

## **Entrepreneurship Education for Socio-Economic Empowerment of Library and Information Science Students**

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### **Abstract**

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The research investigated entrepreneurship education for socio-economic empowerment of library and information science students of Federal Polytechnic Oko, Anambra state. Four research questions guided the study. This study adopted web-based survey research design using google form questionnaire. Respondents were 240 Library and information science (LIS) students of the Polytechnic. Findings of the study revealed the study concluded that entrepreneurship education for socio-economic empowerment is available for Library and information science (LIS) students in Federal Polytechnic Oko, Anambra State. the students identified developing grit for overcoming the hardship of unemployment as the highest potential impact of entrepreneurship education for the socio-economic empowerment of Library and information science students. The highest benefit identified by the students is that entrepreneurship promotes research and industrial development. Majority of the students also noted that entrepreneurship education promotes social change, initiate chain of support and wealth sharing. The challenges faced by LIS students in acquiring entrepreneurial skills were identified as raising the investment capital, changing nature of ICT among others. Based on the findings, the study recommends that entrepreneurship education should be properly harnessed and more positive moves should be made to improve entrepreneurship education for Library and information science students.

**Keywords:** Entrepreneurship Education, Socio-Economic Empowerment,  
Library and information science (LIS), Federal Polytechnic Oko,  
Anambra State, Nigeria.

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### **Introduction**

Change is one reality which individuals, groups, and organizations must continuously cope with to survive (Halder, 2009). Change to the economy is the demand for better educated and skilled youth entering the world of work to meet the complexities of a fast-evolving world. Replete in the corpus of knowledge are some reasons that the

library and information science profession is undergoing remarkable changes (Obinyan, 2020 cited Myburh, 2010). Further explain for example, “ICT convergence has changed and continues to change the nature of information creation, storage and communication, therefore, leaving many librarians with little or no imaginative or innovative paraphernalia to show in their exploitation of technology which in most cases is traceable to lack of confidence from deficiency of requisite training”. Through entrepreneurial education, this has to be addressed in an attempt to strengthen the profession to cope with and live through the invasion of its territory by rival information groups. The introduction of entrepreneurship education in Library and information science (LIS) has brought tremendous changes in the content and pattern of library services provided. The current trends in librarianship changed attributes and approaches into the practice of today’s librarian with requisite skills needed to cope with the information needs of the 21<sup>st</sup> century users (Musa and Tsafe, 2019). Librarianship is grouping out of being a profession that was often an appendage of other establishments (Igbeka, 2008). Dhiman and Sharma (2006) asserted that a planned strategic approach to integrating marketing into library services to reinforce and sustain the fundamental and traditional values of the profession in the changing socio-economic and political environments become imperatives. That’s why the inclusion of entrepreneurship education in the curriculum of Library and information science is meant to increase innovation and creativity level in students, so that at the end of their study in the institution they will be able to provide for themselves a means of living, create job opportunities for others, add value to lives, communities and also, assist in the development of the nation (Ahiauzu and Emmanuel 2022 cited Emmanuel 2021

Entrepreneurship education in the field of library and information science focuses on equipping students with the skills and knowledge to start and manage their own businesses in the library and information industry. It involves teaching concepts such as business planning, marketing, financial management, and innovation within the context of libraries and information centers. This type of education aims to empower students to identify and seize entrepreneurial opportunities in the field, whether students it’s starting their own library or information service, developing innovative technologies, or creating new information production. Entrepreneurship education was prepared in Library and information science to build a solid foundation to the LIS profession while in the institution of higher learning and will expose LIS students to numerous business opportunities available in the profession. Nwosu (2013) cited Aina (2007) that goes beyond the recognition of the need to diversify the curriculum of library and information science (LIS) education to actually preparing a “proposed LIS curriculum for library and information science schools in Nigeria”. The programme integrates traditional library science courses with non-traditional ones to give the product a competitive advantage in the job market. In the words of Nwosu (2013) the propositions for an extended span of knowledge base for Library and information science, arguing that entrepreneurship should constitute a part of the knowledge base of LIS education in Nigeria in view of its practical value. Ajidahun (2007) cited Nzotta (1981) entrepreneurship education and training should provide advanced knowledge and new skills to accommodate modern and latest development in library and

information science schools. Musa and Tsafe (2009) posits that LIS students have to be equipped with relevant entrepreneurial skills, ideas and values that would make them independent individuals in their future endeavors. Therefore, entrepreneurial opportunities enable the library and information science to discover new methods and techniques of harnessing goods and services, raw materials and personal development etc. in order to earn economic value. Entrepreneurship education has gained significant attention in recent years as a means to empower individuals and drive economic growth. However, in the context of Library and Information Science (LIS) students in Nigeria, the importance of entrepreneurship education is often overlooked. This research work aims to shed light on the significance of entrepreneurship education for LIS students and its potential to contribute to their socio-economic empowerment.

### **Statement of the Problem**

Issues of tertiary institutions in Nigeria for entrepreneurship education have been an alarming and intimidating that lack of specific courses or programs focused on entrepreneurship within library and information science curricula. Many programs may not offer dedicated courses or resources for students interested in entrepreneurship, which can limit their exposure to this field. Another problem is the limited availability of resources and support for aspiring entrepreneurs in the library and information science community. Libraries often prioritize traditional library services and may not have the necessary resources or expertise to provide comprehensive support for entrepreneurship education. This can include access to business databases, mentorship programs, or networking opportunities. Finding faculty members with expertise in both library and information science and entrepreneurship can be challenging, as this can impact the quality of instruction and mentorship available to students. Also lack of awareness is another issue that many students may not be aware of the potential career opportunities in entrepreneurship within the library and information science field. This can result in a limited pool of interested students and a lack of demand for specialized courses.

Additionally, the perception of entrepreneurship within the library and information science field can be a challenge. Some individuals may view entrepreneurship as incompatible with the traditional values and goals of libraries, which can create resistance or skepticism towards entrepreneurship education initiatives.

### **Objective of the study**

The objective of the study was to investigate entrepreneurship education for socio-economic empowerment of library and information science students. Specifically, the study sought to:

1. identify the types of entrepreneurship education for socio-economic empowerment available for Library and information science students

2. explore the impact of entrepreneurship education on the socio-economic empowerment of Library and information science (LIS) students
3. find out the benefits of entrepreneurship education for socio-economic empowerment of LIS students
4. identify the challenges faced by LIS students in acquiring entrepreneurial skills

### **Research Questions**

This study was designed to provide answers to the following questions.

1. what types of entrepreneurship education for socio-economic empowerment available for library and information science students
2. How does entrepreneurship education impact the socio-economic empowerment of LIS students?
3. what benefits are derivable form entrepreneurship education for socio-economic empowerment of library and information science students
4. What are the challenges faced by LIS students in acquiring entrepreneurial skills

### **Literature Review**

According to Obinyan (2020) they are risks takers and non-conformists whose creative ideas and innovative actions open up new horizons not only for economic development but for academic exploration (searching for knowledge) and exploitation (creation of new knowledge) to expand the research and relevance of the profession in focus despite the rising number of competing interests. From study and research entrepreneurial activities have come to be known to correlate positively with education and training, skill acquisition and investment in what pundits call best ideas. It on this, that the need to chat new direction for library and information science in Nigeria to sustain its viability that this study examines entrepreneurship education in the profession. Education is the process of acquiring knowledge, special skills and experiences by an individual for effective conquering and adaptation to environment (Ahiauzu and Emmanuel, 2022). Education remains an essential instrument for socio-economic and political development as it enhances people's skill, knowledge, and values (Afe, 2014). Nwosu (2013) cited Zimmerer and Scarborough 2005 p.4) defined an entrepreneur as "one who creates a new business in the face of risk and uncertainty for the purpose of achieving profit and growth by identifying significant opportunities and assembling the necessary resources to capitalize on them". In view of this paper Nwosu (2013) refer entrepreneurship to the courageous utilization of resources such as finance, energy and time by an individual to create wealth by meeting identified human needs. Entrepreneurship is when one acts upon ideas and opportunities and transforms them for economic, social, or cultural values. Brinders et al (2002) and European Commission (2003) define entrepreneurship in similar terms in its broadest sense as the capability of bringing resources to respond to opportunities and provide solutions to problems. The perception of business opportunities is a crucial part of the entrepreneurial process; it is the starting point of entrepreneurship. A study and

research emphasis are placed on the ability to identify opportunities and translate them into business endeavours. Consequently, entrepreneurship consists of the skills, knowledge, and ability to start up and run a business and creatively and innovatively create new economic success or value (new markets, new products, and improving existing products) for existing government-private businesses (Matabwa 2021). Entrepreneurship education is defined as “content, approaches, and experiences that facilitate student’s participation in entrepreneurial value creating processes (Moberg et al, 2012 p.14). Entrepreneurial education is also a means of empowering people and organizations to create social value for the public good and addressing societal challenges (Volkmann et al 2009, and Austin et al 2006). The main goal of entrepreneurial education is to develop a level of entrepreneurial competencies. Entrepreneurship education focuses on equipping students in the library and information science field with the necessary skills and knowledge to become successful entrepreneurs and contribute to socio-economic development. One important concept is the idea of entrepreneurial mindset, which involves developing an attitude of innovation, risk-taking, and opportunity recognition. Another concept is the role of information and knowledge management in entrepreneurship, as libraries and information centers can provide valuable resources and support for aspiring entrepreneurs.

Nwaka (2009) opined that entrepreneurship education prepares an individual for occupational fields and for effective participation in the world of work as well as preparation for responsible citizenship and a tool for promoting environmentally sound sustainable development and a way of alleviating poverty for individuals who take risk and start something new. Entrepreneurial competencies are the skills, knowledge, and attitudes that affect the enthusiasm and ability to execute the entrepreneurial work of value creation. (Matabwa 2001 cited Morris 2001) observes that it is difficult for sustainable economic development to occur without entrepreneurship skills. Society could not increase its wealth or improve its quality of life without increasing entrepreneurship skills. One strategy is to include entrepreneurial studies as a subject in the LIS curricula. Weligamage (2009) observes the current changing business environment emphasizes the importance of entrepreneurship for employability, focusing on developing skills and practical towards successful futures, transformative entrepreneurial competencies are essential. Babalola (2011) entrepreneurship education in library and information science is all about attitudinal change and development, behaviour of library and information science practitioners at the individual level to pursue opportunities through innovative leveraging of resources that for the most part are not controlled internally. Nwosu (2013) posits entrepreneurship training in library and information science education means inculcating entrepreneurial principles to students undergoing a programme of education in LIS. Further explain that this sort of training will excite the consciousness of LIS students to a possibility of gainful professional career in the private sector upon graduation. Obinyan (2020) entrepreneurship education seeks to develop the intrinsic qualities of library and information practitioners by empowering them to give definite expressions to their potentials in the establishment and management of small and new businesses in attempts to match societal demands with information products and services. Further explain that entrepreneurship education is aimed at raising a

competent and proficient labour force that would help the profession retain its professional ambience and relevance in the evolving knowledge economy. Up to recently the library and information science profession was satisfied with the procurement, processing, organization, and storage of books and other information-bearing materials for user's easy access. Igbeka (2008) observed that it has been remarked that tertiary institutions in Nigeria today turn out graduates in such an alarming and intimidating exponential rate that "grow with toddler's snail speed can no longer accommodate these graduates by way of providing employment. That Nigeria educational system is in serious crisis couple with global economic meltdown, and overcrowded job market is forcing thousands of graduates into unemployment; and there are frequent cases of youth restiveness, kidnapping, armed robbery, prostitution, cattle rustling, drug addiction, oil bunkering, general poor standard of living, and other insurgency which is alarming for a graduate to embark on after spending four to five years in tertiary institution in Nigeria. Musa and Tsafe (2019) observed that social maladies are not far from being associated with unemployment which is as a result of youths not being given necessary skills either in school or employees of institutions. Olajide (2016) observed the issue of youth unemployment has continued to pose a serious challenge owing to the fact that about 2 million Nigerian youths enter the labour market every year. In the words of Ehirneme and Ekpeyoung (2012) revealed that the majority of Nigerian graduates who completed the mandatory National Youth Service Corps (NYSC) in the last five years are unemployed. Ekere and Ekere (2012) asserted that this situation portrays failure of the nation's educational system and underlines an inherent mismatch between the types of education received by Nigerian graduates and the needs of governments, agencies, private, industrial establishments and other employers of labour. These opinions necessitated the introduction of entrepreneurial education in the curricula of all institutions of higher learning in Nigeria by the National Universities Commission (NUC) and the National Board of Technical Education (NBTE). This has made it imperative that graduates be equipped with skills that are required to achieve self-reliance. With appropriate skills, LIS students as information professionals will be at the vanguard of information generation and reap its employment opportunities in libraries, companies and corporate organizations (Ahiauzu and Emmanuel 2022)

Obinyan (2020 cited McGrathe (1998) that the "introduction of entrepreneurship education in Kenya was observed to have brought striking changes in the youths unemployment pattern to the extent that entrepreneurship education is now being offered in all vocational and technical institutions across that country". Haruna (2011) asserts entrepreneurship education in LIS to be instructions given or knowledge imparted to a group or group of persons with a view to developing their careers in librarianship so as to be business-oriented or self-employed. It aims at developing skills acquisition among students and encouraging them to be self-employed like their counterparts in developed nations. In view of this, there are several entrepreneurial opportunities in LIS profession students can venture into, these includes; book publishing, development of computer software, production and sale of library equipment, information brokerage, library consultancy services, booking selling business, manufacturing business, operation of business centre, and cybercafé, computer maintenance, sales of computer hardware, stationeries, rural information

provision services, binding services business, printing services business, and database producers/distributors etc. entrepreneurship education is what will enable LIS professionals to identify and recognize these opportunities and fully exploit them. Entrepreneurship education in library and information science refers to the specific application of entrepreneurship principles and practices within the context of libraries and information science. It involves teaching individuals in this field the skills, knowledge, and mindset necessary to identify and pursue entrepreneurial opportunities, develop innovative solutions, and create value within the library and information science sector. This may include topics such as business planning, marketing, financial management, project management, and innovation in library services and information management. The goal is to equip library and information science professionals with the entrepreneurial mindset and skills needed to adapt to changing environments, identify new opportunities, and drive innovation within their organizations.

Abudullahi (2014) asserted that the country needs innovative LIS graduates that can utilize information and knowledge to produce goods and services or high quality creativity and output to compete satisfactorily at both national and global marketplaces. Entrepreneurship and innovation activities demand handwork and creativity output among LIS graduates in Nigeria. The inclusion of entrepreneurship education in librarianship curricula in Nigeria, there are a lot of benefits and impacts which open up and expand the career prospects for modern LIS professionals. As well repositioning the profession to take its pride of place in the emerging knowledge economy in Nigeria and graduates will be managers of their own enterprises. In the words of Obinyan (2020) it will originate a social system that could guarantee and sustain improved national per capita income and higher standard of living through efficient response to peoples' increased demand and requirement for information products and services for self-development, health care, security, employment, entertainment, research, and so on. Further explain the spate of self-employment which entrepreneurial education is intended to produce for LIS professionals will not only guarantee high patronage from members of the society, it will also underpin economic viability of the profession irrespective of competing disciplines as well as assist the integration of the discipline into the socio-cultural and political mainstream of the Nigerian state.

LIS students' interests in entrepreneurship are a starting point for entrepreneurial education. An interest of harnessing entrepreneurship into the curriculum was to drive profound learning and practice to the students' theoretical knowledge. Curiosity among students to solve societal challenges is high worldwide (Youniss et al 2022). Entrepreneurship education is therefore a tool for students to attempt to become societal history-makers (Matabwa 2021 cited Spinoso et al 1999). Entrepreneurship education is very vital for entrepreneurship expansion because it is the engine that propels creativity and innovation into practical manifestations in the form of business ventures and other investment opportunities (Ahiazu and Emmanuel 2022). Onaade (2012) posited that almost all specialization areas in librarianship are practicable in Nigeria. Librarians are increasingly encouraged to be entrepreneurs. To this end, "entrepreneurship and entrepreneurship education (EE) have been described as starters

of economic growth” (Sredojevic 2005). Therefore, LIS courses have the potential of empowering students to become self-employed in the competitive economic development. Entrepreneurship education is the process of equipping individuals with the knowledge, skills, and mindset necessary to identify opportunities, take risks, and create and manage a successful business or venture. It involves teaching students about various aspects of entrepreneurship, such as idea generation, market analysis, business planning, financial management, marketing, and networking. The goal of entrepreneurship education is to foster an entrepreneurial mindset and develop the practical skills needed to start and run a business.

Yahya (2011) observes the aims at fostering entrepreneurship culture among students, address problems of growing graduate unemployment and under employment, generate and manage knowledge and other competencies for building the requisite entrepreneurial human capital for national development. Further explain that LIS is key to the development of higher educational institutions in Nigeria as they develop gradually towards addressing the country’s development agenda. Going by this, the schools of LIS in Nigeria are part and parcel of the economic transformation process of the country. Transformation and improvement in the society influence what librarians do, how they work, where they work, how they are perceived and what competencies they need to succeed in the information and knowledge environment (Abudullahi, Barkindo, and Ezeabasili 2021 cited Bedford, Donley and Lensenmayer 2015). Further explain that LIS schools are responsible for imparting skills and competencies of their students for survival in the 21<sup>st</sup> century knowledge economy. For this reason, they have to deliver what librarianship as a profession signifies and advocates so as to shape the future occupational life of the students or perhaps have a source of acquiring the basic means of livelihoods after graduation. This responsibility is an essential avenue of encouraging the students to develop interest and participate in entrepreneurship as an economic development strategy and equally ensure best practices. Some of the models and frameworks that have been proposed to guide entrepreneurship education in library and information science for example the “entrepreneurial ecosystem model” which emphasizes the important of creating a supportive environment that fasters entrepreneurship, including access to funding, mentorship, and networking opportunities, on hands-on learning and real-world experiences. This model often includes activities

## **Methods**

This study adopted a descriptive survey research design. The total population of this study was 772 2021/2022 of LIS students of Federal Polytechnic Oko, Anambra State. This study adopted web-based survey research design using google form questionnaire as the instrument for data collection which falls within the empirical research methodology. A sample size of 257 was drawn from 772 using Taro Yamene’s statistical formular. Out of two hundred and fifty-seven (257) copies of questionnaire distributed; a total of two hundred and forty (240) were returned. This shows a 93.4% return rate for the instrument. Analysis was based on the number returned. The



questionnaire was designed on a four-point rating scale of SA (4), A (3), D (2), SD (1). The data obtained from the respondents were organized and analysed using mean (x) scores (2.50 midpoint) which are presented in tables below.

## Results

### **Types of entrepreneurship education for socio-economic empowerment available for library and information science students of Federal Polytechnic Oko, Anambra State.**

**Table 1: The types of entrepreneurship education for socio-economic empowerment**

S/n	Question Items	Mean(x)	Decision
1	Development of computer software	3.65	Positive
2	Book Publishing	3.58	Positive
3	Booking selling business	3.38	Positive
4	Printing services business	3.38	Positive
5	Information brokerage business	3.32	Positive
6	Operation of business centre and Cyber Café	3.3	Positive
7	Production and sale of library equipment	3.28	Positive
8	Manufacturing business	3.25	Positive
9	Binding services business	3.25	Positive
10	Rural information provision services	3.23	Positive
11	Computer maintenance	3.19	Positive
12	Database producers/distributors	3.19	Positive
13	library consultancy services	3	Positive
14	Sales of computer hardware and Stationaries	2.5	Positive

**Table 1** analysis shows the types of entrepreneurship education for socio-economic empowerment available for LIS students in federal polytechnic Oko, Anambra State. All the items were positively rated with a mean score of 2.50 and above. This implies that entrepreneurship education is crucial for socio-economic empowerment of LIS students as it improves quality of life for wealth creation in the country. The highest rating was received by book publishing and development of computer software with a mean score of 3.58 and 3.65.

**Impact of entrepreneurship education for socio-economic empowerment of library and information science students of Federal Polytechnic Oko, Anambra State.**

Table 2: Impact of entrepreneurship education for socio-economic empowerment of library and information science students

<b>S/n</b>	<b>Question Items</b>	<b>Mean(x)</b>	<b>Decision</b>
1	Develop grit	3.83	Positive
2	Helping them to establish correct values and cognitive systems	3.39	Positive
3	Introducing innovative technologies, products and services	3.38	Positive
4	Enhance their perceptions of innovation and continuously integrate	3.37	Positive
5	Reduce high level of poverty	3.29	Positive
6	Accumulate new knowledge to shape their innovative ability and personality	3.28	Positive
7	Serve as a catalyst for economic growth and development	3.25	Positive
8	Provides a comprehensive learning mgt. for student entrepreneurs	3.25	Positive
9	Increased competition from entrepreneurs challenges existing firms to become more competitive	3.21	Positive
10	Entrepreneurs provide new job opportunities in the short and long term	3.18	Positive
11	Offer library and information science students with adequate training in risk mgt. to make certain bearing feasible	3.13	Positive
12	Improves an individual self-efficacy	3	Positive

All the items listed in Table 2 were positively rated with mean scores of 2.99 and above. The result of the analysis shows that the inclusion of entrepreneurship education has a positive impact on Library and information science (LIS) students in Federal Polytechnic Oko, Anambra State. The highest rating was received by develop grit with a mean score of 3.83.

**Benefits of entrepreneurship education for socio-economic empowerment of library and information science students of Federal Polytechnic Oko, Anambra State.**

**Table 3:** The benefits of entrepreneurship education for socio-economic empowerment of LIS students

<b>S/n</b>	<b>Question Items</b>	<b>Mean(x)</b>	<b>Decision</b>
1	Entrepreneurship promotes research and industrial development	3.75	Positive
2	It promotes social change	3.67	Positive
3	Initiate chain of support and wealth sharing	3.58	Positive
4	It helps to improve quality of life around the world	3.5	Positive
5	Be your own boss	3.42	Positive
6	Enable balanced regional development	3.32	Positive
7	Knowledge and skills to act on them.	3.25	Positive
8	Expanding exports	3.24	Positive
9	Entrepreneurs create new business and new markets	3.21	Positive
10	Encourages better standard of living	3.2	Positive
11	Constant growth and development	3.2	Positive
12	Entrepreneurship develops and improves existing enterprises	3.2	Positive
13	Potentially unlimited	3.18	Positive
14	Growth in self-confidence/self-esteem	2.02	Positive

Table 3 presents the benefits of entrepreneurship education for socio-economic empowerment of LIS students in Federal Polytechnic Oko, Anambra State. All the items were positively rated with a mean score of 3.02 and above. This implies that benefits derived from entrepreneurship education are numerous in order to alleviate poverty and other social vices in the socio-economic environment.

**Challenges of entrepreneurship education for socio-economic empowerment of library and information science students of Federal Polytechnic Oko, Anambra State.**

**Table 4:** The challenges of entrepreneurship education for LIS students in Federal Polytechnic Oko

<b>S/n</b>	<b>Question Items</b>	<b>Mean(x)</b>	<b>Decision</b>
1	Raising capital	3.58	Positive
2	Changing nature of ICT	3.50	Positive
3	Unreliable of power supply	3.32	Positive
4	Marketing strategy	3.21	Positive
5	Shifting the role	3.21	Positive
6	Negative attitude	3.20	Positive
7	Lack of qualified LIS educators	3.11	Positive
8	Inappropriate curriculum	3.10	Positive
9	Poor planning	3.09	Positive
10	Lack of ICT skills/infrastructure	3.09	Positive
11	Inadequate staff, and expertise	3.02	Positive
12	Poor funding	3.00	Positive
13	Establishment of vocational centres	3.00	Positive
14	Poor orientation	2.99	Positive

Analysis in Table 4 shows the challenges of entrepreneurship education for LIS students in Federal Polytechnic Oko, Anambra State. These are: poor orientation, lack of qualified LIS educators, inappropriate curriculum, poor funding, poor planning, lack of ICT skills/infrastructure, unreliable of power supply, raising capital, changing nature of ICT, marketing strategy, establishment of vocational centres, inadequate staff, and expertise, shifting the role, and negative attitude as all received positive mean scores of 2.99 and above. The highest rating was received by raising capital and changing the nature of ICT with mean scores of 3.58 and 3.5. This implies that LIS students see them as a major challenge for entrepreneurship education.

## **Discussion of Findings**

The study revealed types of entrepreneurship education for socio-economic empowerment available for Library and information science (LIS) students in Federal Polytechnic Oko, Anambra State. Development of computer software was rated highest as entrepreneurship education for socio-economic empowerment available for Library and information science students. This is followed by book Publishing. Others are Printing services business. Information brokerage business, operation of business centre and Cyber Café among others that were also rated high

The types of entrepreneurship education for socio-economic empowerment available for LIS students revealed that LIS students have a lot opportunities to venture into and be self-employed in the competitive economic environment.

The study highlighted the potential impact of entrepreneurship education for the socio-economic empowerment of Library and information science students. These were established as develop grit for overcoming the hardship of unemployment. This received the highest score. Others are helping them to establish correct values and cognitive systems, introducing innovative technologies, products and services, enhance their perceptions of innovation and continuously integrate, reduce high level of poverty among others. That LIS students as information professionals will be at the vanguard of information generation and reaping its employment opportunities in libraries, companies and corporate organizations.

The benefits of entrepreneurship education were also revealed. The highest benefit identified by the students is that entrepreneurship promotes research and industrial development. Majority of the students also noted that entrepreneurship education promotes social change, initiate chain of support and wealth sharing. It also helps to improve quality of life around the world, enable LIS students and professionals to be one own boss, and also enable balanced regional development. The positive score for benefit items indicates that Library and information science students will explore and gain all relevant entrepreneurial skills, ideas and values that would make them independent individuals in their future endeavors.

The challenges faced by LIS students in acquiring entrepreneurial skills were identified as raising the investment capital, changing nature of ICT, unreliable of power supply, marketing strategy shifting the role, negative attitude. In view of these, adequate attention should be given to entrepreneurship education in LIS to avoid economic meltdown, unemployment, insurgency, and social maladies. Therefore, Library and information science (LIS) should be proactive for entrepreneurship education

## **Recommendations**

1. LIS students should be exposed to diverse types of entrepreneurial opportunities available in LIS schools.
2. The introduction of entrepreneurship education to the LIS curriculum should be given attention as entrepreneurship and innovation are vital factors of development in the 21<sup>st</sup> century and has reached clear status within LIS education.
3. That LIS students should harness entrepreneurship education as many opportunities are available for acquisition of skills that are vital for modern businesses.
4. more positive moves should be made to improve entrepreneurship education for Library and information science (LIS) students.

## **Conclusion**

From the analysis of the results, the study concluded that entrepreneurship education for socio-economic empowerment is available for LIS students in Federal Polytechnic Oko, Anambra State. The students also recognized the numerous impact and benefits of entrepreneurship education for socio-economic empowerment. The study affirms that inclusion of entrepreneurship education in the curriculum of Library and information science (LIS) will lead to knowledge gained for career in the private sector upon graduation. LIS entrepreneur education provides the most information resources and technologies that are essential to empower LIS students to manage modern businesses and reduces limitations on access to jobs for LIS graduates.

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