

## Impact of Library Visits and Orientation Programmes on the Acquisition of Entrepreneurial Skills of the Library and Information Science Undergraduates

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### ABSTRACT

*The study assessed the impact of library visits and orientation programmes on the LIS undergraduates acquisition of entrepreneurial skills. The study was guided by five research questions. Literatures related to the research topic were reviewed. The population of the study comprises the 74, 400 level students of the department of Library and Information science, University of Nigerian Nsukka who have experienced and undergone the library visits and orientation programme. A descriptive survey design was adopted and no sampling technique was used. Data was collected through questionnaire and analysed using likert mean score method. It was validated, and it's reliability was established. The results of the analysis carried out indicates that although all the items in the tables were rated accepted as non was below 2.50, most LIS undergraduates came to know of entrepreneurial skills from the media ,with the mean sum of 3.27. While the students respondents who learnt of it through the library visits and orientation programmes came up with the mean sum of 2.97. It was also gathered from the analysis that the students agreed to all the entrepreneurial skills that was listed and they are of the opinion that the main aim of library visits and orientation programmes is to create awareness for entrepreneurial skills.*

**Keywords:** *Library Visits, Library Orientation, Orientation Programs, Entrepreneurial Skills, LIS Undergraduates*

### Introduction

Undergraduate education is a level of education where-by students study in higher institution to complete their first degree. The first degree of an undergraduate is normally named a bachelor's degree. These students are considered undergraduates because they are seeking to obtain a certificate, associate or bachelor degree entitled Bachelor in Library and Information Science (BLIS) (Griffith College, 2020). In recent years, there has been a tremendous increase in LIS undergraduates than how it was few decades ago. This is responsible for the expanding in-take of fresh student-librarians and para-professionals at all levels of training in both public and privately-owned tertiary institutions. These prospective

library employees graduate to increase the pressure on available job opportunities at their cadre in the profession. Although statistics of actual figures are unavailable, a research report posited that an increasing number of Library School graduates in Nigeria are finding themselves either unemployed, in underpaid school teaching or in dead-end jobs (Ekere & Ekere, 2012). This underlines the festering graduate unemployment in Nigeria, which experts insist, has reached 'frightening proportions'. (Oteh, 2009; Obiesesan, 2010; Ehirheme & Ekpenyong, 2012). The inability of government at different levels in developing economy to provide employment opportunities for citizenry have necessitated the need to equip undergraduates with entrepreneurship skills and awareness in order for them to be self-reliance after graduation.

An entrepreneurial skill is paramount as it helps the undergraduate student better fulfill their personal need and contribute to the economic development of the nation (Ugwu & Ezeani, 2012). Due to the increase in the rate of unemployment, Library and Information Science undergraduates are being exposed to entrepreneurial skills to help promote self-employment. With the help of library visits and orientation programmes, LIS undergraduates are introduced to essential entrepreneurial skills they can equip themselves with.

In order to fully inculcate skills which is to make an individual a lifelong learner that can think critically and provide solution, library visit and orientation programmes was designed for LIS undergraduates. The term orientation means “the adjustment or alignment of oneself or one’s ideas to surroundings or circumstances.” Library orientation also known as library instructions, user orientation, and user education towards the library has to do with adjusting the new library user to the library. It makes the library users aware of the library and services it offers. It educates users regarding the general use of the library, where specific items can be found, how to obtain the library material you need. Library orientation is of a particular value to users who are coming to the library for the first time (Suleiman, Shammasi Ali, 2012).

Library visits and orientation programmes are programmes designed in the library simply to make the library users aware of the library and its available resources and services as well as to educate users regarding general use of the library. Library orientation is concerned with ways of introducing the users to the general techniques of library usage and services available, and the organization, layout and facilities of the library. The Library Orientation program offers first year students an introduction to the library’s resources and services. The program also touches on academic integrity the intrigues in the art of database searching.

It transformed all learning and research activities of students, staff, and faculties or departments. It has a lifelong impact on library users and enables them to acquire library skill to be able to locate, access, evaluate, retrieve

and use library materials with ease. It is a process of educating the users to use information that is available in the library to their advantage. Although, the method of application of library orientation differs from library to library, but the main purpose is to enable users to become independent and skilful in identifying, accessing and utilizing library resources effectively (Maduka, 2013). In most academic libraries for example, University of Nigeria Nsukka Enugu state, Nigeria, Library orientation takes place at every new sessions beginning in October each year according to Nigeria institutional calendar. The target group for orientation at such time is the newly recruited students into UNN. All recruited 100 level students into various courses of the institution would be taken through the various divisions, units and sections of the libraries to see for themselves the physical resources entail to aid their learning, assignment, research activities and how to utilize those information resources.

Entrepreneurship is viewed in different contexts by different persons, according to each person's understanding and what it intends to portray. For instance, Akpan & Etor (2013) posit that entrepreneurship education is being offered in all universities and other higher institutions. The introduction of entrepreneurship education into the university curriculum is an empowerment strategy for graduate self-employment, self-reliance and poverty reduction. OnyebuEze (2015) states that, entrepreneurship enables human beings to get the most out of life experiences and resources. Entrepreneurship produces actionable ideas, new concepts, new designs and new opportunities while innovation adds values to the new products. The essence of introducing entrepreneurial educational programmes to schools is to equip students with the necessary skills.

Library visits and orientation, as an academic programme is meant to prepare students for a broad range of career opportunities. Various entrepreneurial skills are embedded in Library and Information Science education for students to explore and acquire in order to succeed either as librarians or entrepreneurs. Hence, Ekoja and Odu (2016), agree that every area of librarianship

has a potential for entrepreneurship. Entrepreneurial skill acquisition is a process whereby a person acquires or learns a particular skill needed for business through training or education in order to identify and exploit entrepreneurial opportunity for self-employment. It is the process of empowering Library and Information Science undergraduates with those skills they need to sustain themselves upon graduation and also contribute positively to the society. Thus, entrepreneurial skill acquisition can lead to wealth creation, poverty alleviation, self-reliance, economic growth and enhance the quality of life of citizens in any given nation.

### Statement of Problem

After graduation, one is expected to get a good job to take care of himself, his family and contribute to national development. But jobs are scarce and big companies are either folding up or reducing their levels of productivity and services because of economic situation, there by throwing people back to the unemployment/ labour market. This creates the dire need for small businesses. Furthermore, it has become obvious that government alone cannot provide jobs for her teeming undergraduates. The unemployment situation resulted in graduates getting involved in some social vices like armed robbery, banditry, terrorist acts like BokoHaram, kidnapping etc. This sorry situation gave rise to increased agitation for skills and competency-based education through which graduates can acquire skills necessary for entrepreneurship. It is probably in line with this laudable objective that library and information science schools in Nigerian tertiary institutions integrated library visits and orientation into their curriculum with the aim of ensuring that undergraduates of library schools would use this medium to equip themselves with entrepreneurial skills that will enable them become job and wealth creators instead of job seekers. However, it has been observed that the LIS undergraduates of University of Nigeria Nsukka are lagging behind in the issue of entrepreneurial skills. It is aim of this research to find out if this setback is as a result of the ineffectiveness of the library instruction programmes or the

nonchalance of the students in acquiring these skills.

### Research Questions

1. What is the LIS students' level of awareness of entrepreneurial skills?
2. What are the skills possessed by LIS undergraduate which are necessary for entrepreneurship?
3. What is the Impact of library visits and orientation programmes on the acquisition of entrepreneurial skills of the LIS undergraduates?
4. What are the challenges associated with the acquisition of entrepreneurial skills through Library visit and orientation?
5. What strategies can be adopted to enhance the acquisition of entrepreneurial skills through Library visit and orientation?

### Literature Review

#### Library Visit and Orientation Programmes

Library orientation also referred to as user education, library instruction or information literacy is a process of making library patrons understand how to make effective and efficient use of library resources and information through the acquisition of skills to identify, locate, search, retrieve and exploit information in the library (Igbena, 1990). Spenser, (2003) noted that library instruction enable the users to have the ability to identify, locate, evaluate, organize, and effectively create, use and communicate information to address issues or problems at hand. The Association of College and Research Libraries (ACRL, 2016) defined information literacy as a set of abilities requiring individuals to recognize information is needed and have the ability to locate, evaluate, and use effectively the needed information. This definition is relevant in this study hence it involves various activities which are aftermath of user education. The framework for information literacy for higher education as

developed by ACRL is useful in guiding information users to effectively utilize information resources for their academic activities.

According to Mole (2010), library visit and orientation is a course that requires first year student of the department to pay academic visits to library and information-based industries which includes libraries (of all types) information centres, publishing houses, bookshops, archives and museums. Eze (2004) noted that library orientation in its broadest sense can be defined as the various programs of instructions provided to library science student to enable them make more, effective, efficient and independent use of information and knowledge which helps him/her in their career. Akande (2002) explained that library orientation involves taking fresh undergraduate students on a guided tour of the library. On the other hand, Ventor (2003) defined library orientation as adjusting the new library students to library activities in order to achieve efficiency.

Also, Oyedipe and Okewale (2012) is of the opinion that library orientation is that program of information provided by library to users, to enable them make more efficient, independent use of the library stock and services. Manuwa, Agboola and Aduku, (2018) view library orientation as an attempt by librarians to teach students need to acquire skills in the use of the library. Library orientation can also be viewed as a way of teaching readers how to use the library and its materials. In other words, library orientation enables students to make an effective use of the library. Students need to be trained to become a natural part of their staying. In order to achieve this laudable goal, librarians should in some details direct the user of the library on how to go about and locate his or her information materials so that the objectives of setting up the University library will not be defeated.

### **Entrepreneurial Skills**

Entrepreneurial skill is 'an individual's ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. It is seen as vital to

promoting innovation, competitiveness and economic growth. Fostering entrepreneurial spirit supports the creation of new firms and business growth. However, entrepreneurship skills also provide benefits regardless of whether a person sees their future as starting a business. They can be used across people's personal and working lives as they encompass 'creativity, initiative, tenacity, teamwork, understanding of risk, and a sense of responsibility' The environment in which library entrepreneurs operate is constantly changing and developing, as librarians adapt to the vagaries of the market, changing users habits, enhanced environmental regulations and so on. Running an enterprise successfully in this dynamic setting requires substantial tangible resources, such as physical or financial capital. Besides material assets, the success of the library is also dependent on the more intangible resources embedded in the enterprise, such as entrepreneurial skills. It is recognized that in markets characterized by dynamic change some entrepreneurs become alert and develop skills, making (deliberate) information investments that others do not (Busenitz et al., 2004).

According to Meziobi (2013) entrepreneurial skill is an educational process that creates in an individual the ability and skills to become self-reliant and overcome the dynamic challenges posed by the harsh economy of the nation. Also Amadi (2012) in Ogbodo & Oraka (2017) see entrepreneurship skill acquisition as a process whereby a person acquires or learns a particular skill or type of behaviour needed for business through training or education, Entrepreneurship was introduced into educational institutions to provide knowledge needed for survival.

Entrepreneurial skills are referred to as those business and technical skills an individual requires to start a new venture and make a career in entrepreneurship. Ifeakor and Enemuo (2009) stated that entrepreneurial skills are those relevant skills and competencies that will enable an individual seek and run an enterprise successfully. In this context, entrepreneurial skills are those skills needed to empower Library and Information Science graduates to establish businesses to

sustain themselves and contribute positively to the society.

the University of Nigeria Nsukka, through the use of questionnaire.

**Research Methodology**

The design for this research is descriptive survey. The research covers the University Of Nigeria Nsukka (UNN), Nsukka campus. The population for this research encompasses the total number of the 400level students of the department of library and information science in the University of Nigeria, Nsukka, which is 74.Considering that the entire population of the research is 74, the researcher didn't see the need to sample the population due to the fact that the target audience is small and easy to control. The researcher made use of questionnaire to collect data for the study. The questionnaire was self-administered to the final year students and collected back the same day. The reason is that the respondents are literate enough to fill the questionnaire by themselves.

**Data Presentation and Analysis**

This chapter deals with the data presentation and analysis of data collected from the responses of the 400 level students of

**Distribution of Respondents by Level**

S/N	ITEMS	FREQUENCY	PERCENT
1	400 Level	74	100%

From the above table it can be seen that the total number of respondents are the 400 level students of the University of Nigeria Nsukka.

Table 1 below illustrates the level of awareness of the LIS undergraduate to entrepreneurial skills. The 74 respondents indicated areas they came to learn of entrepreneurial skills from. From the above table, the findings revealed that students are highly aware of entrepreneurial skills through the media with the highest mean of (3.27), either social or mass, followed by pleasure reading with mean weight of (3.20); and as one of the departmental courses offered (3.04). Few respondents agreed that they came to learn about entrepreneurial skills through the library visits and orientation programmes while very few of them became aware of it as a general course they offered.

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

The LIS undergraduates level of awareness of entrepreneurship	HA	A	LA	NA	Mean	Rate	Decision
Through the library visits and orientation programmes	31	13	27	3	2.97	4th	Accept
Through pleasure reading and public lectures	24	41	9	0	3.20	2nd	Accept
Through the media	37	24	9	4	3.27	1st	Accept
Entrepreneurial skills are taught as general courses	22	33	12	7	2.94	5th	Accept
Entrepreneurial skill is among the departmental courses offered	37	12	16	9	3.04	3rd	Accept

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visits and orientation programmes while very few of them became aware of it as a general course they offered.

**Table 2: Respondents view on the necessary entrepreneurial skills**

S/N	Entrepreneurial skills	VHP	HP	VLP	LP	Mean	Rate	Decision
1	Information literacy skills	59	15	0	0	3.79	1 <sup>st</sup>	Accept
2	Information technology skills	30	40	3	1	3.33	6 <sup>th</sup>	Accept
3	Managerial skills	25	27	12	10	2.90	8 <sup>th</sup>	Accept
4	Personal entrepreneurial skills	39	32	3	0	3.48	2 <sup>nd</sup>	Accept
5	Technical skills	40	30	4	0	3.45	3 <sup>rd</sup>	Accept
6	Risk taking skills	25	22	21	6	2.89	9 <sup>th</sup>	Accept
7	Educational skills	40	24	7	3	3.36	5 <sup>th</sup>	Accept
8	Innovative skills	39	32	0	3	3.44	4 <sup>th</sup>	Accept
9	Interpersonal skills	27	27	17	3	3.05	7 <sup>th</sup>	Accept

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

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

Alongside with the student’s responses, Table 2 support the chain made by the students. The table indicates high percentage of response from students in all the items, ranging from 3.79 to 2.89 which according to the Likert scale signals, agreement. This goes to show that the students agree totally to the fact that these skills stated above are very vital for LIS undergraduates who are considering becoming entrepreneurs upon graduation in his/her field.

The findings on the Table 3 revealed that Students generally agree on the roles of library visits and orientation programmes in creating awareness for entrepreneurial skill Acquisition as this have a mean weight of 3.70. Following it is the fact that the programme provides the LIS undergraduates with the opportunity to learn practical skill and imbibe positive perception of entrepreneurial skills that will enable them to be self-employed and

self-reliant will as well as guarantees hope of self-reliance.

From Table 4 below, it can be seen that the fear of taking risks amongst the 400level LIS students in UNN is very high. This can be seen from the 3.33 mean weight it carries. From the table also, it is deduced that the entrepreneurial skill acquisition experiences a lack of entrepreneurial skill spirit and culture amongst this students as indicated by the 3.27 mean weight of it's respective respondents. Other challenges such as lack of funds, lack orientation opportunities, fear of technology, low competitive spirit etc with mean weight ranging from 3.21 to 2.64 were also accepted by the students

**Table 4: Respondents view on the challenges encountered in the acquisition of entrepreneurial skills**

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

**Table 5: Respondents view on some strategies that can be adopted to enhance the acquisition of entrepreneurial skills**

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

In suggesting ways of improving the present state of entrepreneurial skills acquisition of the LIS undergraduate students, a mean weight of 3.85 students respondents agree with the suggestion that LIS undergraduates should be oriented on the

importance of entrepreneurial skills for one to become a successful entrepreneur. Other suggestions such as providing a friendly environment during the library visits and orientation programmes with the mean weight of 3.71, practical counseling on entrepreneurial skill acquisition with the mean weight of 3.67,

providing qualified ICT librarian to help the students deal with the fear of technology with a 3.35 mean weight, allocation of sufficient funds with 3.40 as it's mean weight and others were all accepted by the student respondents.

### Summary of Findings

From the findings, it is revealed that the media is the predominant method of awareness for the LIS undergraduates' entrepreneurial skill acquisition. While through reading and public lectures, through departmental courses offered, library visits and orientation programmes etc are still used. On the entrepreneurial skills possessed by LIS undergraduates that are necessary for entrepreneurship, all the skills stated were agreed to be necessary for entrepreneurship by the student respondents.

Also, students indicated effective positive impact on the part of the library visits and orientation programme towards the end of entrepreneurial skills as it; creates awareness for entrepreneurial skills, creates in the students the right mindset for entrepreneurial skills, provided them with opportunity to learn practical skills, equips them with needed entrepreneurial skills etc

On the factors affecting the acquisition of entrepreneurial skills by the LIS undergraduates, lack of entrepreneurial skills spirit and culture, fear of risk taking, low competitive spirit with other profession, fear of technology, lack of funds, lack of orientation opportunities are among the factors indicated. In suggesting strategies for enhancing the acquisition of entrepreneurial skills, allocation of sufficient fund for the library visits and orientation programmes, practical counseling on entrepreneurial skills acquisition for LIS undergraduates, hiring a qualified ICT literate librarian to help the students overcome his/her fears for technology, exposing students to challenging situation to help acquaint them with challenges and also build their entrepreneurial skills were among the strategies suggested.

These findings are in agreement with the revelations of Akpan & Etor (2013) who posit that the introduction of entrepreneurship education into the university curriculum is an empowerment strategy for graduate self-employment, self-reliance and poverty reduction.

### Recommendation

On the basis of the study, it was observed that the major impediment towards Acquisition of entrepreneurial skill is fear of taking risks. Therefore based on this fact, the following recommendations were made. Practical counselling on entrepreneurial skills acquisition should be made available for the LIS undergraduates. As this help increase their knowledge of it's benefits towards job creation, Thereby motivating them to want to learn more about it.

Exposing students to challenging situations could help acquaint them with these challenges. This is beneficial to students who fear taking risks, when face with a challenging situation, and are expected to act, these students will be forced to leave their comfort zone and be innovative as to finding a solution to the issue at hand, Especially when it has to do with their academics. This also builds their entrepreneurial skills.

Library orientation serves as an avenue where the LIS undergraduates learn more about the value and importance of librarianship. The programme shouldn't be restricted to teaching various sections of the library only; rather it could serve as an eye-opener to the core functions, duties and responsibilities of a librarian and what librarianship is all about. This could help boost the confidence of an LIS undergraduate towards his profession which will definitely motivate him to exploit one of the various entrepreneurship services and acquire entrepreneurial skills.

Allocation of funds for the library visits and orientation programmes is very important in the running of the programme both for organizing students and transporting them to various libraries. It is also important in



purchasing recent and current information resources centred on entrepreneurial skills and entrepreneurship.

## Conclusion

From the findings of this study research was able to identify the problems hindering the acquisition of entrepreneurial skill through the library visits and orientation programmes in the University of Nigeria Nsukka and this includes: fear of taking risks, lack of orientation opportunities, lack of entrepreneurial spirit, misplaced priorities by the LIS undergraduates as regards entrepreneurial skills etc. The laudable benefits of library visits and orientation programmes are that it exposes the LIS undergraduates to essential entrepreneurial skills that could be learnt in their bid to create self reliance.

The researchers covered the situation in the department of library and information science, University of Nigeria Nsukka. Using the total number of students in 400level which is 74 to supply the response needed from the students, a self-constructed questionnaire was validated by three lecturers. From the information obtained findings reveal that to acquire entrepreneurial skills, LIS undergraduates need to change their perception towards the library visits and orientation programme and also the programme should be designed to be more efficient and effective in this regard. These recommendations, if adequately adhered to will help to realize the objective of this work.

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