



ENTREPRENEURSHIP EDUCATION AND AWARENESS AS TOOLS FOR WEALTH CREATION AMONG LIBRARY AND INFORMATION SCIENCE POSTGRADUATE STUDENTS IN UNIVERSITIES OF NORTH-WEST NIGERIA

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Abstract

This research assessed entrepreneurship education and awareness for wealth creation among Library and Information Science Students in Universities of North-West Nigeria. Two research questions guided the study. The study adopted descriptive survey research design. The population of the study was 265 which consist of Library and Information Science postgraduate students for the 2020/21 academic session of ABU Zaria, BUK Kano and UMYU, Katsina. The entire population was used for the study because the population was not too large. Structured questionnaire and document examination guide were used to collect data for the study. Analysis of data was done using percentages, mean and standard deviation through Statistical Package for Social Sciences (SPSS) version 22. The research major findings indicated that: there are different courses for entrepreneurship opportunities in the curriculum of Library and information science for wealth creation which include: web creation and design management, information brokerage, abstracting, cataloguing and classification, book publishing and trading, reference services, indexing, freelancing, research, consultant, library application software development and installation, internet services, knowledge management, digitalization, email publishing and information services to the visually impaired among others. The findings also revealed that though the respondents pointed out that they were aware of the entrepreneurship opportunities for wealth creation in Library and Information Science, but not at a very high extent. In relation to the findings of the study, it was recommended among others that adequate ICT courses should be in the curriculum to inculcate in postgraduate students creative and innovative ideas for wealth and job creation, and adequate practical ICT courses to accommodate more relevant entrepreneurship skills.

Keywords: *Entrepreneurship Education, Awareness, Wealth Creation, Library and Information Science Postgraduates, North-West Nigeria*

Introduction

One of the most important means of achieving proper development all around the world is creating wealth such that all classes of persons can secure their standard of living through access to incomes and increasing self-employment opportunities to help reduce poverty, joblessness and eliminate social vices in the society, it is in this light that nations have recognized the need for entrepreneurship in their educational institutions. Entrepreneurship is a necessary ingredient for stimulating economic growth and employment opportunities, it is suitable therefore, that library and information science (LIS) postgraduates, discover and make proper use of the entrepreneurship opportunities available in the field in order to stand independently to secure a livelihood and generate wealth with self-esteem after graduating from the university.

Entrepreneurship is the ability to venture into a new business with the aim of making profit or create wealth so as to have a source of livelihood bearing the risk that is involved. According to Kuratko (2023), entrepreneurship is the process of identifying, developing, and exploiting economic opportunities by creating and managing a new business venture, often under conditions of risk and uncertainty, to generate value and profit, these actions are in no way simple nor do they emanate effortlessly. It is more or less the outcome of hard work and life experience as only a little people are born with equitable expertise in entrepreneurship. Most people that are into entrepreneurship go through trainings and life involvements. So, it means that entrepreneurship education only comes through effective teaching or training and that's one of the ways people can acquire skills and knowledge they need to be entrepreneurs. Tofi (2019) is of the view that one of the means of guaranteeing that education helps in addressing universal and overall unemployment is by integrating entrepreneurship education into the curriculum.

Entrepreneurship education has gained global attention as a tool for economic growth, unemployment reduction and wealth creation especially among young graduates in developing countries. In Nigeria, entrepreneurship education was formalized in 2004 when a national policy mandated its inclusion in university curricula to address unemployment and self-reliance (Oyinlola, 2021). The aim was to help students develop skills for self-employment and innovation to curtail the big problem of unemployment. This highlights how important it is to teach entrepreneurship to help students become economically independent and create wealth so as to develop entrepreneurial skills, mindsets and intentions to create jobs rather than seek employment.

Okolie et al. (2022) suggests that entrepreneurship education is one of the most important aspects that encourages creativity, business planning, and innovation among undergraduates and postgraduates. It tries to organize people particularly the youths to be responsible and innovative individuals, to cultivate profound opinions on entrepreneurship so as to contribute to economic and to create wealth.

Wealth creation is the act of producing new resources by an individual or nation as a result of legitimate economic activity or activities. According to Okoye-Nebo, Iloanya and Udunze (2014), wealth creation reduces unemployment, poverty and eliminate social vices in the society. Similarly, (Investopedia, 2021, has it that the concept is often associated with economic growth, entrepreneurship, investment, and overall prosperity within an individual's life, a business, or an economy as a whole. It is an act that has proven power to lift people and nations out of poverty, it involves the tactical management of possessions both in terms of financial wealth and tangible assets. This explain why library and information science postgraduate students need to be aware and utilize the opportunities available in the field because the knowledge they have acquired could be used to create wealth

Library and Information Science (LIS) programs can be a means to boost the creation of wealth and national economic development through the integration of entrepreneurship in its curriculum. Once seen as a service-oriented career, Library and Information Science (LIS) is changing to meet the knowledge-driven economy. According to Mngutyo, Aboh and Nongo (2017), Library and Information Science, is a vocation that prepares graduates for entrepreneurship and wealth creation given the job skills for self-employment and self-reliance in various library and information science related enterprises it imparts. There is urgent need to prepare the library information science students and graduates of Nigeria's universities with entrepreneurship skills and awareness so as to be self-employ. Awurdi and Mohammed, (2018). They further stressed that if library information science students are equipped with the relevant entrepreneurial skills and awareness, at the end of the day they will definitely start up small business opportunity after graduation if there is no job available in the labor market. This is tied down to the content of the curriculum which dictates the courses to be taught and the method of imparting knowledge to the students to fully prepare them to take up such trades.

The curriculum should gear towards preparing students to become new era librarians and information professionals. To achieve a desirable climate that sustains entrepreneurship education in Library and Information Science, there is the need to design a curriculum that will be responsive to the needs of the students. Such curriculum will not only lay emphasis on impacting knowledge but also be able to restructure the ends and means of instruction by providing free entrepreneurship training during and after studies. Ekoja and Odu (2020) asserted, that it is essential that LIS curricula incorporate not only practical entrepreneurial skills but also innovative teaching methods that enhance creativity in the field. For instance, in some of the universities in North-West Nigeria, such as Ahmadu Bello University Zaria, Bayero University Kano, and Usmanu Danfodiyo University Sokoto, these programs are available but by large, they still emphasize the traditional skill even though recent reviews indicates an increasing acknowledgment of the role of entrepreneurship that some institutions are now incorporating modules on digital entrepreneurship, information entrepreneurship, and business skills (Umar et al., 2022).

In North-West Nigeria, poverty is high, jobs are scarce and people are facing tough economic challenges that need new ideas to create wealth. Integrating entrepreneurship education into its LIS postgraduate programs is critical in readying graduates to be innovative, create information-based services, and significantly support socio-economic growth. Creating the awareness is very crucial too as this will help students to develop the attitude and skills needed to take advantage of new prospects by turning their skills into real business ventures. Ibrahim and Yusuf (2023) found out that postgraduate students in the region view entrepreneurship positively, but they do not know the practical steps to start their own ventures while Musa and Abdullahi in 2023, mentioned that many LIS students in North-West Nigeria are missing the entrepreneurial mindset to use their skills, partly because of lack of good education and awareness. These challenges create a gap between the learning objectives and the policy intent, making LIS students unprepared for wealth creation outside of the traditional job market.

Statement of the problem

In today's knowledge-driven economy, entrepreneurship education has become essential in higher education, particularly in developing countries where unemployment is a pressing issue. For graduates in Library and Information Science (LIS), embracing entrepreneurship can lead to self-employment and wealth creation through various avenues such as digital information services,

consultancy, and archives management. Given the current high unemployment rates and rising cost of living, postgraduate students must strategize for financial independence by engaging in practical and transferable skills. This approach will help them stay relevant by creating services and products that cater to the ever-changing digital information needs of society, allowing them to forge their own paths instead of relying solely on traditional roles in libraries or academic institutions. However, despite entrepreneurship education being part of the curriculum in Nigerian universities, it seems like the graduates in LIS particularly in North-West Nigeria region are not exposed much to entrepreneurship education or aware of these opportunities, this possibly could be as a result of non-challant attitudes on the side of the students. Lack of structured entrepreneurial education could limit their career prospects and earning potential which will affect their knowledge and confidence to start and manage their own businesses. It is based on this problem that this study seeks to assess entrepreneurship education and awareness for wealth creation among Library and Information Science postgraduate students in universities of North-West Nigeria.

Objectives of the study

The main objective of the study is to Assess Entrepreneurship Education and Awareness for Wealth Creation among Library and Information Science Students in Universities of North-West Nigeria. The specific objectives are to:

1. Identify the courses for entrepreneurship in the curriculum of Library and Information Science for wealth creation in the universities of North-West, Nigeria.
2. Ascertain the extent of postgraduate student's awareness on entrepreneurship opportunities that exist for wealth creation in Library and Information Science in universities of North-West, Nigeria.

Research Questions

The following research questions were formulated to guide the study

1. What are the courses for entrepreneurship in the curriculum of Library and Information Science for wealth creation in the universities of North-west, Nigeria?
2. What is the extent of postgraduate student's awareness on the entrepreneurship opportunities for wealth creation in Library and Information Science in universities of North-west, Nigeria?

Research Methodology

The study adopted descriptive survey research design. The study was carried out in North-west Nigeria. This zone according to NUC (2021), has eleven federal universities, eight states universities and eight private universities. Out of these universities only three public universities are offering library and information science at the postgraduate level at the time of this study. These universities are: Ahmadu Bello University Zaria (ABU), Bayero University Kano (BUK), Umaru Musa Yar'adua University, Katsina (UMYUK). The population of the study is 265 which consist of all registered library and information science PG students for the 2020/21 academic session in Ahmadu Bello University, Zaria, Bayero University Kano and Umaru Musa Yar'adua University, Katsina.). The entire population were used because of its manageable size. The instruments used for data collection were Document examination guide (DEG) for research question one which has 26 items and a total number of 265 structured questionnaire for research question two who were administered but, 244 copies were properly completed and returned. Descriptive statistics was used in analyzing data obtained from the research questions. Specifically, the research questions were analyzed using percentage, mean and standard deviation. In taking decision, for research question 1, 50% level of acceptance was used, for research question 2, real limit of numbers was used. The presentation and analysis were done in line with the two objectives which guided this study as follows:

Research Question 1:

What are the courses for entrepreneurship in the curriculum of Library and Information Science for wealth creation in the universities in North-west, of Nigeria?

Table 1: Document Examination Guide on Courses for Entrepreneurship Opportunities in the Curriculum of Library and Information Science for Wealth Creation.

S/N		University						Overall		D
		ABU		BUK		UMYUK				
		T	NT	T	NT	T	NT	T	NT	
1	Information Business and Entrepreneurship		√	√			√	1(33.3%)	2(66.7%)	NT
2	Basic Technical Services	√		√		√		3(100%)	0(0%)	T
3	Telecommunications and Networking	√		√		√		3(100%)	0(0%)	T
4	Digital reference and Information Services	√		√		√		3(100%)	0(0%)	T
5	Archive and Record Management	√		√		√		3(100%)	0(0%)	T
6	Indexing and abstracting	√		√		√		3(100%)	0(0%)	T
7	Cataloguing	√		√		√		3(100%)	0(0%)	T

8	Theory of knowledge and Classification	√		√		√		3(100%)	0(0%)	T
9	Book publishing and editing	√		√		√		3(100%)	0(0%)	T
10	Business Information Services	√		√		√		3(100%)	0(0%)	T
11	Library Marketing, Advocacy and Public Relations	√		√		√		3(100%)	0(0%)	T
12	Database Construction and Management	√		√		√		3(100%)	0(0%)	T
13	Research Method in Information Science	√		√		√		3(100%)	0(0%)	T
14	Information Architecture for the Web	√			√		√	1(33.3%)	2(66.7%)	NT
15	Computer Technology and Library Services	√		√		√		3(100%)	0(0%)	T
16	Information Systems, Analysis and Design	√		√		√		3(100%)	0(0%)	T
17	Library Application Software		√		√		√	0(0%)	3(100%)	NT
18	Information Services for the Disadvantaged	√		√		√		3(100%)	0(0%)	T
19	Library Services for Children and Youth	√		√		√		3(100%)	0(0%)	T
20	Web System Design and Management	√		√		√		3(100%)	0(0%)	T
21	Information and Communication Technology	√		√		√		3(100%)	0(0%)	T
22	Computer Software and Computer use		√		√		√	0(0%)	3(100%)	NT
23	Community Information Services	√		√		√		3(100%)	0(0%)	T
24	Audio-Visual Media Librarianship	√		√		√		3(100%)	0(0%)	T
25	Visit to Information Related Business Organizations	√		√		√		3(100%)	0(0%)	T
26	SIWES/ Internship	√		√		√		3(100%)	0(0%)	T
		23(88.5%)	3(11.5%)	23(88.5%)	3(11.5%)	23(88.5%)	3(11.5%)			

Keys: T= taught; NT = not Taught; ABU BUK UMYUK

The above table shows the result of the entrepreneurship opportunities in the curriculum of LIS for wealth creation. Twenty-six entrepreneurship opportunities courses were selected by the researcher from the curriculum; the result indicates that most of the entrepreneurship courses are taught. An aggregate of twenty-three (23) courses are taught out of the twenty-six this includes; basic technical services, telecommunication and networking, indexing and abstracting, digital reference and information services, computer technology and library Services among others. while information business and entrepreneurship, information architect and library application software are not taught.

Also, the table indicates that 23 (88.5%) courses are taught and 3(11.5%) courses are not taught in the respective schools studied.

Research Question 2: What is the extent of postgraduate student's awareness on the entrepreneurship opportunities that exist for wealth creation in Library and Information Science in universities of Northwest, Nigeria?

Table 2: Mean Responses of the Extent of Awareness on Entrepreneurship Opportunities for Wealth Creation in LIS

SN	Items	University			Overall		R	D
		ABU	BUK	UMYUK	Mean	SD		
1	Web design	3.48	3.55	3.77	3.58	.76	2 nd	VHE
2	Indexing	3.29	3.27	3.31	3.29	1.00	9 th	HE
3	Abstracting	2.71	3.07	2.98	2.92	1.10	16 th	HE
4	Book binding	2.94	3.00	2.95	2.97	.98	14 th	HE
5	Information brokerage	2.84	2.65	3.11	2.84	1.20	19 th	HE
6	Research consultant	3.19	3.16	3.35	3.22	.95	11 th	HE
7	Library application software developer and installer	2.64	2.87	2.86	2.79	1.09	21 st	HE
8	Independent Cataloguers and classifiers	2.38	2.66	2.63	2.55	1.08	25 th	HE
9	Library facilities dealer	3.46	3.46	3.57	3.49	.78	5 th	HE
10	Production and sale of library equipment	3.13	3.36	3.22	3.24	.87	10 th	HE
11	Book vendor	3.37	3.41	3.43	3.40	.90	7 th	HE
12	Managing cybercafé business	3.47	3.54	3.54	3.51	.72	4 th	VHE
13	computer service center owner	3.62	3.60	3.49	3.58	.88	2 nd	VHE
14	Internet services	3.66	3.72	3.71	3.69	.63	1 st	VHE
15	Book editor	2.88	2.88	3.03	2.92	1.06	16 th	HE
16	Internet service provider	2.70	2.89	2.83	2.81	1.11	20 th	HE
17	Software maintenance	2.89	2.91	2.83	2.88	1.18	18 th	HE
18	Bibliographer	3.01	3.19	2.92	3.06	.91	12 th	HE
19	Courier services	3.56	3.46	3.34	3.46	.76	6 th	HE
20	Web-archivist	2.33	2.31	2.65	2.40	1.08	27 th	LE
21	Advert agency	2.77	2.58	2.95	2.74	1.08	22 nd	HE
22	Software maintenance	2.61	2.68	2.82	2.69	1.17	23 rd	HE
23	Editing of information documents	2.90	2.99	2.94	2.94	1.01	15 th	HE
24	Freelancing	2.46	2.55	2.91	2.61	1.10	24 th	HE
25	Online tutorials	2.44	2.53	2.60	2.52	1.03	26 th	HE
26	Cataloguing and classification	2.28	2.36	2.28	2.31	1.16	28 th	LE
27	Selective dissemination of document	3.09	3.06	2.85	3.02	.78	13 th	HE
28	Publisher	3.39	3.44	3.35	3.40	.83	7 th	HE
Cluster Mean		2.98	3.04	3.08	3.03	.81		HE

KEYS: Very High Extent (VHE); High Extent (HE); Low Extent (LE); Very Low Extent (VLE)

The respondents were asked to indicate extent of awareness on the following entrepreneurship opportunities for wealth creation in LIS. Using the principle of real limit of numbers, responses as presented on Table 2 indicated that the postgraduate students are to very high extent aware of internet services (\bar{X} =3.69, SD=.63); web design (\bar{X} =3.58, SD=.76); computer service owner (\bar{X} =3.58, SD=.88) and managing cybercafé business (\bar{X} =3.51, SD=.81). Furthermore, to high extent they are aware of the other items except web-archivist (\bar{X} =2.40, SD=1.08) and cataloguing and classification (\bar{X} =2.31, SD=1.16). Also, the overall mean showed that internet services (\bar{X} =3.69, SD=.63) is ranked highest, while cataloguing and classification (\bar{X} =2.31, SD=1.16) is ranked lowest as regards to extent of awareness on the following entrepreneurship opportunities for wealth creation in LIS.

Discussion of Findings

The findings of this research were discussed based on the research questions as follows:

Courses for Entrepreneurship in the Curriculum of Library and Information Science for Wealth Creation in the Universities of North-west, Nigeria.

The findings of the study revealed the different courses for entrepreneurship education in the curriculum of Library and information science for wealth creation in the three universities, they are: web creation and design management, abstracting, cataloguing and classification, book publishing and trading, reference services, indexing, book editor publishing, establishing and maintaining libraries for organizations, freelancing, research, consultant, library application software development and installation, compilation of bibliographies, compilation of directories, internet service provider, internet services and consultant, information brokerage, knowledge management, digitalization, email publishing and information services to the visually impaired.

In view of the findings, Mardomi (2019) pointed out that entrepreneurship opportunities in Library and Information Science accrues from the categories of courses taught in various universities and colleges. These courses are being taught in Library and information science departments to encourage students to develop their communities and to be able to use their initiatives for wealth creation. Entrepreneurship courses should focus on adding business skills to a student, enhancing their creativity and innovativeness and creating a mindset and attitude of self-employment and business ventures.

Extent of Awareness of Entrepreneurship Opportunities for Wealth Creation in Library and Information Science

The findings of the study revealed the extent of awareness on the entrepreneurship opportunities for wealth creation in Library and Information Science, the respondents at a very high extent pointed out that they were aware of computer service Centre owner, production and sale of library equipment, internet services, managing cybercafé business. But, they are to a high extent aware of these entrepreneurship opportunities in LIS: web design, indexing, abstracting, book binding, information brokerage, research consultant, library application software developer and installer, independent cataloguers and classifiers, library facilities dealer, book vendor, book editor, internet service provider, software maintenance, bibliographer, courier services, advert agency, software maintenance, editing of information documents, freelancing, online tutorials, selective dissemination of document, publisher. Students at postgraduate level are usually aware of most of the entrepreneurship opportunities in Library and Information Science that can be practiced for wealth creation, however how many of these students are competent enough to handle this or efficient enough to successfully engage in entrepreneurship areas of Library and Information Science

Conclusion

The study assessed entrepreneurship education and awareness for wealth creation among Library and Information Science Postgraduate Students in Universities of North-West Nigeria. The study clearly shows that there are different entrepreneurship opportunities courses in the curriculum of universities in North-west for wealth creation which the postgraduate students are aware but not to a very high extent and also lack the competency to successfully engage in entrepreneurship areas of Library and Information Science because it is one thing to be aware and another thing to be able to engage in these entrepreneurship opportunities.

Recommendations

Based on the findings of the study, the following recommendations are made:

- Library and Information Science curricular should be improved, it should go beyond traditional teaching in the classroom and integrate practical entrepreneurship teaching with adequate ICT courses

- Entrepreneurship courses should focus on adding business skills to students, enhancing their creativity and innovativeness and creating a mindset and attitude of self-employment and business ventures

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