

Exploring Entrepreneurship Education and Library and Information Science Students for Employability in Nigerian Universities

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Abstract

The study explores entrepreneurship education and Library and Information Science (LIS) students for employability in Nigerian universities. It adopted descriptive survey research design with four (4) specific objectives. A population of three hundred and thirty-seven (337) final year students in the 2020/2021 academic session was drawn from seven (7) library schools in the South-East zone of Nigeria. A sample of one hundred and seventy (170) representing 50% of the study population was selected for the study using proportionate sampling technique. Data for the study was generated using structured questionnaire with closed-ended questions. The data generation process yielded 86% responses rate from 146 respondents. The descriptive statistical tools of frequency counts and mean scores were used to analyse the data while the results were ranked in descending order to show the range of responses. A 2.50 criterion mean was used to indicate agreement or disagreement with the item statements. The study revealed that LIS students acquire entrepreneurship education for employability through: setting of real small business ventures; seminars, workshops and conferences; study visits; lectures through regular classroom activities; etc. It showed that the entrepreneurship-related courses through which LIS students acquire entrepreneurship skills for employability are: indexing and abstracting of information resources; cataloguing and classification of information resources; entrepreneurial studies; publishing and marketing of information resources; information entrepreneurship, among others. The study further revealed that the entrepreneurship skills possessed by LIS students for employability in Nigerian universities are: information literacy skills; information technology skills; personal entrepreneurship skills to create, innovate, reinvent, take risks and solve problems; etc. It revealed that the challenges of entrepreneurship education of LIS students for employability in Nigerian universities include: lack of entrepreneurship workshops and laboratories; poor infrastructural facilities; unavailability of lecturers that are entrepreneurially conscious with the zeal to pass it on; inadequate funding of LIS schools, etc. Based on these findings, it was recommended among others, that library schools should adopt modern training methods including practical laboratories and workshops for ICT skills acquisition as well as the use of site visits to entrepreneurship firms, mentorship, and coaching in the training of LIS students to boost their employability skills and competencies. The study also recommended that governments should adequately fund library schools to enable them acquire necessary facilities to support practical-based teaching of entrepreneurship courses to reflect contemporary trends for employability in the labour market.

Keywords

Entrepreneurship Education,
Library and Information Science,
Students, Employability, Nigeria,
Universities

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Introduction

In situations where government employment or well-paid-job is no longer guaranteed in most African countries such as Nigeria,

entrepreneurship has become a major source of employment. As a matter of fact, high rate of unemployment and the need for instilling entrepreneurship spirit have placed greater

responsibilities on educational institutions in both developed and developing countries. This is to ignite students' entrepreneurial consciousness for the purpose of equipping them for personal, community and national economic development upon graduation. Entrepreneurship education is the engine of today's economic transformation, whereas students' employability, productivity and effective management of resources hinge greatly on the acquisition of sound entrepreneurship skills and knowledge.

Entrepreneurship education refers to a system of education that creates the aptitudes, skills, abilities, willingness and confidence of students to seek out investment opportunities in the society and to be able to establish and run successful business enterprise (Ogueri, Edem & Usoro, 2017). The United Nations Educational, Scientific and Cultural Organization (UNESCO), as cited in Chukwuji and Umeji (2019) observe that entrepreneurship education helps in the orientation of students towards innovation and instills in them the ability to foresee the future needs through new thinking. It promotes students' awareness by emphasizing the need to develop their abilities, change their values and attitudes in order to accelerate the process of development. It enhances students' ability to identify a variety of activities, actions and practices that involve the generation of business ideas, identification of investment opportunities, and decision making towards the exploitation of investment opportunities within their environment. Entrepreneurship education provides relevant skills, needed capabilities, orientation and mindset for business, vocational and professional engagements after university education.

In the Library and Information Science profession, entrepreneurship education is the process of developing in students' practical skills, knowledge, competencies, attitudes, understanding and attributes for

innovativeness and creative identification, creation and successful management of personal, community, business and work opportunities in the library and information sector. It is fundamentally very vital in the development of aptitudes and capabilities of Library and Information Science students for employability. Accordingly, Kempster (2021) defines employability as a set of achievements – skills, understandings and personal attributes that makes graduates (such as Library and Information Science graduates) more likely to gain employment and be successful in their chosen occupations for their benefits, and the benefits of the workforce, community and the economy. It is further conceive as the ability of students to graduate and get a satisfying job, while emphasizes that job acquisition should not be prioritized over preparedness for employment to avoid pseudo measure of individual employability (Harvey, as cited in Healy, Hammer & McIlveen, 2020).

Contextually, Library and Information Science students' employability is a process of continuous quality learning for the purpose of acquiring and broadening the skills, experiences, awareness and attributes suitable for the world of works. Library and Information Science students' employability aims at producing employable graduates that are competitively and comparatively marketable. It is concerned with the general skills that are necessary for success in the labour market at all employment levels and in all sectors of the economy. It consists of the skills needed to enter, stay in, and progress in the world of work both privately or in public employment. This is because as potential professionals in the information age, Library and Information Science students need effective training, guidance, mentoring, and motivation to develop their creativity, innovativeness, dependability, self-reliance and enthusiasm for employability. In this wise, the study explores entrepreneurship education as a strategic form of education for the acquisition of

employability skills among Library and Information Science students in Nigerian universities.

Statement of the Problem

The cardinal objective of education generally, is to acquire skills and knowledge for productive living, gainful employment and quality contributions to national development. These expectations propel entrepreneurship education across the globe as the paradigm for training students including Library and Information Science students to acquire entrepreneurship skills necessary for employability by instilling innovative foresight and transformational mindsets for business creation. However, it is saddening that in Nigeria, even with so many discussions and interests in entrepreneurship education, there is still a high rate of graduates' unemployment and underemployment, including Library and Information Science graduates. In fact, with this reality, one is forced to ask how right and effective is the entrepreneurship education of Library and Information Science students in view of the seeming lack of skills for self-reliant and innovative engagements for global competitiveness. Based on this backdrop, the study seeks to explore entrepreneurship education and Library and Information Science students for employability in Nigerian universities with a focus on library schools in South-Eastern zone of Nigeria.

Research Objectives

The study explores entrepreneurship education and Library and Information Science students' employability in Nigerian universities. The specific objectives are to:

- i. identify the methods of acquiring entrepreneurship education by Library and Information Science students in Nigerian universities.
- ii. examine the entrepreneurship related courses through which Library and Information Science students acquire

entrepreneurship skills for employability in Nigerian universities.

- iii. find out the entrepreneurship skills possessed by Library and Information Science students for employability in Nigerian universities.
- iv. ascertain the challenges of entrepreneurship education of Library and Information Science students for employability in Nigerian universities.

Literature Review

Entrepreneurship is broadly considered as an individual's ability to manipulate ideas and turn them into reality by harnessing personal creativity, innovation, initiative, and risk-bearing ability for profit maximization (Musa & Tsafe, 2019; Onuekwusi & Adama, 2015). It involves creative and dynamic ability, which combines vision, change, and passion towards the creation and implementation of new ideas and creative solutions for the benefit of the society as a whole. Entrepreneurship is a catalyst for economic, social, industrial development, and serves as a powerful engine of economic growth and wealth creation (Ghosh, 2019). The need for entrepreneurship development gives rise to entrepreneurship education as process of preparing students for quality and sustainable employment.

In the light of the above, Nwaka, as cited in Musa and Tsafe (2019) opine that entrepreneurship education is the process of preparing and equipping students for occupational fields and for effective participation in the world of work as well as preparing them for responsible citizenship. It is a sustainable tool for promoting environmentally sound sustainable development and alleviating poverty by equipping students with necessary knowledge and ability to take risks in starting business ventures. Entrepreneurship education is a strategic way of tackling unemployment by providing the opportunity to train, mentor, guide, direct, counsel,

motivate and inspire students to take up business initiatives, nurse the initiatives, take reasonable risks, make necessary investment, manage the process and benefit from the outcome in terms of profit, freedom and independence (Chukwuji & Umeji, 2019). Entrepreneurship education is indispensable for students' employability because it builds skills, promotes initiatives and galvanizes business creation.

Employability is a range of personal qualities and situational factors that promote or constrain graduates' ability to achieve their employment and career goals (Clarke, 2018; Donald, Baruch & Ashleigh, 2019; Monteiro, Leandro, Cristiano & Jorge, 2020). Kempster (2021) defines employability as a set of skills, understandings and personal attributes that makes graduates such as Library and Information Science graduates more likely to gain employment and be successful in their chosen occupations for their benefits, and the benefits of the workforce, community and the economy. It focuses on the individual, institutional and socio-economic factors that influence graduates' immediate employment and long-term career outcomes (Clarke 2018; Holmes, 2013). More so, *Healy, Hammer and McIlveen (2020) posit* that employability is not only a set of skills but a range of experiences and attributes developed through higher-level of continuous learning. It goes beyond only getting a job but involves a broader set of skills and attributes that enable a graduate such as Library and Information Science graduates to be successful throughout their working life.

However, studies indicate strong relationships between entrepreneurship education and Library and Information Science students' employability. For instance, Aladejebi (2018); Udoikut, Akwa, Jimmy and Ekanemesang (2016) in their studies discovered that entrepreneurship education helps students in the identification of business opportunities; creating products

and services that satisfy customers; successfully developing a business plan, having the skills to create a new business; successfully identifying sources of business finance; anticipating, tolerating and managing unexpected market changes, setbacks, and risks that may affect business; performing feasibility studies to check if business ideas work; stimulating interest in entrepreneurship; improving knowledge, skills and interest in entrepreneurship adventures; learning about how to start a business as well as stimulating interest in small business management.

Moreover, in drawing a clear line on the methods of acquiring entrepreneurship education for employability, Lackeus (2015) observed that entrepreneurship education is acquired through learning-by-doing or direct observation. This requires that lecturers should give their students assignments to create value (preferably innovative) to external stakeholders based on problems and/or opportunities the students identify through an interactive process they own themselves and take full responsibility for (Lackeus, 2015). It was further discovered in a study conducted by Mwasalwiba (2010) that entrepreneurship education can be obtained actively or passively by students through business/computer or game simulations, video and filming, role models or guest speakers, business plan creation, project works, games and competitions, setting of real small business ventures, workshops, presentations and study visits. Chukwuji and Umeji (2019) revealed entrepreneurship related courses that give credence to entrepreneurship education to include: abstracting and indexing, cataloguing, desktop publishing, internet networking services, etc.

Okpokwasili (2019) in a study on assessment of entrepreneurial skills and competencies expected in library and information science students revealed that lecturers expect students to acquire entrepreneurial skills and

competencies such as: self-confidence skills, communication skills, planning skills, human relationship skills, etc. This was even as Awurdi and Mohammed (2018); Chukwuji and Umeji (2019); Iheanacho (2018); Ugwu and Ezeani (2012) argued that for Library and Information Science students to meet employability requirements, they must necessarily possess such basic entrepreneurship skills as: information technology skills, information literacy skills, managerial skills, personal entrepreneurial skills and technical skills.

Furthermore, studies showed that entrepreneurship education of Library and Information Science students in Nigerian universities is faced with a mirage of challenges. Thus, Anyanwu, Oduagwu, Ossai-Onah and Amaechi (2013); Chukwuji and Umeji (2019); Iheanacho (2018); Molaro (2013); Ugwu and Ezeani (2012) in their studies identified lack of adequate practical entrepreneurship courses, outdated LIS curriculum, unavailability of lecturers with real entrepreneurship consciousness and the zeal to pass it on, poor funding of library schools, lack of encouragement from LIS lecturers, nonchalant and lackadaisical attitude of students as well as poor teaching facilities as factors affecting entrepreneurship education of LIS students for employability.

Methodology

The study adopted descriptive survey research design to examine the opinions and feelings of Library and Information Science (LIS) students from library schools in South-East zone of Nigeria. The population of the study is three hundred and thirty-seven (337)

final year (400 level) students from seven (7) library schools in the 2020/2021 academic session. The population comprises eighteen (18) students from Abia State University (ABSU), Abia State; sixteen (16) from Michael Okpara University of Agriculture, Umudike (MOUAU), Abia State; twenty-one (21) from Chukuwemeka Odumegwu Ojukwu University (COOU), Anambra State; forty-three (43) from Nnamdi Azikiwe University (NAU), Awka, Anambra State; twenty-eight (28) from Enugu State University of Science and Technology (ESUT), Enugu State; thirty-eight (38) from University of Nigeria Nsukka (UNN), Enugu State; and one hundred and seventy-three (173) from Imo State University (IMSU), Imo State. From the study population, one hundred and seventy (170) sample representing 50% was selected using proportionate sampling technique. The population and corresponding sample across the institutions are shown in the table 1 below. The study adopted structured questionnaire with closed-ended questions, designed on a 4-point rating scale to collect data. A total of 170 copies of the questionnaire were distributed by the researchers and through the help of research assistants to the respondents, while 146 of them who completed and returned with valid information and used for analysis. The data generated were analysed using the descriptive statistical tools of frequency counts and mean scores with Statistical Package for Social Sciences (SPSS) version 25. The results were equally ranked for ease of understanding of the range of responses while a 2.50 criterion mean was used to reach a decision on agreement or disagreement in each item statement.

Table 1: Population Distribution and Sample Selection from the Studied Institutions

Institutions	Population	Sample Selection
ABSU	18	9
COOU	21	11
ESUT	28	14
IMSU	173	87
MOUUAU	16	8
NAU	43	22
UNN	38	19
Total	337	170

Source: Researchers' Field Survey, 2021

The information on table 1 above shows the population distributions and sample selection across the studied institutions. It shows that using 50% proportionately across

the seven (7) universities in South-East zone Nigeria with library schools, a total of 170 sample was selected for the study from a study population of 337.

Results

Table 2: Mean Responses on the Methods of Acquiring Entrepreneurship Education by Library and Information Science Students in Nigerian Universities (N = 146)

S/N.	Item Statements	SA	A	D	SD	Mean	Ranking	Decision
1.	Business/computer/game simulations	7	21	74	21	2.14	13 th	Disagreed
2.	Video and filming	14	18	67	24	2.18	12 th	Disagreed
3.	Competitions	12	25	63	23	2.21	11 th	Disagreed
4.	Group discussions	15	63	28	17	2.62	10 th	Agreed
5.	Role model and mentorship	33	52	22	16	2.83	9 th	Agreed
6.	Case studies in the form of special project works	28	77	13	5	3.04	8 th	Agreed
7.	Business plan creation	35	68	11	9	3.05	7 th	Agreed
8.	Learning-by-doing activities	26	82	12	3	3.07	6 th	Agreed
9.	Direct observations through apprenticeship training	35	69	19	0	3.13	5 th	Agreed
10.	Lectures via regular classroom activities	45	78	0	0	3.37	4 th	Agreed
11.	Study visits	49	74	0	0	3.40	3 rd	Agreed
12.	Seminars, workshops and conferences by guest speakers	53	71	0	0	3.46	2 nd	Agreed
13.	Setting of real small business ventures	74	49	0	0	3.60	1 st	Agreed
Grand Mean						2.93		Agreed

Source: Researchers' Field Survey, 2021 Criterion Mean = 2.50

Table 2 shows the mean responses on the methods of acquiring entrepreneurship education by Library and Information Science students for employability in Nigerian universities. The table shows a grand mean of 2.93 against the criterion mean of 2.50 to indicate the level of agreement to the items of investigation. It reveals that out of the 13

items of investigation ranked in a descending order according to the mean scores, 10 items were agreed upon as the methods through which LIS students acquire entrepreneurship education in the institutions understudy. It specifically reveals that LIS students in Nigerian universities acquire entrepreneurship education via: setting of real small business ventures (3.60); seminars,

workshops and conferences by guest speakers (3.46); study visits (3.40); lectures through regular classroom activities (3.37); and direct observations through apprenticeship training (3.13). Other methods are: learning-by-doing activities (3.07); business plan creation (3.05); role

model and mentorship (2.83) and learning through group discussion (2.62). On the contrary, the respondents disagreed with the option of acquiring entrepreneurship education through competition (2.21); business/computer/game simulations (2.18) and video and filming (2.14).

Table 3: Mean Responses on the Entrepreneurship Related Courses through which Library and Information Science Students acquire Entrepreneurship Skills for Employability in Nigerian universities (N = 146)

S/N.	Item Statements	SA	A	D	SD	Mean	Ranking	Decision
1.	Government information sources and services	16	34	42	31	2.28	17 th	Disagreed
2.	Production and management of audiovisual resources	29	42	37	15	2.69	16 th	Agreed
3.	Seminar on contemporary issues in LIS	19	65	28	11	2.75	15 th	Agreed
4.	Information resources development and management	33	54	16	20	2.81	14 th	Agreed
5.	Automation in libraries and information centers	32	49	31	11	2.83	13 th	Agreed
6.	Archives and records management	30	57	23	13	2.85	12 th	Agreed
7.	Information retrieval from the Internet	30	55	31	7	2.88	11 th	Agreed
8.	Information technologies	41	52	22	8	3.02	10 th	Agreed
9.	Computers and data processing	38	63	17	5	3.09	9 th	Agreed
10.	Bibliographic and literature search	34	67	22	0	3.10	8 th	Agreed
11.	Information entrepreneurship	39	84	0	0	3.32	7 th	Agreed
12.	Research project	43	80	0	0	3.35	6 th	Agreed
13.	Students Industrial Work Experience Scheme (SIWES)	44	79	0	0	3.36	5 th	Agreed
14.	Publishing and marketing of information resources	52	71	0	0	3.42	4 th	Agreed
15.	Entrepreneurial studies	54	69	0	0	3.44	3 rd	Agreed
16.	Cataloguing and classification of information resources	57	66	0	0	3.46	2 nd	Agreed
17.	Indexing and abstracting of information resources	68	55	0	0	3.55	1 st	Agreed
Grand Mean						3.07		Agreed

Source: Researchers' Field Survey, 2021 Criterion Mean = 2.50

Table 3 reveals the entrepreneurship-related courses through which Library and Information Science students acquire entrepreneurship skills for employability in Nigerian universities. It shows that the entrepreneurship-related courses for LIS students include: indexing and abstracting of information resources (3.55); cataloguing and classification of information resources

(3.46); entrepreneurial studies (3.44); publishing and marketing of information resources (3.42); students industrial work experience scheme (SIWES) (3.36); research project (3.35) and information entrepreneurship (3.32). Other entrepreneurship related courses are: bibliographic and literature search (3.10); computer and data processing (3.09);

information technologies (3.02); information retrieval from the Internet (2.88); archives and records management (2.85); automation in libraries and information centers (2.83); information resources development and management (2.81); seminar on contemporary issues in LIS (2.75); as well as production and management of audiovisual

resources (2.69). The result was confirmed by a higher grand mean score of 3.09 against the 2.50 criterion mean to validate the degree of the respondents' agreement on the entrepreneurship-related courses through which Library and Information Science students acquire entrepreneurship skills for employability.

Table 4: Mean Responses on the Entrepreneurship Skills Possessed by Library and Information Science Students for Employability in Nigerian universities (N = 146)

S/N.	Item Statements	SA	A	D	SD	Mean	Ranking	Decision
1.	Leadership skills to guide, direct and motivate	14	23	48	8	1.86	6 th	Disagreed
2.	Managerial skills to plan, make effective decisions and control	8	26	53	36	2.05	5 th	Disagreed
3.	Technical skills to communicate and relate effectively	29	52	25	17	2.76	4 th	Agreed
4.	Personal entrepreneurship skills to create, innovate, reinvent, take risks and solve problems	32	51	28	12	2.84	3 rd	Agreed
5.	Information technology skills to use ICT resources and services	42	48	22	11	2.98	2 nd	Agreed
6.	Information literacy skills to identify, locate, evaluate, use and communicate information	34	67	12	10	3.02	1 st	Agreed
Grand Mean						2.59		Agreed

Source: Researchers' Field Survey, 2021 Criterion Mean = 2.50

The analysis on table 4 shows the entrepreneurship skills possessed by Library and Information Science students through entrepreneurship education for employability in Nigerian universities. It reveals that the entrepreneurship skills possessed by Library and Information Science students for employability are: information literacy skills to identify, locate, evaluate, use and communicate information (3.02); information technology skills to use ICT resources and services (2.98); personal entrepreneurship skills to create, innovate, reinvent, take risks and solve problems

(2.84); and technical skills to communicate and relate effectively (2.76). The analysis of the data, on the other hand, reveals that Library and Information Science in the university understudy do not possess leadership skills to guide, direct and motivate (1.86); and managerial skills to plan, make effective decisions and control (2.02). The analysis also shows a grand mean of 2.59 as against the criterion mean of 2.50 to confirm the degree of the respondents' agreement on the entrepreneurship skills possessed by Library and Information Science students for employability in Nigerian universities.

Table 5: Mean Responses on the Challenges of Entrepreneurship Education of Library and Information Science Students for Employability in Nigerian universities (N = 146)

S/N.	Item Statements	SA	A	D	SD	Mean	Ranking	Decision
1.	Nonchalant and lackadaisical attitude of students	10	23	67	23	2.16	10 th	Disagreed
2.	Falling societal values which diminishes a sense of diligence	24	32	54	13	2.54	9 th	Agreed
3.	Poor ICT skills among students and some LIS instructors	16	78	14	15	2.77	8 th	Agreed
4.	General fall in the standard of education	12	89	14	8	2.85	7 th	Agreed
5.	Lack of mentorship	44	56	13	10	3.09	6 th	Agreed
6.	Lack of entrepreneurial spirit and vision by some LIS instructors	41	66	5	11	3.11	5 th	Agreed
7.	Inadequate funding of LIS schools	38	85	0	0	3.31	4 th	Agreed
8.	Unavailability of lecturers that are entrepreneurially conscious with the zeal to passing it on	47	70	6	0	3.33	3 rd	Agreed
9.	Poor infrastructural facilities e.g. poor power supply	49	74	0	0	3.40	2 nd	Agreed
10.	Lack of entrepreneurship workshops and laboratories	70	53	0	0	3.57	1 st	Agreed
Grand Mean						3.35		Agreed

Source: Researchers' Field Survey, 2021

Criterion Mean = 2.50

The analysis on table 5 reveals that all the items of investigation except 1, i.e. nonchalant and lackadaisical attitude of students (2.16) were agreed upon by the respondents as the challenges of entrepreneurship education of Library and Information Science students for employability in Nigerian universities. This shows that the challenges of entrepreneurship education of Library and Information Science students for employability in Nigerian universities include: lack of entrepreneurship workshops and laboratories (3.57); poor infrastructural facilities e.g. poor power supply (3.40); unavailability of lecturers that are entrepreneurially conscious with the zeal to passing it on (3.33); inadequate funding of LIS schools (3.31); lack of entrepreneurial spirit and vision by some LIS instructors (3.11); and lack of mentorship (3.09). Other problems are: general fall in the standard of education (2.85); poor ICT skills among students and some LIS instructors (2.77); and falling societal values which diminishes a sense of diligence (2.54). The individual mean

scores were confirmed with the grand mean of 3.35 against the criterion mean of 2.50 to validate the challenges of entrepreneurship education of Library and Information Science students in Nigerian universities understudy.

Discussion of Findings

From the analyses of data in tables 2-5 above, entrepreneurship education of Library and Information Science students in Nigerian universities has strong relationship with the students' employability. In other words, it is imperative to note that entrepreneurship education is promoted by the need to enhance skills acquisition for self-employment of LIS graduates.

However, the analysis in table 2 specifically revealed that setting of real small business ventures; seminars, workshops and conferences by guest speakers; study visits; lectures through regular classroom activities; direct observations through apprenticeship training; learning-by-doing activities; etc., are the methods through which LIS students acquire entrepreneurship education in Nigerian universities. This finding partly

agrees with Lackeus (2015); Mwasalwiba (2010), who unfolded that the methods of acquiring entrepreneurship education include: learning-by-doing, direct observation, role models, seminars and conferences through guest speakers, business plan creation, and project works, etc. The implication of this finding is that LIS students in Nigerian universities, especially considering today's economic realities characterized by high rate of unemployment can hardly develop their entrepreneurship consciousness for employability unless these essential methods of acquiring entrepreneurship education are strengthened and sustained across universities. This requires adoption of more practical-based teaching methods than relying on theoretical approach.

Regarding the investigation of entrepreneurship-related courses through which LIS students acquire entrepreneurship skills for employability in Nigerian universities, the finding revealed that the entrepreneurship-related courses for LIS students include: indexing and abstracting of information resources; cataloguing and classification of information resources; entrepreneurial studies; publishing and marketing of information resources; information entrepreneurship; bibliographic and literature search; computer and data processing, etc. This finding partially corroborates earlier study conducted by Chukwuji and Umeji (2019), which disclosed that entrepreneurial skills of Library and Information Science students are acquired through abstracting and indexing, online cataloguing, desktop publishing and internet networking services. This finding further accentuates the areas through which LIS students can build their entrepreneurship skills and knowledge for employability. From a practical realization, most LIS students do not actually have the consciousness that most LIS courses can fetch them a fortune entrepreneurially by creating employment opportunities for them.

On the entrepreneurship skills possessed by Library and Information Science students through entrepreneurship education for employability in Nigerian universities, the study reveals that LIS students information literacy skills (ability to identify, locate, evaluate, use and communicate information); information technology skills (ability to use ICT resources and services); personal entrepreneurship skills (ability to create, innovate, reinvent, take risks and solve problems); and technical skills (ability to communicate and relate effectively). It further showed that the students examined lack leadership skills (ability to guide, direct and motivate); as well as managerial skills (ability to plan, make effective decisions and control). This finding in part aligns with the studies conducted by Awurdi and Mohammed (2018); Chukwuji and Umeji (2019); Iheanacho (2018); Okpokwasili (2019), which revealed that LIS students are expected to possess entrepreneurial skills and competencies such as: self-confidence skills, communication skills, planning skills, and human relationship skills. From this finding, it is quite clear that LIS students do not possess all the important business skills such as managerial and leadership skills for employability. This implies that library schools need to re-strategize their entrepreneurship education and training in order to equip students with leadership and managerial skills because if LIS students lack these essential skills it may be difficult for them to effectively lead and manage successful information business enterprises.

Pertaining to the challenges of entrepreneurship education of Library and Information Science students for employability in Nigerian universities, the study showed lack of entrepreneurship workshops and laboratories; poor infrastructural facilities such as poor power supply; unavailability of lecturers who are entrepreneurially conscious with the zeal to passing it on; inadequate funding of LIS schools; lack of entrepreneurial spirit and

vision by some LIS instructors; lack of mentorship; poor ICT skills among students and some LIS instructors, among others. This finding affirms earlier studies conducted by Chukwuji and Umeji (2019); Iheanacho (2018); Molaro (2013); Ugwu and Ezeani (2012), which highlighted lack of entrepreneurship courses and practical ICT training in the curriculum of Library and Information Science, difficulty to secure the financial support required to start a business venture and lack of confidence and encouragement from LIS lecturers as the obstacles to entrepreneurship education of Library and Information Science students in Nigerian universities. This finding is a further pointer to why most LIS graduates are practically not knowledgeable enough for today's economic and business environment and are unemployable in skilled-based sectors of the economy.

Conclusion

Entrepreneurship education is indispensable in the training and preparing Library and Information Science students for employability. It facilitates the acquisition of entrepreneurship skills, abilities, aptitude, and confidence for business development and wealth creation. In this study, it has been established that entrepreneurship education of Library and Information Science students for employability is acquired through setting of real small business ventures; seminars, workshops and conferences by guest speakers; study visits; lectures through regular classroom activities; direct observations through apprenticeship training, etc. Entrepreneurship education of Library and Information Science students prepare them to become self-reliant and job-creators instead of job-seekers. This is because it enables them to acquire entrepreneurship skills such as: information literacy skills to identify, locate, evaluate, use and communicate information; information technology skills to use ICT resources and services; personal entrepreneurship skills to

create, innovate, reinvent, take risks and solve problems upon graduation in the information services sector.

Recommendations

Based on the findings of the study, the following recommendations are made to foster entrepreneurship education of LIS students for employability in Nigeria:

- i. Government through the management of universities should equip library schools with adequate infrastructural facilities such as entrepreneurship workshops and laboratories with information and communication technology (ICT) tools in order to facilitate practical-based learning for entrepreneurship skills development.
- ii. Library schools should adopt modern training methods through the use of site visits to entrepreneurship firms, mentorship, and coaching in the training of LIS students so as to enable them acquire needed employability skills and competencies.
- iii. Library and Information Science lecturers should be effectively trained and retrained through seminars, conferences and workshops in order to enable them acquire relevant skills such as managerial skills, ICT skills, and marketing skills for effective training of LIS students for employability.
- iv. Management of universities in Nigeria should provide library schools with adequate funds in order to enable them provide relevant facilities such as: ICT tools and practical entrepreneurship laboratories and workshops to aid practical entrepreneurship education of LIS students for employability.
- v. Government of Nigeria should overhaul the entire university educational system by making the much talked about entrepreneurship education practical-based in order to ensure that Library and

Information Science students are well-trained and prepared for global competitiveness in the employment market.

- vi. Library schools should consciously teach LIS students managerial and leadership skills through dedicated courses that highlight the processes of establishing and running information entrepreneurship businesses.

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