

INFLUENCE OF LIBRARY VISITS AND ORIENTATION ON ENTREPRENEURIAL SKILLS ACQUISITION AMONG LIBRARY AND INFORMATION SCIENCE UNDERGRADUATES IN UNIVERSITY OF NIGERIA NSUKKA, ENUGU STATE.

By

Elizabeth Titilope Babarinde

and

Kabir Shehu

Abstract

The study which makes use of descriptive research design covers the influence of library visits and orientation on acquisition of entrepreneurial skills among Library and information science undergraduate students in University of Nigeria Nsukka. The population comprises 74 students in final year class and the entire population was used as respondents to answer a self-constructed questionnaire. The findings revealed that the impact of library visits and orientation programme in creating awareness for entrepreneurial skills is low compared to other factors, and students did not find it as a practical method of learning entrepreneurial skills. The study recommended that library orientation should serve as an avenue where the LIS undergraduates learn more about the value and importance of librarianship, in order to serve as an eye-opener to what librarianship is all about, so as to help boost their confidence and motivate them to take advantage of the various entrepreneurship services and acquire entrepreneurial skills.

Keywords: Library visits, Orientation, Entrepreneurial skills, Library and information science undergraduates.

Introduction

Undergraduate education is a level of education where-by students study in higher institutions to complete their first degree. This level of education takes place after secondary education and usually in universities, polytechnics and colleges of education. Students who undergo the undergraduate education are referred to as undergraduate students. Included among these undergraduates are LIS undergraduates.

Library and information science undergraduates are students studying in the library and information science department. These students are considered undergraduates because they are

seeking to obtain a certificate, associate or bachelor degree entitled Bachelor in Library and Information Science (BLIS) (Griffith, 2020). In recent years, there has been a tremendous increase in LIS undergraduates than how it was few decades ago. This is responsible for the expanding in-take of fresh student-librarians and para-professionals at all levels of training in both public and privately-owned tertiary institutions. These prospective library employees graduate to increase the pressure on available job opportunities at their cadre in the profession. A research report posited that an increasing number of Library School graduates in Nigeria are finding themselves either unemployed, in underpaid school teaching or in dead-end jobs (Ekere and Ekere, 2012). This underlines the festering graduate unemployment in Nigeria, which experts insist, has reached frightening proportions (Ehirheme and Ekpenyong, 2012, and Longe, 2017). The inability of government at different levels in developing economy to provide employment opportunities for citizenry have necessitated the need to equip undergraduates with skills to make them self-sufficient and resourceful after graduation. This encouraged the use of library visit and orientation especially for LIS undergraduates.

The task of sensitizing, motivating and molding an LIS undergraduate requires the active involvement and participation of the library administration, lecturers and the university administration. Esse, (2014) stated that this could be done through the creation of library visits and orientation programmes in their various capacities for students to gain knowledge and skills capable of spurring them to start up and manage an enterprise of their own. Library visits and orientation, as an academic programme is meant to prepare students for a broad range of career opportunities. According to Mole (2010), library visit and orientation is a course that requires

first year students of the department to pay academic visits to library and information-based industries which includes libraries (of all types) information centers, publishing houses, bookshops, archives and museums. It is an avenue to create awareness and piqued the interest of LIS undergraduates in different areas of developing entrepreneurship skills.

The totality of entrepreneurship skills is paramount to undergraduate students given its relevance in fulfilling personal needs and its contribution to the economic development of the nation. Ugwu and Ezeani, (2012) stated that undergraduates are being exposed to entrepreneurial skills to help promote self-employment and societal growth. Akpan and Etor (2013) inferred that entrepreneurship education is being offered in all universities and other higher institutions. The introduction of entrepreneurship education into the university curriculum is an empowerment strategy for graduate self-employment, self-reliance and poverty reduction.

Most of the skills required in LIS were talked about before the dawn of this century. These skills cut across librarianship to marketing, management to ICT etc. In line with this Ugwu and Ezeani (2012) discussed some set of entrepreneurial skills which include: Information Literacy Skills; Information technology skills; Managerial Skills; personal Entrepreneurial Skills; they concluded that the combination of some or all of these skills with the right support turns ideas from dreams to real and viable business. All these various entrepreneurial skills are embedded in Library and Information Science education for students to explore and acquire in order to succeed either as librarians or entrepreneurs.

The sustained interest in the field of entrepreneurship is promoted by the fact that entrepreneurial courses are seen as means of revitalizing stagnated economies, coping with

unemployment problems by providing new job opportunities (Brijlal, 2011). The ultimate aim of entrepreneurship education is to instill in the students, the capacity to develop skills that are not just course content oriented but business-oriented. It is expected that the skills when acquired by the students would enable them to realize their dreams beyond just being employed. It is in view of this that this study was designed to determine the influence of library visits and orientation on acquisition of entrepreneurial skills among Library and information science undergraduates in University of Nigeria Nsukka.

Statement of the Problem

A graduate is expected to get a good job to take care of himself, his family and contribute to national development at the completion of first degree. But jobs are scarce. Government alone cannot provide jobs for her teeming undergraduates. The unemployment situation resulted in graduates getting involved in some social vices like armed robbery, banditry, terrorist acts like Boko Haram, kidnapping etc. (Okolo and Ivwighreghweta 2021). This sorry situation gave rise to increased agitation for skills and competency-based education through which graduates can acquire skills necessary for entrepreneurship. If librarians do not acquire skills, they cannot become entrepreneurs in their field. Failure to equip students with entrepreneurship skills and motivation will undermine their ability to embrace entrepreneurship and achieve self-reliance.

It is probably in line with the above laudable objective that library and information science schools in Nigerian tertiary institutions integrated library visits and orientation into their curriculum with the aim of ensuring that undergraduates of library schools would use this medium to equip themselves with entrepreneurial skills that will enable them become job and

wealth creators instead of job seekers. It is aim of this research to find out the influence of library visits and orientation on acquisition of entrepreneurial skills among Library and information science undergraduates in University of Nigeria, Nsukka.

Purpose of the study

The purpose of the study is to investigate the influence of library visits and orientation on acquisition of entrepreneurial skills of Library and information science undergraduate students in University of Nigeria Nsukka, Enugu state, Nigeria.

Specifically, the study sought to:

1. Examine the UNN LIS students' level of awareness of entrepreneurship services in LIS.
2. Identify the skills possessed by LIS undergraduates which are necessary for entrepreneurship services in LIS.
3. Determine the influence of library visits and orientation programmes on the acquisition of entrepreneurial skills.
4. Find out the challenges associated with the acquisition of entrepreneurial skills through library visits and orientation programmes.
5. Identify strategies that can be adopted to enhance the acquisition of entrepreneurship skills in LIS through library visits and orientation programmes.

Literature Review

The term orientation means the adjustment or alignment of oneself or one's ideas to surroundings or circumstances. Manuwa, Agboola, and Aduku, (2018). pointed out that library orientation which is also known as library instructions, user orientation, and user education has

to do with adjusting the new library user to the library. It makes the library users aware of the library and services it offers. It educates users regarding the general use of the library, where specific items can be found, how to obtain the library material you need. Suleiman, (2012) is of the view that library orientation is of a particular value to users who are coming to the library for the first time.

Library orientation could be concerned with the methods involve in introducing the users to the general techniques of library usage and services available. It also comprise the organization, layout and facilities of the library, which touches on academic integrity and the intrigues in the art of database searching. According to Mole (2010), library visit and orientation is a course that requires first year student of the department to pay academic visits to library and information-based industries which includes libraries (of all types) information centers, publishing houses, bookshops, archives and museums. Although, the method of application of library orientation differs from library to library, but the main purpose is to enable users to become independent and skillful in identifying, accessing and utilizing library resources effectively (Maduka 2013).

Entrepreneurship is viewed in different conceptual perspectives by different persons, according to each person's understanding and what it intends to portray, this however revolves around innovational creativity, competency, risk taking, self-reliance and rewards. For instance, Lucky and Ugeh (2014) postulated that 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. Onyebu (2015) specified

that entrepreneurship enables human beings to get the most out of life experiences and resources. In corroboration, Lucky and Ugeh, (2014) described entrepreneurship as a concept concerned with the development and survival of both individual and the society. The authors also stated that with entrepreneurial skill, social, economic and political development are achievable. Entrepreneurship produces actionable ideas, new concepts, new designs and new opportunities while innovation adds values to the new products.

According to Nnadozie, Akanwa and Nnadozie, (2013), entrepreneurship education will unlock the enterprising and innovative potentials of the beneficiaries. It is based on this understanding that Federal Government of Nigeria (2013) listed among its educational objectives, acquisition of appropriate skills, abilities and competencies both mental and physical as necessary tools for an individual to live by and contribute positively to the national development. Ugwu and Ezeani (2012) discussed some set of entrepreneurial skills which include: Information Literacy Skills; Information technology skills; Managerial Skills; personal Entrepreneurial Skills; they concluded that the combination of some or all of these skills with the right support turns ideas from dreams to real and viable business.

Information technology skills include networking, library automation and digitization, web based services, reprography, micrographs, facsimile, video text, teletext, database creation and management systems including CDS,ISIS,LIBSYS, content development, desktop publishing, internet, presentation, hardware/software skills and relational databases including the ability to create data structures which facilitate the indexing and retrieval of information and thesaurus development. Farkas (2006) noted 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.

Managerial skills are the business management skills such as marketing, financing, accounting, control, planning and goal setting, decision making, human relations and managing growth. They are essential in launching and growing a new venture. Mamza, and Waba, (2021) indicated that an entrepreneurial person is encouraged to do things that stem from the initiative, and be willing to do it yourself because you want to succeed.

Technical skills include written and oral communication, interpersonal, monitoring environment; ability to organize, and network building. These skills form the basis of the modular approach to an entrepreneurship curriculum. Farkas (2006) noted that by laying out the modules, a course or sequence of courses can be developed depending on the needs, interests, and resources of the particular department. This approach will help to ensure that the most important areas of the field are covered in the courses offered.

Various entrepreneurial skills are embedded in Library and Information Science education for students to explore and acquire in order to succeed either as librarians or entrepreneurs. Hence, Ekoja and Odu (2016), agree that every area of librarianship has a potential for entrepreneurship. Entrepreneurial skill acquisition is a process whereby a person acquires or learns a particular skill needed for business through training or education in order to identify and exploit entrepreneurial opportunity for self-employment. It is the process of empowering Library and Information Science undergraduates with those skills they need to sustain themselves upon graduation and also contribute positively to the society. Thus,

entrepreneurial skill acquisition can lead to wealth creation, poverty alleviation, self-reliance, economic growth and enhance the quality of life of citizens in any given nation.

Research Method

The design for this research is descriptive survey. Descriptive survey design is suitable for this study because it is based on the opinions, view and belief of the final students of library school in University of Nigeria Nsukka on the influence of library visit and orientation programmes on the LIS undergraduate acquisition of entrepreneurial skills. The population for this research is 74 encompassing the total number of the 400 level students of the Department of Library and Information Science in the University of Nigeria, Nsukka. The researcher made use of questionnaire to collect data for the study.

Results

Research question 1: What is the LIS undergraduate students' level of awareness of entrepreneurial skills?

Table 1: LIS undergraduate Respondents view on the level of awareness of entrepreneurial skills.

The LIS undergraduates level of awareness of entrepreneurship	H	A	L	N	Mean	Rate	Decision
	A		A	A			

I became aware of entrepreneurial skills through the library visits and orientation programmes	31	13	27	3	2.97	4th	Aware
I became aware of entrepreneurial skills through pleasure reading and public lectures	24	41	9	0	3.20	2nd	Aware
I became aware of entrepreneurial skills through the media	37	24	9	4	3.27	1st	Aware
Entrepreneurial skills are taught as general courses	22	33	12	7	2.94	5th	Aware
Entrepreneurial skill is among the departmental courses offered	37	12	16	9	3.04	3rd	Aware

Research question 2: What are the skills possessed by LIS undergraduates which are necessary for entrepreneurship?

Table 2: respondents view on the necessary entrepreneurial skills

S/N	Entrepreneurial skills possessed by LIS undergraduate	HP	P	LP	NP	Mean	Rate	Decision
1	Information literacy skills	29	15	21	9	2.79	6 th	Possessed
2	Information technology skills	20	22	13	18	2.66	7th	Possessed
3	Managerial skills	21	20	12	21	2.65	8th	Possessed
4	Personal entrepreneurial skills	26	30	5	13	3.06	2nd	Possessed
5	Technical skills	18	20	9	27	2.51	9th	Possessed
6	Risk taking skills	25	22	21	6	2.89	4th	Possessed
7	Educational skills	40	24	7	3	3.36	1 st	Possessed
8	Innovative skills	23	23	9	19	2.88	5th	Possessed
9	Interpersonal skills	27	27	17	3	3.05	3 rd	Possessed

Responses on table 2 indicates average level of response from students in most of the items, ranging from 3.36 to 2.51 which according to the criterion mean signals agreement. This goes to show that the students possess these skills stated above which are very vital for LIS undergraduates who are considering becoming entrepreneurs upon graduation in his/her field.

Research question 3: What is the Impact of library visits and orientation programmes on the acquisition of entrepreneurial skills among the LIS undergraduates?

Table 3: Respondents' view on the impact of library visits and orientation programmes on the acquisition of entrepreneurial skills of the LIS undergraduates.

S/N	Impact of library visits and orientation on the LIS undergraduate acquisition of entrepreneurial skills	SA	A	D	SD	Mean	Rate	Decision
1	It creates awareness for entrepreneurial skills	52	22	0	0	3.70	1st	Accept
2	It provides the students the opportunity to learn practical skill which makes them successful entrepreneurs	33	35	3	3	3.32	2nd	Accept
3	It equips the LIS undergraduate with needed entrepreneurial skills in order to be job creators not job seekers	31	25	15	3	3.13	4th	Accept
4	It creates in the students the right mindset for entrepreneurial skill acquisition	21	37	12	4	3.01	5th	Accept
5	It imbibes in the LIS students positive perception of entrepreneurial skills	37	25	9	3	3.29	3rd	Accept
6	It provides the students with the opportunity to learn from the example of both their lecturers and the librarians	27	44	3	0	3.32	2nd	Accept

The findings as presented on table 3 revealed that Students generally agree on the impact of library visits and orientation programmes in creating awareness for entrepreneurial skill Acquisition as this have a mean weight of 3.70. Following it is the fact that the programme provides the LIS undergraduates with the opportunity to learn practical skills; imbibe positive perception of entrepreneurial skills, as well as guarantees hope of self-reliance as job creators not job seekers.

Research question 4: What are the challenges associated with the acquisition of entrepreneurial skills through library visits and orientation programmes?

Table 4: Respondents view on the challenges encountered in the acquisition of entrepreneurial skills through library visits and orientation programmes.

S/N	Challenges encountered in the acquisition of entrepreneurial skills	SA	A	D	SD	Mean	Rate	Decision
1	Lack of the entrepreneurial skill spirit and culture	32	30	12	0	3.27	2nd	Accept
2	Fear of taking risks	31	40	0	3	3.33	1st	Accept
3	Low competitive spirit with other profession	17	42	15	0	3.02	6th	Accept
4	Fear of technology	19	19	27	9	2.64	8th	Accept
5	Nonchalant attitude towards library visits and orientation programmes	14	48	6	6	2.94	7th	Accept
6	Lack of funds to necessitate action	25	43	3	3	3.21	3rd	Accept
7	Lack of orientation opportunities	29	27	18	0	3.14	4th	Accept
8	Misplaced priorities by the LIS undergraduate as regards entrepreneurial skills	25	34	12	3	3.09	5th	Accept

From the table above, it can be seen that major impediment towards Acquisition of entrepreneurial skill is fear of taking risks. Fear of taking risks amongst the 400 level LIS students in UNN is very high. It is also deduced that the entrepreneurial skill acquisition experiences a lack of entrepreneurial skill spirit and culture amongst the students as indicated by the 3.27 mean. Other challenges such as lack of funds, lack orientation opportunities, fear of

technology, low competitive spirit etc with mean weight ranging from 3.21 to 2.64 were also accepted by the students.

Research question 5: what are the strategies that can be adopted to enhance the acquisition of entrepreneurial skills through library visits and orientation programmes?

Table 5: Respondents view on the strategies that can be adopted to enhance the acquisition of entrepreneurial skills through library visits and orientation programmes

S/N	Items	SA	A	D	SD	Mean	Rate	Decision
1	Practical counseling on entrepreneurial skill acquisition for LIS undergraduate students	56	12	6	0	3.67	3rd	Accept
2	Exposing students to challenging situation to help acquaint them with these challenges and also build their entrepreneurial skills	41	33	0	0	3.55	4th	Accept
3	Library orientation should serve as an avenue where the LIS undergraduate Learn more about the value and importance of librarianship which will help boost their confidence	44	24	6	0	3.51	5th	Accept
4	A qualified ICT literate librarian can help the students overcome his/her fear of technology	41	24	3	6	3.35	7th	Accept
5	Providing a friendly environment during library visits and orientation programmes so they can ask questions freely and be willing to come back	53	21	0	0	3.71	2nd	Accept
6	Allocation of sufficient fund for the library visits and orientation programmes	39	29	3	3	3.40	6th	Accept
7	Library visits and orientation programmes should be promoted and encouraged both in the school and in the library	48	14	6	6	3.40	6th	Accept
8	LIS undergraduates should be oriented on	57	11	0	6	3.85	1st	Accept

the importance of entrepreneurial skills for
one to become a success entrepreneur

In suggesting ways of improving the present state of entrepreneurial skills acquisition of the LIS undergraduate students, with a mean weight of 3.85, student respondents agree with the suggestion that LIS undergraduates should be oriented on the importance of entrepreneurial skills for one to become a successful entrepreneur. Other suggestions such as providing a friendly environment during the library visits and orientation programmes with the mean weight of 3.71, practical counseling on entrepreneurial skill acquisition with the mean weight of 3.67, providing qualified ICT librarian to help the students deal with the fear of technology with a 3.35 mean weight, allocation of sufficient funds with 3.40 as it's mean weight and others were all accepted by the student respondents.

Recommendations

On the basis of the study, the following recommendations were made.

1. Practical counseling on entrepreneurial skills acquisition should be made available for the LIS undergraduates. As this help increase their knowledge of it's benefits towards job creation. Thereby motivating them to want to learn more about it.
2. Library orientation should serve as an avenue where the LIS undergraduates learn more about the value and importance of librarianship. The programme shouldn't be restricted to teaching various sections of the library only, rather it could serve as an eye-opener to the core functions, duties and responsibilities of a librarian and what librarianship is all about. This could help boost

the confidence of an LIS undergraduate towards his profession which will definitely motivate him to exploit one of the various entrepreneurship services and acquire entrepreneurial skills.

3. There is need for allocation of funds for the library visits and orientation programmes. Funds is very important in the running of the programme both for organizing students and transporting them to various libraries. It is also important in purchasing recent and current information resources centered on entrepreneurial skills and entrepreneurship.

4. All forms of library instructions should be put in place to enhance the training and acquisition of entrepreneurial skills in knowledge and information management, book publishing, marketing, bibliotherapy, abstracting and indexing etc.

5. There should also be continuing user education programs for the LIS undergraduate students. With this, the quality of LIS professionals will be fully compatible with requirements of the expanding job market will emerge.

Conclusion

This study has been able to identify the problems hinging the acquisition of entrepreneurial skill through the library visits and orientation programmes in the University of Nigeria Nsukka, and these include: fear of taking risks, lack of orientation opportunities, lack of entrepreneurial spirit, misplaced priorities by the LIS undergraduates as regards entrepreneurial skills etc. The laudable benefits of library visits and orientation programmes is that it exposes the LIS undergraduates to essential entrepreneurial skills that could be learnt in their bid to create self reliance.

From the information obtained, findings reveal that to acquire entrepreneurial skills, LIS undergraduates need to change their perception towards the library visits and orientation programme; the programme should also be designed to be more efficient and effective. These recommendations, if adequately adhered to will help to realize the objective of the library visits and orientation.

References

- Akpan, C. & Etor, C. (2013). University lecturers' perceptions of entrepreneurship as an empowerment strategy for graduate self-employment in South-South Nigeria. *International Journal of Asian Social Science*, 3, 1180-1195.
- Brijlal, P. (2011). Entrepreneurial perceptions and knowledge: A survey of final year university students. *African Journal of Business Management*, 5(3), 818-825.
- Ekere, F. C & Ekere, N. (2012). Exploring the potentials of information broking in Nigeria as an Alternative career to librarianship in L. O. Aina and I. Mabawonku (edu). Nigeria library Association at 50: promotions library and information science profession for national development and transformation.
- Ekaja, I. I. & Odu, A. O. (2016). Developing and implementing entrepreneurship curriculum in LIS programmes. *International Journal of library and information science*. 8(6).
- Elonye, G.U. & Uzuegbu, C. P. (2013). Entrepreneurial opportunities for library and information science professionals in contemporary society. *The Research Librarian*, 7, 23-42. <https://www.researchgate.net/publication/>
- Erhirheme, P. E & Ekpenyen. L. E. (2012). Assessment of opinions of student on the implementation of entrepreneurship in selected Nigeria tertiary institution in Edo, Delta, Lagos, Ogun states. Paper presented at an international conference in African indigenous research and development initiatives at the Goodness Convention Centre, Johannesburg, South African, 14th -16th March, 2012
- Esse (2014). Effect of library instruction on satisfaction with the use of library and its services: A study of undergraduate students in five universities in the Southern part of Nigeria. *European Scientific Journal*. 10(13), 441-450.

- Longe, O. (2017). Graduate Unemployment in Nigeria: Causes, Consequences and Remediable Approaches. *American International Journal of Contemporary Research*. 7, (4).
- Lucky, U. O & Ugeh, C. H. (2014). Contemporary issues on entrepreneurship in Information Science and Business Education Professions: Implications to Education of Nigeria Tertiary Institutions. *European Journal of Business and Management*, (6) 33, 46-51.
- Mole, A. J. C. (2010). Organisation of knowledge-Technical service. The Nigeria Link. *Journal of Library and Information Science*. 11(12).
- Mamza, W.P. & Waba, Y.Y. (2021). Towards a sustainable entrepreneurial librarianship: Problems and approaches for innovative achievement. *International Journal of Management Studies, Business & Entrepreneurship Research* 6, (1). <http://www.casirmediapublishing.com>
- Manuwa, Agboola, & Aduku, (2018). Effects of library orientation on library use in two academic libraries in Gashua, Yobe State, Nigeria. *Journal of Library and Information Sciences*. 6. (10).15640/jlis.v6n2a5.
- Nnadozie, C. O., Akanwa, P. C. & Nnadozie, C. D. (2013). Impact of entrepreneurship education on the career aspirations of Nigerian para-professional librarians-in-training. *Academic Journal of Inter Disciplinary Studies*, 2, (5), 149-161. DOI:10.5901/ajis.2012.v2n5p149.
- Okolo E. S., & Ivwighrehweta O. (2021). 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*. .7(2), 27-35. Doi: 10.11648/J.Ijsmit.20210702.11
- Onyebu, C. M. (2015). The role of entrepreneurial skills in academic performance: a case study of selected universities in Abia State, Nigeria. *Review of Public Administration and Management*, 4. 8: 121-130.
- Suleiman, S.A. (2012). User Education Programs in Academic Libraries: The Experience of the International Islamic Malaysian students. *Library Philosophy and Practice*. 1-14
- Ugwu, F. and Ezeani, CN. (2012). Evaluation of Entrepreneurship Awareness and Skills among LIS Students in Universities in South East Nigeria.(2012). *Library Philosophy and Practice* (e-journal). 836, 1522-0222