



## CHALLENGES OF ENTREPRENEURSHIP EDUCATION IN LIBRARIANSHIP FOR WEALTH CREATION IN NIGERIA

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### Abstract

A lot of potentials are envisaged of entrepreneurship education to prospective graduates of librarianship profession. It is therefore, behooves on prospective librarianship graduates to be exposed to the potentials in order to discover the opportunities within the landscape of librarianship and even beyond the profession for proper x-ray and maximum exploitation. This paper therefore, discusses the potential challenges of entrepreneurship education in librarianship for wealth creation in Nigeria beginning with the conceptual clarification of concepts such as entrepreneurship education, librarianship profession and wealth creation. The paper also identifies the purpose of entrepreneurship education in librarianship profession for wealth creation in Nigeria and discusses the requirements for entrepreneurship education in librarianship. It also discusses the potential challenges of entrepreneurship education in librarianship for wealth creation in Nigeria such as lack of empowerment for entrepreneurship education in librarianship, inadequate entrepreneurship and information and communication skills among others. Based on the identified and discusses potential challenges, the paper recommends that parents institutions should adequately empower library schools in building and equipping functional laboratories and workshops for effective entrepreneurship education in librarianship for wealth creation in Nigeria.

**Keywords:** *Entrepreneurship Education, challenges, librarianship profession, wealth creation, Nigeria*

## Introduction

In recent years, there has been a surge of enthusiasm around the idea of integrating entrepreneurship education into librarianship training in Nigeria, driven by the recognition that libraries and information science professionals must evolve beyond traditional roles to remain relevant in a rapidly changing economy. Scholars such as Amoor (2008), Oduagwu, Anyanwu, and Ossai-Onah (2013), and Nnadozie (2014) have argued persuasively that embedding entrepreneurial principles within librarianship curricula can yield transformative benefits. For instance, it can foster innovation by equipping students with the ability to introduce new products, services, and market strategies, thereby positioning them as outstanding entrepreneurs rather than passive custodians of information. This infusion of entrepreneurial thinking is also seen as a pathway to equipping graduates with small-scale business management skills, enabling them not only to achieve self-employment but also to become employers of labor. In a country like Nigeria, where unemployment remains a pressing national challenge, such a shift could contribute significantly to reducing joblessness and stimulating economic activity.

Beyond economic benefits, entrepreneurship education in librarianship is also associated with the sharpening of imagination and the cultivation of critical thinking skills. Students exposed to entrepreneurial training are better positioned to identify practical, income-yielding solutions to real-life problems, thereby bridging the gap between theoretical knowledge and practical application. Lackéus (2015) expands this argument by noting that the infusion of entrepreneurship into education contributes not only to economic growth, job creation, and societal resilience, but also to individual development, increased school engagement, and improved equality. In this sense, entrepreneurship education is not merely about wealth creation; it is about fostering holistic growth that empowers individuals and strengthens communities.

However, despite the compelling arguments and the enthusiasm surrounding this idea, the practical implementation of entrepreneurship education in librarianship has encountered significant challenges. Structural barriers within educational institutions, limited resources, and resistance to curriculum reform have slowed progress. Many library schools remain anchored in traditional pedagogies that prioritize technical skills over entrepreneurial competencies, leaving graduates ill-prepared for the demands of a dynamic labor market. Furthermore, inadequate government support and insufficient collaboration between academia and industry have hindered the development of sustainable frameworks for integrating entrepreneurship into librarianship education.

This paper therefore seeks to interrogate these challenges, examining why the infusion of entrepreneurship education into librarianship, though widely endorsed in theory, has struggled to gain traction in practice. By doing so, it aims to highlight both the potential of this integration for wealth creation and national development, and the systemic obstacles that must be addressed to realize its promise.

## Conceptual Review

Entrepreneurship education has been variously defined by researchers in different but similar ways. For instance, Entrepreneurship education is defined by Nwosu and Ohia (2009) as an aspect of formal learning that equips an individual and creates in the person the mindset to undertake the risk of venturing into something new by applying the knowledge and skills

acquired in school. It is according to Ossai and Nwalado (2012) that which deal with the process of undertaking a business initiative as an application of individual and society's development.

Nnadozie (2014) described entrepreneurship education as a carefully planned academic programme designed to provide the learner with specialized skills, as well as the encouragement and motivation to creatively apply such knowledge to viable economic activities while Akinboye in Enyekit, Dambo and Enyekit (2017) described it as a kind of education that attempts to inculcate values of creativity and innovation, entrepreneurship, emotion, character, needed skills, competence, knowledge, attitude and heart. This means it is a kind of education that is aimed at eradicating poverty by way of creating entrepreneurial skills for small and medium sized enterprises. The implication of this is that graduates' librarianship are also expected to be well equipped with entrepreneurship skills that will enable them learn and create value for themselves.

Librarianship profession is the study and practice of library and information science which has to do with "the knowledge and skill by which the records of human communication are collected, organized and utilized" (Sing, 2015). Reitz (2004) defined it as a profession devoted to applying theory and technology to the creation, selection, organization, management, preservation, dissemination, and utilization of collections of information in all formats while Sambe, Ioryem and Raphael (2014) sees it as a widely known and duly recognized professional career richly endowed with knowledge, information resources and practical working experience to its practitioners in developed and underdeveloped countries of the world. It is designed to produce information professional that will competently serve different stakeholders for development (Anyanwu, Oduagwu, Ossai-Onah and Amechi, 2013).

Wealth creation on the other hand is the reality of making of abundance money. It is according to Rutherford (2023) the building of a profitable business that generates profits for the owner and increases in value overtime. It is a process of generating and accumulating financial asserts and resources over a period of time (Bibby, 2023). It is the combination of key aspects like strategic planning, risk taking and long term investment prospective for meeting the financial goals of wealth creation. It is a process of investing ones saved money in order to grow one's wealth by choosing investments that align with one's financial goals. It is a critical aspect of personal finance and can aid individuals to achieve their financial goals such as retirement planning, purchasing a home or funding their children's education. Wealth creation in the context of this paper is a long process that requires early startup, creation of budget, diversification of investments, self-investment, patience, discipline and the risk involved. It all about the growing of finances in order to achieve various short and medium as well as long term financial goals.

### **Integrating Entrepreneurship Education into Librarianship: A Pathway to Wealth Creation and Professional Transformation in Nigeria**

The purpose of entrepreneurship education within the librarianship profession in Nigeria has increasingly been recognized as a vital response to the realities of the labor market and the broader socio-economic challenges confronting the nation. As Oche and Sambe (2019) observe, one of its foremost aims is to combat the alarming rate of unemployment among library and information science graduates. The number of graduates produced annually far exceeds the available job openings in the conventional library and information science sector, creating a mismatch that leaves many young professionals without meaningful employment. Entrepreneurship education, therefore, emerges as a strategic intervention designed to bridge this gap by equipping graduates with the capacity to create opportunities rather than merely wait for them.

Beyond addressing unemployment, entrepreneurship education in librarianship seeks to reimagine the role of the librarian as not only a custodian of knowledge but also a provider of specialized information services for stipulated fees. This transforms the profession into one that can generate income streams while simultaneously meeting the diverse information needs of users. In this way, librarianship becomes both a service and a business, capable of sustaining itself and contributing to wealth creation.

Another purpose lies in devising alternative means of engaging young graduates in income-generating ventures. By channeling their skills into entrepreneurial activities, graduates are shielded from the dangers of mass unemployment, which often leads to social instability and wasted human potential. Entrepreneurship education thus serves as a safeguard, redirecting youthful energy into productive enterprises that benefit both individuals and communities.

Equally important is the equipping of prospective graduates with the knowledge and skills necessary to develop and manage business enterprises. This training goes beyond theoretical instruction, instilling practical competencies in areas such as financial management, marketing, innovation, and customer service. Such skills empower graduates to establish and sustain businesses that not only provide livelihoods but also contribute to national economic growth.

Finally, entrepreneurship education in librarianship is intended to help individuals actualize latent opportunities and achieve self-reliance. As Issa, M'bashir, and Saka (2011), Ugah (2014), Onah, Adebayo, and Igwe (2014), and Enyekit, Dambo, and Enyekit (2017) have argued, the essence of entrepreneurship lies in the ability to identify hidden possibilities and transform them into tangible outcomes. For librarianship graduates, this means leveraging their unique expertise in information management to carve out niches in consultancy, publishing, digital resource development, and other related fields. In doing so, they not only secure personal independence but also contribute to the diversification of Nigeria's economy.

In sum, the purpose of entrepreneurship education in librarianship is multifaceted: it addresses unemployment, fosters innovation, creates alternative income streams, equips graduates with business acumen, and promotes self-reliance. It represents a paradigm shift in how librarianship is conceived—moving from a purely service-oriented profession to one that actively participates in wealth creation and national development.

### **Entrepreneurship Education in Librarianship: Requirements and Pathways for Wealth Creation in Nigeria**

Entrepreneurship education in librarianship for wealth creation in Nigeria requires the development of skills, attributes or ability that enable the realization of opportunity. Skills according to Ioryem and Sambe (2019) are the enabler of entrepreneurship development in librarianship. Gatenby and Wakefield in Abiozor (2005) defined skills as the ability to expertly carry out an operation, dexterity and task. Skills are said to be very vital in one's endeavor or career. This explains why Cratty in Adayi (2011) maintains that skills are essential in all technical occupation or profession, sports or athletics. In entrepreneurship education, the level of performance or involvement in the areas of entrepreneurship is highly dependent on the application of knowledge, training, practice, expertise and habit (Ioryem and Sambe, 2019). The acquisition and application of skills depends on the ability of the entrepreneur (student or graduate) to understand and interpret the various components involved in the profession. The contribution of the entrepreneur is directly related to the professional competencies he/she possess, in line with the whole technical expertise as regards of the subject area in which the

services are offered in relation with the knowledge, skills and attitude regarding entrepreneurship development. Some of these skills include knowledge about a particular area to carry out for instance, an understanding of library organization, practices and policies as well as operating procedures is requiring if an entrepreneur is to bring workable recommendation to problem situation in an entrepreneurship. Cohen cited by Ojofeitimi (2004) held that technical expertise come from consultant's education, experience and the personal skills developed by the consultants. This means entrepreneurship development requires technical skills to achieve its goals and the technical expertise only come from entrepreneurship education experience and personal skills developed by the entrepreneur.

Entrepreneurship development requires effective communication, oral or written as critical ingredients for success. According to Cohen cited by Ojofeitimi (2004) besides superior communication abilities, the consultant (entrepreneur) requires ability to work under pressure, spend long hours browsing through relevant literature (and the internet) and doing analytical work.

Personality of the entrepreneur can also mar relationship with clients and consequently his business if he/she has no skills. The kind of attributes desirable include warmth and friendliness, pleasantries, optimism, enthusiasm, sincerity, honesty and integrity, self-confidence, patience, tolerance etc as well as a strong drive to succeed. Marketing and salesperson skills are also required by entrepreneurs. Edward and Edward (1998) they have an intangible product as well as themselves to sell. These are stated bearing in mind that they cannot be exhaustive list of the virtues desirable in man as there is no end to human development.

### **Challenges of Entrepreneurship Education in Librarianship for Wealth Creation in Nigeria**

Entrepreneurship education in librarianship for wealth creation is confronted with so many challenges. First of all, for students to be developed, strategies which would lead to mainstreaming the students in developmental planning actions, most especially directed towards the empowerment of consequences of the developmental activities. This implies that government and management of institutions of higher learning are required to undertake a need analysis in order to realistically profile the developmental situation of students around the country. The development of students' policy aimed at the engagement of students should be based on a real analysis of the situation of students. The non-inclusion of students from the minority groups in the national and school policy spell doom or a potential challenge in entrepreneurship education in librarianship for wealth creation in Nigeria.

Secondly, where entrepreneurship education is integrated in the curriculum of the library schools, Ioryem and Sambe (2019) pointed out that students still go outside their course to take entrepreneurship development as a general course instead of taking it as a core course where areas of entrepreneurship development can be identified and treated accordingly. In librarianship schools, this is attributed to lack of entrepreneurship skills of some library and information science educators to inculcate the self-reliant skills in students. According to Anyanwu, et'al (2013) most lecturers in the university and polytechnics are not entrepreneurial conscious and this apparently affects their mode of teaching and we don't expect such lecturers to impart the right knowledge to the student. This ugly trend does affect the overall objective of entrepreneurship education.

Thirdly, in information and communication technology driven society like ours, Ioryem and Sambe (2019) noted that lack of ICT skills is a limiting factor to effective integration of entrepreneurship development in librarianship. This is because the practical approach to book publishing in traditional and electronic environment according to Anyanwu, et'al (2013) is not possible without basic ICT skills. Since most librarianship educators teaching entrepreneurship lacks the basic ICT skills, do we expect a magic to make the students acquire these skills, if it happens, then it must be an "entrepreneurial miracle".

Furthermore, a coarsely look at students' attitudes over the years demonstrate that a reasonable number of students according to Ioryem and Sambe (2019) are not yet ready to develop themselves through entrepreneurship as most of them do not come to class on time, make noise in the class while lectures are ongoing, chat with friends while lectures are on among others. This is a clear indication that students are not ready to do the course. This is reaffirmed by Ifedili and Ofoegbu (2011) that there seems to be no seriousness among many students in the participation of the course as many of them see the course as one of those unnecessary courses imposed on them to fulfill graduation requirements. It is based on this discourse that Oduagwu et'al (2013) stressed that unwillingness of most undergraduates/graduates to engage in entrepreneurship has been a major problem.

Another potential challenge of entrepreneurship education in librarianship for wealth creation in Nigeria is the poor state of infrastructural facilities in Nigerian library schools. According to Anyanwu, et'al (2013) the standing locus to teach entrepreneurship when in actual sense the workshop that exist cannot empower effective teaching of core courses like cataloguing and classification how much more entrepreneurship education. It is therefore important to say the truth if we are telling our selves the truth and we are serious in the movement along entrepreneurship wind. The implication of this therefore is that the poor state of infrastructural facilities in the Nigerian library schools is nothing to write home about most especially in the era of information and communication technology.

Lastly, the success of any project is highly dependent on the adequacy of the available capital. For entrepreneurship education to be fully integrated into the librarianship curriculum to achieve its place, Anyanwu, et'al (2013) maintained that finance ought to be available. The laboratories found in our tertiary institution can only be upgraded if the fund is available. When the various bodies and stakeholders find it extremely difficult to release funds, one will wonder how the library schools will manufacture the necessary equipment needed to impart the right skills to the students.

## Conclusion

The need for entrepreneurship education in librarianship for wealth creation in Nigeria needs to be emphasized for Nigerian graduates of library and information science cannot be self-employed without adequate entrepreneurship education. It therefore behooves on Nigerian library schools and their parent institutions to attach value to entrepreneurship education and pay greater attention to its purposes, requirements, and the potential challenges in order to harness the opportunities and reap its benefits.

**Recommendations**

Given the identified and discussed potential challenges of entrepreneurship education in librarianship for wealth creation in Nigeria, the following recommendations are made:

1. There should be empowerment for entrepreneurship education in librarianship for wealth creation in Nigeria
2. Library and information science educators should acquire skills on entrepreneurship
3. Library and information science educators should acquire adequate ICT skills
4. Students should change their attitudes towards their acquisition of entrepreneurship development skills in librarianship to create jobs for themselves after graduation
5. Adequate functional facilities should be provided in library schools for entrepreneurship education in librarianship by their parent institutions for wealth creation in Nigeria.
6. Adequate funds should be provided for entrepreneurship education to be fully integrated into the educational system and achieve its objective

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