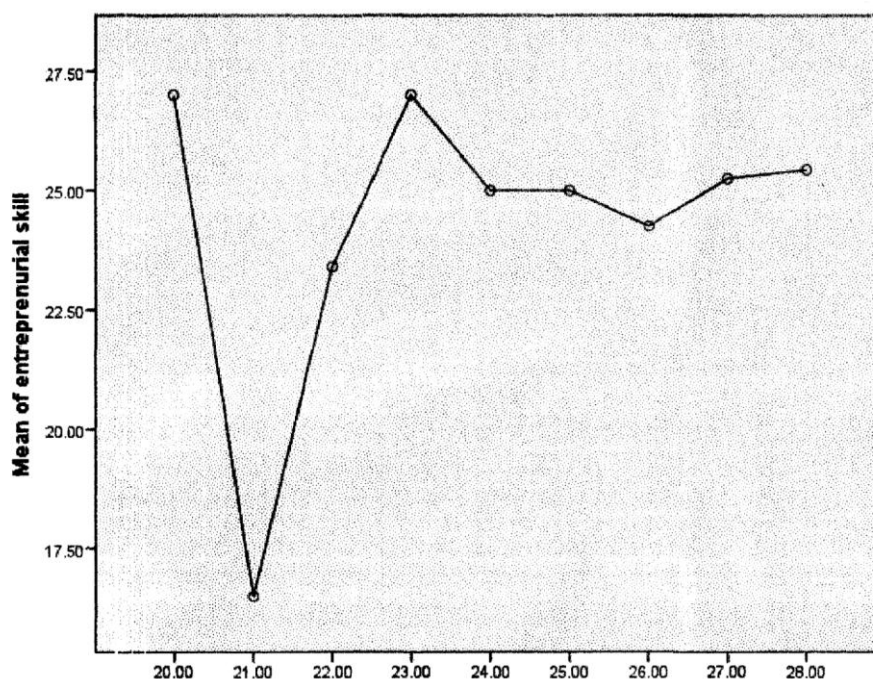
**Table 2:** Response rate of respondents

| No. of questionnaire administered | No of questionnaire Retrieved |
|-----------------------------------|-------------------------------|
| 40 (100%)                         | 36 (90%)                      |

From table 2 above, a total of 40 questionnaire were distributed and 36 were returned representing 90% success.

#### Research Question 1

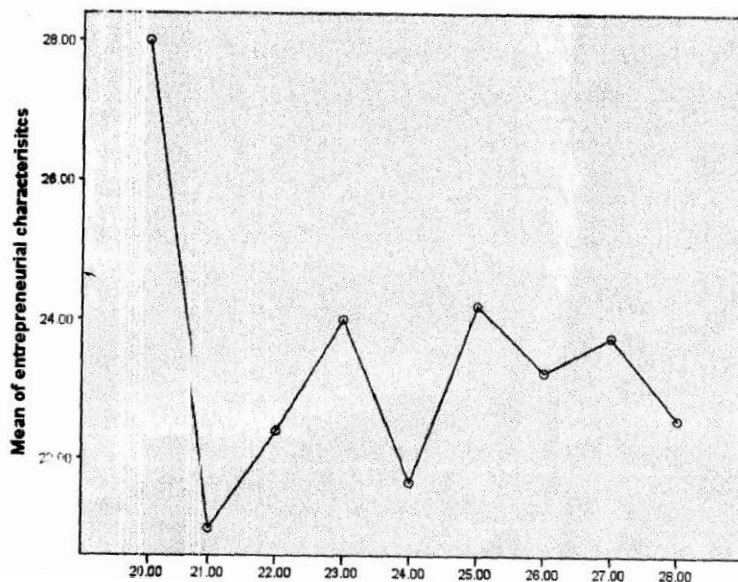
Findings on research question one show that the following entrepreneurial skills are relevant and are required for seep-employment of library and information science the skills are: Information, financial, risk-taking, communication, motivational, time management, problem-solving, creativity and innovation, and human relations. It can be further deduced from figure 1 that 8 points in the mean plot were above the medium while only 1 is below the medium. This implies that entrepreneurship skills listed above are critical or significant for self-employment.



**Figure 1:** Entrepreneurship skills mean plot

**Research Question 2**

Findings on characteristics to be possessed by library and information science students for self-employment such as clear, realistic, achievable goals and procedures, reasonable degree of initiative, imagination and creativity etc. are needed. However, result of the analysis shows that entrepreneurship characteristics were found not very significant as can be seen in figure 2 where the points above medium was only 1 as against 8 points below mean.

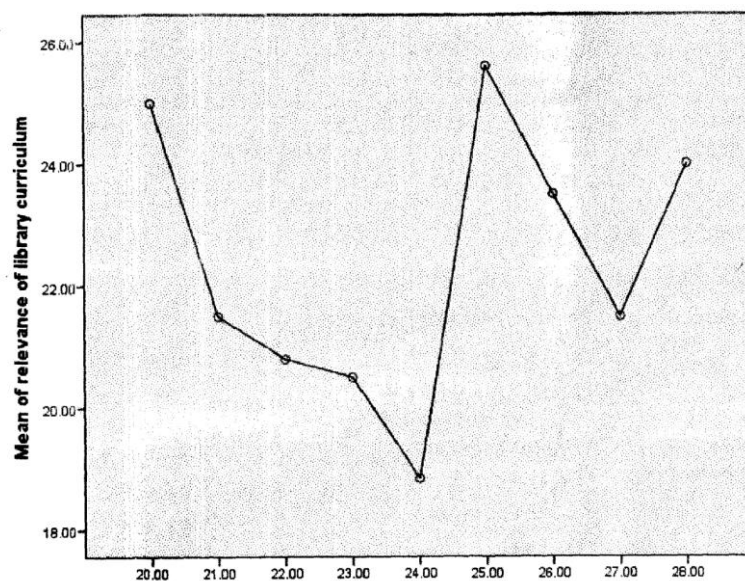


**Figure 2:** Mean plot of entrepreneurial characteristics

**Research Question 3**

The adequacy of library curriculum was found to be significant. Figure 3 shows the plot where 5 points were above medium with 4 below mean. The current library and information science reveals that courses in the curriculum of library schools in Nigeria include: Information brokerage, publishing/printing, book trade, public relations, library building, design/architecture, basic statistics, consultancy services, SIWES programme, private libraries/archives and presentation of libraries materials.

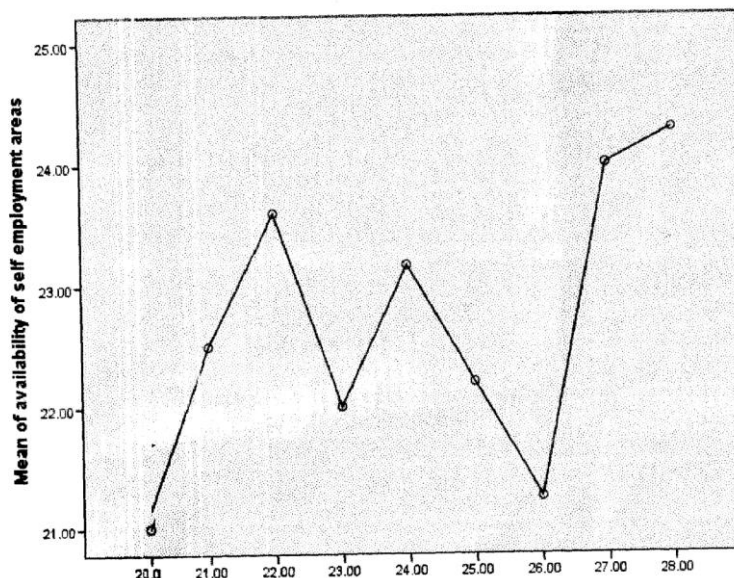
The courses were found to be significant to the development of entrepreneurship skills among library and information science students. However, the level of significant is very weak, thus the need to develop more robust curriculum to meet entrepreneurship needs of Nigerian library and information science graduates.



**Figure 3:** Curriculum mean plot

**Research Question 4**

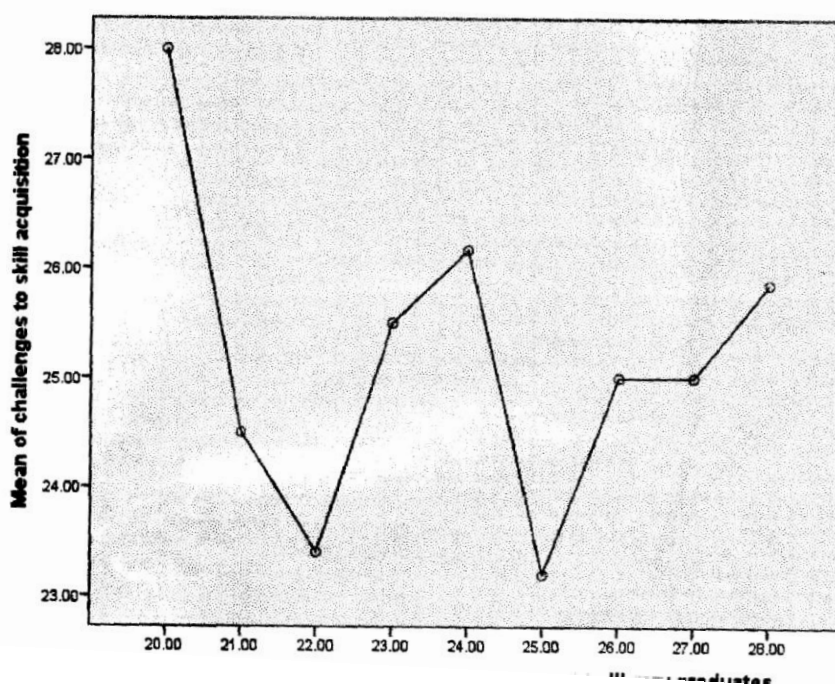
Findings on research question 4 show that most respondents are not aware of various entrepreneurial librarianship opportunities whereby student upon graduation will venture on. Figure 4 shows the mean plot where 3 points were above medium with 6 point below medium. The various areas of self employment opportunities available for graduates of library and information science should be made known to them while at library school.



**Figure 4:** Areas self employment mean plot

**Research Question 5**

Result of findings of research question 5 show that respondents identified some factors as major challenges to entrepreneurship skill acquisition. Figure 5 shows that 4 points were above medium while 5 below. The above score shows that the challenges are not significant to the acquisition of entrepreneurship skills by students for self-employment. It therefore means that those challenges are not strong enough to inhibit students from acquiring entrepreneurial skills for self-employment.



**Figure 5:** Mean plot of challenges of skill acquisition

## V. DISCUSSION

One-way ANOVA was used to analyze the research findings. To ensure accuracy of analysis, Statistical Package for Social Science (SPSS) version 19 was used. Figure 1 to 5 shows the mean plots of the variables such as entrepreneurial skill, entrepreneurial characteristics, adequacy of library curriculum and availability of self –employment areas, each of these five (variables 1-5) were analyzed using One-Way ANOVA against variables 6-strategics for entrancing the acquisition of entrepreneurship skills by library and information science students. It can be observed from the SPSS output that 36 entries were coded corresponding to the 36 questionnaire retrieved.

Table 3 below summaries the variance between components of research findings.

**Table 3: Variance Table**

| S/N | Variable   | Between component Variance |
|-----|--|----------------------------|
| 1   | Entrepreneurship skill                                 | 3.66548                    |
| 2   | Entrepreneurship characteristics                       | 0.03204                    |
| 3   | Adequacy of entrepreneurship courses in the curriculum | 3.20337                    |
| 4   | Entrepreneurship librarianship for self – employment   | 0.57460                    |
| 5   | Challenges to entrepreneurship skill acquisition       | 0.26438                    |

Between components variance table 3 shows that entrepreneurship skill (3.66548) top most followed by adequacy of library curriculum (3.20337) and the last which is challenges to entrepreneurial skill acquisition (0.26438). This implies that there is urgent need for students of library science to develop entrepreneurial skills such as marketing, motivational, time management etc., if they must overcome the problem of unemployment in Nigeria.

**Table 4: ANOVA Table**

| S/N | Variable  | Significance change | Remarks          |
|-----|---|---------------------|------------------|
| 1   | Entrepreneurship skill required by students                       | 0.010               | Significance     |
| 2   | Entrepreneurship characteristic to be possessed by students       | 0.470               | Not significance |
| 3   | Adequacy of Entrepreneurship courses in the curriculum            | 0.058               | Significance     |
| 4   | Areas for self- employment  | 0.698               | Not significance |
| 5   | Challenges associated with acquisition of entrepreneurship skill. | 0.343               | Not significance |

Table 4 is a further check on the level of significance of the key variables since, we are using 0.05 level of significance, we reject all variables above 0.05. Thus we are left with 1-entrepreneurship skill required by students for self-employment upon graduation and, 2- Adequacy of entrepreneurial librarianship courses in the curriculum. These two variables reaffirms the researchers earlier position that for entrepreneurship to be a source of employment for library and information science students upon graduation, there is urgent need to rework the curriculum of library and information science schools. This revision should be such that it builds and develops the entrepreneurial skills in undergraduates, thus making them employers of labour.

**Table 5: Analysis of the mean plots**

| S/N | Variables  | Points above mean | Points below mean | Remark          |
|-----|--|-------------------|-------------------|-----------------|
| 1   | Entrepreneurial skills required by LIS students for employment       | 8                 | 1                 | Significant     |
| 2   | Entrepreneurship characteristics to be possessed by LIS students     | 1                 | 8                 | Not significant |
| 3   | Adequacy of entrepreneurship courses in the curriculum of LIS        | 5                 | 4                 | Significant     |
| 4   | Entrepreneurship areas in LIS for self-employment                    | 3                 | 6                 | Not significant |
| 5   | Challenges of acquisition of entrepreneurship skills by LIS students | 4                 | 5                 | Not significant |

Table 5 further strengthens the earlier positions of the need for adequacy of entrepreneurship courses in the curriculum of LIS and need to ensure graduates have entrepreneurship skills if they must be able to overcome the unemployment challenges in Nigeria.

## VI. RECOMMENDATIONS

1. Library schools in Nigerian universities as matter of priority should inculcate entrepreneurial skills that will equip students with relevant entrepreneurial skills for self-employment and job creation. These skills are better acquired while as undergraduates so that upon graduation they can venture into any of the entrepreneurial librarianship ventures as a private practitioner instead of seeking for white-collar jobs that are not readily available.
2. The entrepreneurial courses should be adequate and the best approach should be adopted in teaching these courses. Experts in the various entrepreneurial course should be engaged to handle them.
3. It is imperative that students show interest in entrepreneurship and entrepreneurial studies. Moreover, students upon graduation are expected to apply what they have learnt and knowledge of entrepreneurship they acquired by establishing businesses and are self-employed, especially these days of high graduate unemployment.
4. Government and management of various universities should ensure that entrepreneurship development centers are established and well equipped.

## REFERENCES

- [1]. Akanwa, P.C., Anyanwu, E.U. & Ossai-Onah (2014). *Entrepreneurial opportunities in the library and information profession*. In A.O. Issa, C.P. Uzuegbu & M.C. Nwosu (Eds.), *Entrepreneurship studies and practices in library and information science* (pp. 191-197) Umuahia Zeh communication
- [2]. Akidi, J.O. (2014). *Publishing and printing business*. In A.O. Issa, C.P. Uzuegbu & M.C. Nwosu (Eds.) in *library and information science* (pp. 207-218) Umuahia: Zeh Communications.
- [3]. Chiaha, G.T.U. & Agu, R.A. (2013). *Entrepreneurship education and graduate employability in Nigeria*. A paper presented during a conference on transforming African higher education for graduate employability and socio-economic development. Organized by Association of African Universities at Libreville, Gabon, May 2013.
- [4]. Dollinger, M.I. (2006) *Entrepreneurship strategies and resources New Delhi*: Pearson Education.
- [5]. Elechi, O.E. & Igbeka, C.E. (2008). The role of entrepreneurship development programmes in the achievement of the Millennium Development Goals (MDGs). *Abia Poly Journal of Business and Management Technology conference* – edition: 302-309.
- [6]. Fashua, K.O. (2006) *Entrepreneurship theory strategies and practice*. Abuja: Bee
- [7]. Hisrich, R.D., Peter, M.P. & Shephard, D.A. (2008). *Entrepreneurship* New York. McGraw-Hill
- [8]. Hornby, A.S. (2000). *Oxford advanced learner's dictionary of current English*. Oxford: Oxford University Press.
- [9]. Jovanovic, B. (1982) Selection and Evolution of Industry. *Econometrica* 5:649-670.
- [10]. Lucas, R.E. (1978). On the size distribution of business firm. *The bell journal of economics* 9(2): 508-523.
- [11]. McMillan, E.J. (2006). *Policies and procedures to prevent fraud and embezzlement guidance, internal control and investigation*: New York: Wiley.
- [12]. Nnadozie, C.O., Akanwa, P.C. & Nnadozie, C.D. (2012) *Influence of entrepreneurship education on the career aspirations of para-professional librarians in training in a Nigerian Polytechnic*. Paper presented at the library week/conference and annual general meeting (AGM) of Nigerian Library Association (NLA) Imo State. From 13<sup>th</sup> – 15<sup>th</sup> November, 2012.
- [13]. Ohanyere, A.N. (2009). *Post NYSC year challenges and opportunities*. Ikeja: Arthill Publishers Ltd.
- [14]. Ohewaseseum, A; Eno, J.O. and Eyo, E.B.E;(2014)*innovation curriculum development and entrepreneurial skills acquisition among librating and information science student in selected federal universities in South South Nigeria*. Paper presented at the 14<sup>th</sup> biaxial conference of the National Association of Library and Information Science Educators (pp 1-13). Umuahia NALISE.
- [15]. Onah, E.E;Adebayo, O.A. and Igroe; K.N.(2014). *ICT business and other viable entrepreneurial opportunities beyond library and information science*. In A.O. Issa; C.P. Uzuegbu and M.C. Nwosu (Eds). *Entrepreneurship students and practice in library and information science*. Umuahia: Zeh Communication.
- [16]. Scarborough, M.n.(2014). *Essentials of entrepreneurship and small scale businesses management*. New Jersey: Pearson Education INC.



- [17]. Ugwu, F. and Ezeani, C.N. (2012). Evaluation of entrepreneurship awareness and skills among library and informant science students in universities in South East Nigeria. *Library philosophy and practice (e-journal)*. Paper 836.
- [18]. Umebali; C.O. and Okojo, C.A. (2014). *Library equipment business*. In A.O.Issa; C.P.Uzuegbu and M.C. Nwosu (Eds.) entrepreneurship studies and practice in library and information science (PP.199-206). Umuahia: Zeh communication.
- [19]. Nwosu, M.C. and Unagha, A.O. (2014). *Information brokerage business*. In A. O. Issa, C.P. Uzzuegbu and M.C. Nwosu (Eds). Entrepreneurship studies and practice in library and information science (PP. 219-232). Umuahia: Zeh communications.

Ogueri, Emeka (CLN). "Imperativeness of Acquiring of Entrepreneurship Skills for Self Employment by Final Year Degree Students of Library and Information Science in Nigerian Universities: A case study of University of Uyo, Akwa-Ibom State, Nigeria." *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)* 22.7 (2017): 76-84.