



Entrepreneurship Skills and Opportunities for Librarians in the Field of Library and Information Science: A Perspective in View

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To cite this article:

Okolo Efe Stanley, Ivwighreghweta Oghenetega. Entrepreneurship Skills and Opportunities for Librarians in the Field of Library and Information Science: A Perspective in View. *International Journal of Sustainability Management and Information Technologies*. Vol. 7, No. 2, 2021, pp. 27-35. doi: 10.11648/j.ijjsmit.20210702.11

Received: August 5, 2021; Accepted: August 27, 2021; Published: October 12, 2021

Abstract: This paper conceptualizes entrepreneurship skills and opportunities for librarians in the field of library and information science. Characteristics of entrepreneurship, Entrepreneurship education in Nigeria, Library and information science as a field of study It presents the librarian as an entrepreneur, entrepreneurship education in the field of library and information science, Skills needed in field of library and information science for Entrepreneurship, Areas of opportunities for a Librarian as an Entrepreneur in the field of librarianship. Challenges that are imminent with entrepreneurship practices by librarians which are: Economic Meltdown; Government Policies; Fear of competition and failure; Lack of entrepreneurial spirit; Problem of generating compelling business ideas; Poor Sources of fund; Poor Attitude of Librarians towards entrepreneurship; Excess workload on the librarian. The paper was concluded by the researchers with the following recommendations: Government should endeavour to make policies that are favourable to small scale businesses in the country so as to encourage entrepreneurship; Librarians that are trained in the field of librarianship should develop the spirit and endeavour to venture into the entrepreneurship areas so as to prevent other professionals from taking foods and opportunities from our tables; It is rightly stated that the sky is big enough to contain all the birds that are flying in it so therefore, irrespective of those who are already occupying positions in the entrepreneurship venture, up-coming librarians should not be afraid to delve into business venture after all competition brings about growth and development into the business world.

Keywords: Entrepreneurship, Library and Information Science, Entrepreneurship Education, Skills, Opportunities

1. Introduction

In those days, precisely during the colonial era, the Nigerian labour market was very easy to come-by. That is to say that there was high rate of employment opportunities. In fact, graduates and school leavers of that time were offered jobs prior to the completion of their programmes/schools. These jobs opportunities happen between the period of the 50s and 70s when the economy of the country was buoyant. The Nation Gross Domestic Product (GDP) was high especially in Agriculture sub-sector of the economy which serves as a means of foreign exchange and increased employment. During this period, neither the issue of unemployment nor entrepreneurship was known. In recent

times, the economic system of the nation has made it mandatory for the introduction of entrepreneurial skills acquisition into the education system. It has come to the knowledge of everyone that there are many graduates that are been chunks out from the academic environment or system but there are no readily available jobs to sustain them in the labour market as it were when our fathers were been approached by different companies coming to meet them in schools telling them to come and work with them in their company before they graduate from the school.

Consequently, the government on the other hand are not helping matters reason been that they are making policies that are only favourable to the politicians and political juggernaut who are self centred working for their personal

aggrandizement which makes universities graduates to be out in the street roaming about like a man without focus. In Nigeria, observations shows that high rate of unemployment is related to social vices such as youth restiveness, armed robbery, armed banditry, prostitution, kidnapping to mention a few. It is certain that these social vices to some extent are as a result of not equipping the youth and the graduates with the necessary entrepreneurship skills for them to be self-employed and self-reliant after graduation even if the labour market is unable to accommodate them. In support of this view, Ehirheme & Ekpeyong posited that larger part of Nigerian graduates that completed the mandatory National Youth Service Scheme (NYSC) in the last five (5) years remain unemployed [1]. Corroborating this, Ekere & Ekere asserted that this situation portrays failure of the nation's entire education system and underlines an inherent mismatch between the types of education received by Nigerian graduates and the needs of government agencies, private industrial establishments and other employers of labour [2]. Government has necessitated the introduction of entrepreneurial education in the curricular of all higher institutions in Nigeria by National Universities Commission (NUC) and National Board for Technical Education (NBTE).

This concept entrepreneurship was incorporated into the educational curriculum in order to produce graduate that will go out to create jobs for themselves and become employer of labours thereby becoming self-reliance without depending on the government. To achieve this therefore, this study is been carried out by the researchers to ascertain the entrepreneurial skills and opportunities for librarians in the field of Library and Information Science: a perspective in view.

2. The Concept Entrepreneurship

The term entrepreneurship according to the researcher, it is regarded as the process of acquiring the requisite knowledge and the skills needed to be self-reliant, stand alone, self-employed without seeking for white collar jobs. Idiaghe, viewed Entrepreneurship as the ability of an individual to rely on his/her abilities and efforts; that is, the person is independent. In the study, the researcher went further to emphasized that education in relation to self-reliance and entrepreneurship is the type of education that trains a person to be self-reliance, functional, realistic, productive, pragmatic and reliable [3]. However, in their own opinion, Lucky & Ugeh, described entrepreneurship as a concept concerned with the development and survival of both individual and the society. They also went further to explain that it is a tool through which social, economic and political development could be achieved [4]. Entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity, sense of initiation, innovation and risk-taking, as well as the ability to plan and manage project in order to achieve objectives.

Entrepreneurship as a concept was also described by Hisrich as a process of creating something new with value, devoting necessary time and effort, assuring of accompany of

financial psychic, and social risks, and receiving the rewards of monetary and personal satisfaction and independence [5]. Morrison defines 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. Nwangwu said it is a process of bringing together the factors of production which include land, labor and capital so as to provide a product or services for the public consumption [6]. It is obvious from the above definitions that entrepreneurship is a set of skills an individual acquire that make him or her innovative, and capable of transforming the factors of production into something new, and which will be beneficial to the society, and at the same time bring monetary value to the individual. An entrepreneur is skilled in the use of available resources to create something new and which can sustain the individual or provide him a means of livelihood.

2.1. Characteristics of Entrepreneurship

Entrepreneurship as a concept has some qualities that distinguish it from other factors of productions. That is why it is the one that is standing on top of the other factors of production; it is made to be responsible and also to be in charge. Below are some of the attributes that are imminent or evident in the term entrepreneurship as stated by Kimmons:

1. Interest and Vision.
2. Skill.
3. Investment.
4. Organisation and Delegation.
5. Risk and Rewards. [7]

2.2. Interest and Vision

One of the paramount things about an entrepreneurial success is a matter of interest. The entrepreneur must not dabble into many things rather it must be something he or she is passionate about and follow it up to the latter. This interest must also translate into a vision for the company's growth. Even if the day to day activities of a business are interesting to an entrepreneur, this is not enough for success unless he or she can turn this interest into a vision of growth and expansion. This vision must be strong enough that it can be communicated to investors and employees.

2.3. Skill

There is no amount of interest and vision an entrepreneur may possess if the requisite skill needed to carry out the job is not there; it there means everything will become a waste of time and resources. For instance, if you want to start a business that creates mobile games, you should have specialized knowledge in mobile technology, the gaming industry, game design, mobile app marketing or programming.

2.4. Investment

It is not enough to claim that you are an entrepreneur where in practical terms you are not investing in your

company. As an entrepreneur, you must ensure that you invest your resources into your business in order to enable it to grow.

2.5. Organization and Delegation

So many new businesses you see today they started as a one-man business, successful entrepreneurship is characterized by quick and stable growth. This means hiring other people to do specialized jobs. For this reason, entrepreneurship requires extensive organization and delegation of tasks. It is important for entrepreneurs to pay close attention to everything that goes on in their companies, but if they want their companies to succeed, they must learn to hire the right people for the right jobs and let them do their jobs with minimal interference from management.

2.6. Risk and Rewards

There is a parlance that stated that it is a risk not to take risk. For risk taken, positively there is usually a reward for it. Entrepreneurship requires risk. The measurement of this risk equates to the amount of time and money one invest into a business. However, this risk also tends to relate directly to the rewards involved.

3. Entrepreneurship Education in Nigeria

Due to the economic down turn in recent time it has made it imperative for the Federal Government of Nigeria to compulsorily introduce Entrepreneurship Education (EED) in all programmes of study offered tertiary institutions in Nigeria with effect from the 2nd semester of 2007/2008 academic session (NBTE, 2007). The question that comes to mind is that "Why the sudden interest in Entrepreneurship Education? The answer is not far-fetched. It is due to the fact that Nigeria is faced with several macroeconomic issues such as increasing level of unemployment, high incidence of poverty, slow economic growth rate, insurgency, kidnappings, armed robbery, child trafficking, and high level of corruption, etc. For any economy to grow, the Gross Domestic Product (GDP) must not only improve or increase but it must do so on a consistent and predictive basis. With increased economic activities, economic growth and development would rise, improving the quality of lives of the citizenry in return. Entrepreneurship appears to be the most critical national need today for Nigeria. It presents a major tool to increase economic activities. Without it, there can be no meaningful and sustainable wealth creation, no employment generation and hence no economic growth and development. Entrepreneurship is a catalyst for SMEs sector promotion which accounts for a significant proportion of small businesses and employment generation in Nigeria.

Entrepreneurship education and training is more than the acquisition of knowledge. It must help develop core skills and basic knowledge. It also helps develop an inquiring mind and promotes innovation, creativity enterprising attributes

and the capacity for further learning. Academic institutions vested with the responsibility of teaching, training and certifying these creams of future leaders must prepare students to be proactive, flexible and able to adapt to the changing demands of the modern economy.

A critical look at the National Policy on education shows that the Federal Republic of Nigeria (FRN, 2006) intends that Enterprise education be taught tertiary institutions to develop in young people enterprising skills and attributes and an awareness of how their community, including business and industry, works. Young people need to be 'opportunity ready'. Learning should be directed towards developing in young people those skills, competencies, understandings, and attributes which will equip them to be innovative, and to identify, create, initiate, and successfully manage personal, community, business, and work opportunities, including working for themselves. To manage their futures successfully, young people need a clear purpose and a 'can do' attitude that will allow them to take advantage of opportunities.

Kuratko postulated that entrepreneurship has come of age having emerged over the last two decades as a potent economic force [8]. As such, educating people on the rudiments of the subject is not a slight stride. The European Union posited that "providing entrepreneurship education should become obligatory and should be extended to all disciplines" [9]. The demand for entrepreneurial learning has been and is steadily increasing. Entrepreneurship education seeks to prepare people, students in this case, to be responsible, and become enterprising individuals who have the attitudes, skills and knowledge necessary to achieve the goals they set for themselves. Thus, the acquisition of attitude, skills and knowledge of entrepreneurship is the competencies required for it. Entrepreneurship education inculcates in students the necessary skills required to plan, organize and execute business enterprises. In a study carried out by Eke, Igwesi and Orji it was rightly affirmed that it is in formal education that all the creativity, innovation, production and managerial skills needed in business enterprises for human capital development are inculcated in students [10]. This, in other words, means that the ability of man to take up the risk of establishing a business enterprise is the fruit of formal acquisition of entrepreneurial skills and knowledge. Recently, the European Commission has mandated all her members States to make it compulsory for their academic institutions to study entrepreneurship education. Their funded researches recently showed that there an impact of entrepreneurship education on students attitude, skills and knowledge to life s problem solving (European Union, 2012 & 2013). It is a welcome development, which settles the unknown end of a system of entrepreneurship education, as found in Nigeria and other developing countries, where students are only taught how to start and run a business and nobody, in the first instance, would care to know whether the education will yield results (such as, in this case, can lead to demonstrable attitude, skill and knowledge). Hence, entrepreneurship education is more than a preparation on how to run a business. It is about how

to develop the entrepreneurial attitudes, skills and knowledge which, in short, should enable a student to „turn ideas into action“ (European Union, 2013).

4. Library and Information Science as a Field of Study

According to Wikibooks online (n.d) Library and Information Science (LIS) as a field of study is the academic and professional study of how information and information carriers are produced, disseminated, discovered, evaluated, selected, acquired, used, organized, maintained, and managed. Library and Information Science (LIS) is an interdisciplinary field of study that is concerned with creation, management, and uses of information in all its forms. Taught in colleges and universities at the undergraduate and graduate levels and a subject of research in both industry and academia, LIS brings together a variety of theoretical approaches. Its focus is on representations of information—the documentary evidence of civilization—as well as on the technologies and organizations through which information becomes accessible. The research domain is young, beginning in the late 1960s and early 1970s, but its roots lie in the nineteenth century. LIS represents the intersection of library science, information science (originally called documentation), and communications. The first, library science, has sought to solve the problems of organizing and providing access to collections of materials. The second, information science, seeks to understand the properties of information and how to manage it. Aspects of the field of communication, always a facet of the first two, became interwoven with both as library science and information science matured and increasingly intersected with one another.

Library and information science (LIS) or "library and information studies" is a merging of library science and information science. The joint term is associated with schools of library and information science (abbreviated to "SLIS"). In the last part of the 1960s, schools of librarianship, which generally developed from professional training programs (not academic disciplines) to university institutions during the second half of the 20th century, began to add the term "information science" to their names. The first school to do this was at the University of Pittsburgh in 1964. More schools followed during the 1970s and 1980s, and by the 1990s almost all library schools in the USA had added information science to their names. Weaver Press: Although there are exceptions, similar developments have taken place in other parts of the world. In Denmark, for example, the 'Royal School of Librarianship' changed its English name to The Royal School of Library and Information Science in 1997. Exceptions include Tromsø, Norway, where the term documentation science is the preferred name of the field, France, where information science and communication studies form one interdisciplinary, and Sweden, where the fields of Archival science, Library science and Museology have been integrated as Archival, Library and Museum

studies.

After graduating as a library and information science students, due to the passion the grandaunt has for the field he or she must have studied there are several reasonable areas where they can delve into as per working is concerned in the bid to make reasonable contribution to the profession and the nation as a whole. And they entail some of the following areas:

1. Academic Librarianship.
2. Archiving / Special Collections / Records Management.
3. Data Curation.
4. Database Administration / Development.
5. Digital Librarianship.
6. Information Architecture / Taxonomy.
7. Knowledge Organization.
8. Law Librarianship.
9. Public Librarianship.

4.1. Academic Librarianship

An academic librarianship is an area of functionality in the field of library and information science that is attached to an academic institution above the secondary level, serving the teaching and research needs of students and staff. This area serves two complementary purposes: to support the school's curriculum, and to support the research of the university faculty and students.

4.2. Archiving / Special Collections / Records Management

In the field of library and information science, special collections is a specific repository or department within a library that stores materials of a "special" nature, including rare books, archives, and collected manuscripts. The primary function of a special collections department is to keep holdings safe and secure while remaining accessible.

4.3. Data Curation

Data curation is an aspect in the field of library and information that is active, and engages in the management of data throughout its life cycle from creation to archiving or deletion. This process involves data analysis, accessibility, and reliable retrieval for research purposes.

4.4. Database Administration / Development

In the field of library and information science, database administration is the ongoing management and maintenance of a database. Database development focuses on improvement of existing database structures to expand range or functionality. Both require fluency in specialized software such as SQL, SAP, or Oracle-based systems.

4.5. Digital Librarianship

The term "digital library" encompasses a variety of meanings, including a digitized collection of material that one might find in a traditional library, or a collection of digital information and related accessibility/usability services.

4.6. Information Architecture / Taxonomy

In the field of library and information science, information architecture (IA) is the art and science of organizing information so it is accessible, usable, and relevant to the end user. The study of taxonomy is an aspect of IA that seeks to define relationships between components.

4.7. Knowledge Organization

Knowledge organization is an aspect of library and information field of study that focuses on first describing documents, and then classifying and indexing those documents within an archive or database.

4.8. Law Librarianship

This is an area of specialty for those who have background in law and library and information science. A law librarian assists a variety of patrons including attorneys, judges, law students, legal clerks, and in some cases, the public. Law libraries are found in various legal settings including law schools, private legal firms, and government libraries.

4.9. Public Librarianship

In the field of library and information science, public librarianship is a nonprofit venture where libraries are created for the general public and funded with taxes generated by the government. Public libraries offer programs and media which meet the specific needs of their community.

5. Entrepreneurship Education in Library and Information Science

Entrepreneurship education was introduced to library and information science with a view to stem the scenario whereby many librarians remained unemployed after graduation. The cardinal objective of entrepreneurship education is to equip students with skills that would enable them to be self-employed and create employment for graduates of Library and Information science. It is disheartening to observe that despite the introduction of entrepreneurship education in library and information science many graduates remain unemployed and these clearing points to the fact that the objective of the course has been defeated. As pointed out by Ekpoh & Edet entrepreneurship education in Nigeria is still at its infancy [11]. While most Nigerian universities have initiated the programme, little research is available to assess its impact and also to confirm if a relationship exists between students taking course in entrepreneur and their intention of becoming entrepreneurs.

Library and information science as a discipline is designed to produce information professional that will competently serve different stakeholders for development. The graduates of library and information science ought to be empowered through practical entrepreneurial skills. The graduates-to-be are expected to draw from the various entrepreneurial well of knowledge and be repositioned for job creation. Library and

information science graduates needs to be given core entrepreneurial trainings in relation to library and information services so that, at graduation, they can become employable instead of looking for white-collar jobs. In this era of rise in the number of graduates, entrepreneurship education has become a necessity. As noted by Combes et al stated that new graduates are key stakeholders in Library and Information Science (LIS) and Library and Information Management (LIM) [12], if this assertion is anything to go by, it implies that the graduates-to-be should be adequately repositioned in theory and practical knowledge of the profession and as well be trained to entrepreneurial in mind and reasoning as this is the only way through unemployment can be reduced drastically.

Entrepreneurship is a programme that inculcates creative, innovative, productive and managerial skills needed in business enterprises for self-reliance and national development (Eke, Igwesi and Orji, 2011). Fundamental to entrepreneurship is innovation, which translates to a new method of production, new markets or the setting up of a new organization or the breaking up of an existing one (Ejiogu and Nwajiaba, [13]. Hence LIS graduates need to develop personal competency which will equip them with skills, attitudes and values that will spur them to acquire practical skills and experience needed to be self-employed and to be self-reliant, through the management of small-scale business. Global researches affirm the correlation between entrepreneurship skills and creation of innovation, wealth and employment. Government agencies, captains of industries and other employers of labour prefer to recruit people who can make use of their talents to bring innovation and add value to their workplace (Nnadozie, Akanwa and Nnadozie, [14]. One may ask, at this junction, whether the role of the LIS graduates of the 21st century would change. One would say, yes, the role of these professionals by and large, has change and on a higher gear too with new tools, new skills, new working environment and higher responsibilities, worst still with high rate of unemployment. That is why Igbeka charges that "librarians should work towards establishing business of their own" [15]. It is pertinent to note that entrepreneurship behaviors are learnt, develop and practiced. Hence, there is no hiding place for any LIS graduates who will not embrace the R6 solution to retrain, retool, redesigned, re-evaluate, review and repackaged him/herself in preparation for self-employment and participation in the world of work. Entrepreneurship education embraced skill acquisition in creative thinking, product development, marketing, leadership training and wealth creation. Plumly, Marshall, Eastman, Iyer, Stanley, and Boatwright opined that entrepreneurship and small business has been acknowledged as a fundamental component of economic growth and health [16]. Since, globalization is dictating the economy of every nation. LIS graduates need to be given core entrepreneurial trainings in relation to library and information services so that, at graduation, they can sustain themselves instead of scrambling for white-collar jobs.

For anyone to be successful in any life venture there is the need for the acquisition of a skill that will enable such an individual in bring about the actualizing his or her goals and objectives. Skills as the term implies simply mean the abilities or capabilities required of a person in a given position to plan, execute and accomplishing that plan for the purpose of achieving a specific goal. In the work of Ugwu and Ezean (2012) cited by Elonye and Uzuegbu it was stated that LIS professionals should strive to improve on their overall skills through the acquisition of various forms of ICT skills and develop entrepreneurial culture and mindset in order to render quality services in the library, achieve self-employment and remain relevant [17]. Thus, some professional and managerial skills required for successful entrepreneurship as highlighted in Ugwu and Ezeani are:

1. Information technology skills.
2. Information literacy skills.
3. Managerial skills.
4. Personal entrepreneurial skills.
5. Technical skills.

5.1. Information Technology Skills

This is the process of acquiring skills that are associated with networking, library automation and digitization, web based services, reprography, micrographs, facsimile, video text, teletext, database creation, library management software including CDS ISIS, LIBSYS, KOHA DSPACE content development, desktop publishing, intranet, presentation, hardware/software skills and relational databases including the ability to create data structures which facilitates the indexing and retrieval of information and thesaurus development. Farkas emphasizes on some specific technical skills like HMTL, Network administration, PHP and MYSQL, efficient use of search engines, use of blogs to provide services, web cast and search skills.

5.2. Information Literacy Skills

These have to do with the ability to locate information efficiently and effectively, evaluate information critically and competently and using information accurately and creatively. Also included here is the economics and marketing of information products and services, information resource management, information processing and organizing, e-mail, multimedia perspectives and video conferencing.

5.3. Managerial Skills

These are the business management skills that have to do with marketing, financing, accounting, control, planning and goal setting, decision making, human relations and managing growth. These are essential in launching and growing a new venture.

5.4. Personal Entrepreneurial Skills

This is one of the skills which the librarians need to possess and it has to do with self-discipline or control so as to be able to take charge, manage transformation and to be a

visionary leader.

5.5. Technical Skills

This form of skill acquisition has to do with the written and oral communication, interpersonal, monitoring environment, the ability to organize, and network building. These skills are necessary for successful venture and they should be given attention by students to enable them succeeding in whatever they are venturing into.

6. Areas of Opportunities for a Librarian as an Entrepreneur in the Field of Librarianship

An entrepreneur can be defined as an individual who specifically creates a new business, bearing most of the risks and enjoying most of the rewards. The entrepreneur is commonly seen as an innovator, a source of new ideas, goods, services, and business/or procedures.

A librarian as an entrepreneur can play a key role in any economy, using the skills and initiative necessary to anticipate needs and bring good new ideas to market. The librarian as an entrepreneurs can be prove to be successful in taking on the risks of a startup which can be rewarded with profits, fame, and continued growth opportunities. Those librarians who fail suffer losses and become less prevalent in the markets. Usuka, Ekere & Ajibo stated in their work categorically areas of opportunities a librarian can function as an entrepreneur and be self-employed in the field of library and Information Science and they are as follows [18].

6.1. Information Brokerage

Librarians acquire information brokerage skills in library and information science schools. Librarians can invest and make money from information brokerage. An information broker is an individual who gathers information about individuals and organizations, assembles the data to create individual profiles and sale the profiles to companies, agents or institutions that need them for various purposes. Onaade stated that "information brokers provide their clients with information for a fee." [19] Information brokerage involves sorting out information available on a mass scale and delivering it on personalized basis. Librarians can utilize variety of information sources (print and non-print) to provide information brokerage services. This business requires little or no capital to start. Users will find this services useful especially researchers thus will be willing to pay for it. The types of information brokerage librarians can invest in are indexing and abstracting, literature search (print and non-print), selective dissemination of information (SDI), current awareness services (CAS), document delivery, bibliographic compilation, retrospective conversion; cataloging and classification (contract cataloguing) for private libraries, management of private libraries, book editing, literature reviews, packaging and repackaging of

information, volunteerism, community information services for rural dwellers and sensitization programs.

6.2. Book Publishing

Book Publishing can be regarded as the activity or the process of making information resources such as literature, music, software and other content available to the public for sale or for free. Traditionally, the term refers to the distribution of printed works, such as books, newspapers, and magazines. Publishing is a very lucrative business especially in the academic environment. This is why publishing is taught in library and information science schools. LIS professionals can start publishing business by collecting manuscripts from writers or authors especially children books or story books for publishing. Typeset manuscripts can be stored in CD ROM as soft copy or printed as hard copy. One can decide to carry out all the activities or can take one or two categories and specialize in them. Also, a librarians can decide to be publisher, an editor, a reference book critic or children's books reviewer. With technological advancements, LIS professionals can engage in e-mail publishing also known as newsletter publishing, web publishing and desktop publishing. Publishing is a special and precise job in which one has to be skilled, knowledgeable and up-to-date if he/she is to succeed in this entrepreneurial venture.

6.3. Book Dealership or Trading

Entrepreneurial potentials exist in the area of book dealership and trading for librarians. ICT has made it possible for online publishing, online book stores, online publishers and union catalogues. With these, a librarian can at the comfort of his office build contacts with the publishers (local and international) and connect with libraries that need supplies of information resources online. A librarian can also open book shops or stores through within the tertiary institution environs.

6.4. Printing and Binding Services

Printing is a very lucrative venture that librarians can invest their financial resources and energy in. Printing has become diversified. Librarians can start with printing library bulletins, library newsletters, library posters, signage and many more. Librarians can also undertake in printing journals for research groups, books written by lecturers and students, handbooks and manuals.

In the academic environment binding business is booming. LIS professionals can bind projects and thesis for students and other literature resources emanating from the academic institution. Binding business requires little capital and tools to start and it is not time consuming.

6.5. Computer and Internet Business Services

A large number of librarians have grown to be information and communication technology (ICT) experts. They also possess Internet surfing skills. This knowledge can be harnessed by

starting computer and internet services for students' registration, online payments, typesetting and printing, blog creation, website development and sourcing of information resources for assignments, term papers, projects etc.

6.6. Library Software Dealership

Library automation has become global best practices in library and information science profession. In order to automate library services library, oriented software packages are needed. Librarians can become entrepreneurs by dealing on library software and installation. Software packages are important for library in-house operations. A librarian can become a middle man between the software developers and various libraries that want to upgrade to automated services.

6.7. Supply of Library Facilities and Equipment

LIS professionals are in the best position to know the best and state of the art facilities and equipment for modern libraries such as furniture, cabinets, seats, trolleys, shelves etc. Hence, a librarian can start supply of library facilities for school libraries (especially private schools), private libraries, special libraries, academic libraries and public libraries.

6.8. Establishing and Managing Libraries for Organizations and Individuals

Library and information professionals can delve into establishing and managing libraries for organizations or individuals. It could be a traditional print library or electronic library. Some individuals acquire lots of information resources (books, journals, magazines, newspapers, manuscripts, audiovisuals etc) but don't have organization knowledge. Hence, librarians can make prominence by taking up such task.

6.9. Compilation of Directories and Bibliographies

Compilation of directories is another entrepreneurial opportunity that library and information professionals can venture into as entrepreneurs. There are so much that need to be compiled. It can be "Who is who" in virtually anything, profession, village, organization, etc. The telephone directory is a wonderful tool.

Additionally, compilation of bibliographic details of a given discipline, subject or topic for a given target audience. Library and Information Science professionals, as entrepreneurs can earn sustainable income through publishing of subject and trade bibliographies.

6.10. Freelancing

A freelancer is an independent person offering his/her service where required and not attached to any single establishment. It can be in several fields like outdoor writing, copy-editing, publishing, proof reading, real estate editors, etc. The internet has helped to improve this career as freelancers can always find substantial information from the internet. Some of the retired LIS experts can assume

freelancing jobs in their free time and earn money after retirement.

7. Challenges Imminent with Entrepreneurship Practices by Librarians

There are some impending factors hamper library and information science professionals from getting involved in entrepreneurship for self-development attainment. They are:

1. Economic Meltdown.
2. Government Policies.
3. Fear of competition and failure.
4. Lack of entrepreneurial spirit.
5. Problem of generating compelling business ideas.
6. Poor Sources of fund.
7. Poor Attitude of Librarians towards entrepreneurship.
8. Excess workload on the librarian.

7.1. Economic Meltdown

This factor has been a serious challenge to investors due to the recession the country Nigeria and Africa as a continent has been through. It has made so many businesses to be stagnated thereby creating apathy on the side of librarians from indicating interest in starting a personal business or becoming an entrepreneur due to the fact that the economic system is not favourable to small scale business enterprises.

7.2. Government Policies

Policy as the term implies, it is said to be a plan of action meant for achieving a specific goal or an objective. However, in the Nigerian setting the reverse is the case purposely because the policies that are been made by the selected few who are representatives in government do so just to favour themselves that are in power without considering the masses or the citizenry. There are numerous past incidents where some governments have demolished houses, shops, markets and business buildings even with short notice to the owners of the structures. More so, the incessant revenue charges, high interest rate, inflating tax charges are frustrating entrepreneurial ventures.

7.3. Anxiety of Rivalry and Disappointment

Anxiety of rivalry and disappointments deter librarians from attempting into entrepreneurship. These anxieties usually arise out of lack of rudimentary entrepreneurship training which would enable them to identify and harness the abundant opportunities available in their environment.

7.4. Absence of Entrepreneurship Spirit

Many librarians are deficient of the entrepreneurship spirit to create viable businesses that would make them significant in the knowledge age. Yet, a good number of non-librarians are going admirably enterprising.

7.5. Problem of Generating Compelling Business Ideas

So many practicing and non-practicing librarians have all it takes to become successful entrepreneurs. However, those aspiring to be entrepreneurs are faced with the problem of how to generate compelling business ideas for new entrepreneurial businesses. This inability of not knowing how to generate ideas usually breeds frustration; thereby making the aspiring entrepreneur to start a business similar to the one he has seen around him. Besides, the entrepreneur not having the initial ingredient of success - the entrepreneurial mindset of bringing about a change, creating an invention or beating competition - soon goes under when faced with endless competition from existing businesses.

7.6. Poor Sources of Fund

Access to funds and from various financial institutions has been a bane to the act of entrepreneurship and it could be very frustrating to entrepreneurs especially the ones who are just starting. In most cases, rather than go through the rigorous processes of accessing loans they forfeit the business plan. More so, loan requirements such as collateral, sureties etc could deter one from a business initiative.

7.7. Poor Attitude of LIS Professionals

Some of the Librarians from the field of library and information science in Nigeria and Africa as a whole show less interest and concern in showcasing their ideas and initiatives beyond the four walls of the library institutions. They are lazy and deter from activities that will be stressful on them or require investing much energy and time.

7.8. Excessive Workload on the Librarian

Due to shortage of librarians employed in various library institutions set up in Africa and Nigeria in particular, there is excessive workload or job task on library and information professionals. Low number of professionals carrying out job task of numerous unemployed graduates has had adverse effects. Evidently, enormous workloads hinder them from thinking out of the box.

8. Conclusion and Recommendations

Conclusively, it is no longer news that the government of the country has made it compulsory and necessary for the introduction of entrepreneurship skills acquisition into the academic system so as to bring about a sustainable and viable economy. Therefore it is mandatory that the department of Library and Information Science in Nigerian Universities should make it a point of duty to ensure that this programme is strictly being adhere to so they can be able to produce graduates that will eventually become job creators and employers of labour in our great nation Nigeria.

To achieve this, the aforementioned obstacles to the success of entrepreneurship should be looked into based on

the following recommendations:

1. Government should endeavor to make policies that are favourable to small scale businesses in the country so as to encourage entrepreneurship.
2. Librarians that are trained in the field of librarianship should develop the spirit and endeavour to venture into the entrepreneurship areas so as to prevent other professionals from taking foods and opportunities from our tables.
3. It is rightly stated that the sky is big enough to contain all the birds that are flying in it so therefore, irrespective of those who are already occupying positions in the entrepreneurship venture, up-coming librarians should not be afraid to delve into business venture after all competition brings about growth and development into the business world.
4. Financial institutions and those who are providing funds for small scale businesses should endeavor to do it in a way that the upcoming librarians who want to become an entrepreneur will be able to afford. That is to say the interest rate should not be exorbitant so that the young librarian will not be discouraged.

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