EXPLORING INFORMATION SERVICES FOR INFOPRENEURSHIP BY POLYTECHNIC LIBRARY AND INFORMATION SCIENCE GRADUATES IN NIGERIA

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Abstract
The decades of unemployment and underemployment situations for librarians and para-professional graduates in Nigeria has become germane for librarianship professionals to look inward and emphatically point to the discipline-based and information-related employment opportunities for library and information graduates to venture into for their entrepreneurial practices, self-employment and tap into those long-term entrepreneurial goals of becoming employers of labour in the information value chain or its spillover web. Four specific research objectives and questions guided this study, relevant literature reviewed, quantitative methods and techniques used which called for the use of descriptive survey design. The population was about 200 HND II graduates of Library and Information Science Department, Federal Polytechnic Offa, Kwara State. The sample was 110. Simple random technique was used to do this. The data gathering instrument used was well-structured and standardized questionnaire. Procedure for administration was face to face and free-floating in the sense that everyone qualified was given questionnaire and not pre-planned. Data gathered were laboriously analyzed manually by the researcher and few assistants using simple average of the Likert. The findings showed that majority of the respondents know the various types of information services in their discipline to a statistically acceptable level, they know their components to an acceptable level but a bit low relative to the first, they can design them to an acceptable level but lower than they could do with just knowing and rendering them. Appropriate recommendations were given, one of them is the need for functional curriculum so that library and information science graduates can use information services to take entrepreneurial advantage of information, knowledge and digital economies.

Keywords
Information, Self-Employment, Information Entrepreneurship, Information-related Entrepreneur, Information Services

Introduction
There is hardly any government that can provide in entirety what every of its citizens needs to the extent of their self-actualization. There has been some form of mutual partnership, whether informal or formal. The government uses its political power to empower its citizens through different educational media and platforms and economically such that they are ready to take their place and function optimally for the benefit of the society. This makes them increase their participation and contribute meaningfully to micro and macro developments of the society and the global world. Okey, Ayang and Ndum (2012) corroborated this, that every society has the role to prepare and empower every of its citizen to stir them up to the manifestation of their full potential so that they can actively take their functionality in that society. Practically, economic empowerment

has been traced to be a function of social development, spearheaded by education. Education is the bedrock of economic empowerment and thrives with it. They are so intertwined that whoever has had education would need economic empowerment as soon as possible. Visionary governments around the world recognize that education is for value creation and goes with practice and proportional payment for the value created. It is a problem to have educational system without cognate and affiliate workplaces to practice what one has spent relatively long period of time to learn in classroom. It leads to frustration and social exclusivity, and whatever that could result to, a chunk of this is poverty, insecurity, bad economy and high rate of crime and social vices, which are currently bedeviling the country known as Nigeria. The idle mind they say is the devil's workshop! Soyele and Sodeinde (2020) submitted that employment opportunity for graduates is a paramount issue in Nigeria and failure of it has had grave consequences of ravaging poverty, insecurity, bad economy and high rate of crime committed by unemployed graduates. World Bank (2021) hinted that of the 206,139,587 which was the population of Nigeria at 2020, majority was youth of working age, fully ready to work but largely unemployed and not fully engaged.

Practically, Nigeria is having a turbulent time with staggering rate of unemployment and underemployment amidst more than 200million total population, and about 500,000 graduates churned out each year from its about 150 Universities, 50 Polytechnics and Monotechnics (Abioye, 2020; World Bank, 2021). Economic, social and security experts have been heaping the prolonged spate of insecurity and social vices in the country on the shoulders of unemployment and underemployment of energetic and viable youth. Nigeria is a country with about 206 million people, more than 60% it is youth of working age, ready to work but largely unemployed and those who work are underemployed, underutilized and underpaid. As at last quarter of 2018, the National Bureau of Statistics [NBS] reported that about 23% of Nigerian labour force were unemployed. This was pushed up to about 55% amidst the ravaging pandemic in the first and second quarters of 2020, but now still struggling to rebound. As at the last quarter of 2020 the unemployment rate total was 33.3% and underemployment stood at 22.8%, youth unemployment was 42.4% and youth underemployment was 21.0%; and the first quarter of 2021 took unemployment rate total to 35%. Yet, experts have forecasted that this may double or triple in 2030, if not checked. Nigeria is a mono-product economy and depends largely on oil, whose price is unstable. Amidst the heat of the pandemic it hovered between $18 and $41.390 as reported at mid-July 2020. There have been calls and agitations for diversification and restructuring which has continuously heat up the peace of the ecosystem of the country. The country managed to leave recession in 2017 and was struggling to rebound economically and businesswise before the COVID-19 pandemic struck it in early 2020. The first lockdown was introduced in March 30, 2020 among economically and business strong states of Lagos, Ogun and Federal Capital Territory. It has really been tragic! The pandemic once made foreign remittance to be zero. NBS (2020), in its first quarter report said that Nigerian States and Federal Debt Stock data as at 31st March 2020 reflected that the country total public debt portfolio stood at N28.63trn. And inflation increased by 12.56% in June 2020. Debt Management Office Nigeria (2021) reported that in March 31, 2021 Nigeria public debt portfolio stood at 33,107trn, in June 30 it rose to 35,465trn, and 38,004trn in September. Inflation rate stood at about 16.63% in September 2021, according to Central Bank of Nigeria (2021).

Naira is being pressured here and there by international forces in spite devaluation, there are threats of insecurity and social unrest, high inflationary rate, and huge debt servicing resulting from already accumulated debts plus expenditure on social and palliative packages as well as treatment and rehabilitation of the COVID-19 victims and their families and economic recovery. All these are mounting on the already tensed unemployment and underemployment situation of the country.

One would think that technical education for the polytechnics, especially that mixed with institutional entrepreneurship, should have been the solution. But recently in November 11, 2021 at a two-day National Conference on Technical and Vocational Education and Training, TVET, the federal government through the Permanent Secretary, Federal Ministry of Education, Arch. Sonny Echono, said that "Most of the graduates produced in various universities of technology, polytechnics, colleges of education (Technical) and technical colleges nationwide do not have

specific skills required for the job market (market-relevant skills). The situation results to having millions of Nigerian graduates that are unemployed". This sounds an alarm of defeat to the vision of the Federal Ministry of Education (2019) "To become an economic model, delivering sound education for public good" and the mission "To use education for fostering development of all Nigerian citizens to their full potentials in the promotion of a strong, democratic, egalitarian, prosperous, indivisible and indissoluble sovereign nation under God". Yet, the National Board for Technical Education [NBTE] (2021) has the mission "To promote the production of skilled technical and professional manpower for the development and sustenance of the national economy". It is time for stakeholders and professionals of a field of study to look inward for some strengths and opportunities. Soyele and Sodeinde (2020) submitted that librarianship and information communication technology (ICT) are integrated in modern societies in thearea of education as education is the means by which students are empowered to earn livelihood for better life. The fusion among librarianship, information communication technology and entrepreneurship is not for the fun of it, it should be for the purposeful and legitimate empowerment of graduates to face realities in the labour market. It would be beneficial using them to tap the premium placed on information and knowledge economies.

Statement of the Problem

Abioye (2020) hinted that every year Nigerian tertiary institutions graduate about 500,000 from about 150 Universities and 50 Polytechnics and Monotechnics. The labour force in Nigeria is swelling everyday but the workplaces are shrinking as a result of increasing unfavouablesocico-economic and political dynamisms. The rate of unemployment or what could be called "half employment" is rampant. People who are capable, competent and willing to work do not find what to do. Half employment is grossly characterized by under-utilization. A situation when you see a First Degree or Higher National Diploma holder taking up a job that should have been for secondary school leavers and been paid according to the nature of the job and not necessarily according to their educational qualifications. Sometimes they go below that to do jobs for artisans. Economic and social realities have made government at all levels and organized private sectors overstretched their capacities and have long ceased to spearhead employment opportunities for graduates in Nigeria as it was in the 1970s and 1980s. Entrepreneurship, its professional education and practices, has since 2004 been recognized, legislated and later inculcated into school curricular and syllabuses as alternative to white collar jobs and booster for multiplied employment opportunities. They have taken the centre stage as preparatory incubators for graduates from Colleges, Polytechnics, Monotechnics and Universities to become self-employed and employers of labour on the long-run. Therefore, this paper is to see to how librarianship trainees at the Higher National Diploma level are knowledgeable in exploring their discipline-based and entrepreneurial knowledge to turn information services to entrepreneurial ventures for their economic self-reliance and savour long-term goals of entrepreneurship for micro and macro developments.

Objectives of the Study

Library and information science graduates face the same systemic problem of unemployment and underemployment in Nigeria despite what they have learnt in school and the high demand and bogus price tag placed upon information services in the present information and knowledge economies that could be savoured in both the physical and digital space. Therefore, this paper is to investigate if librarianship trainees at the Higher National Diploma Library and Information Science of Fedearal Polytechnic Offa have what it takes to venture into information service business for their entrepreneurial initiatives. However, the specific objectives derived from the above are:

1. To know if Higher National Diploma Library and Information Science students of Federal Polytechnic Offa have knowledge of the various types of information services in their discipline

2. To know if Higher National Diploma Library and Information Science students of Federal Polytechnic Offa know the components of each of the various types of information services in their discipline
3. To know if Higher National Diploma Library and Information Science students of Federal Polytechnic Offa can design each of the various types of information services in their discipline
4. To know if Higher National Diploma Library and Information Science students of Federal Polytechnic Offa can render each of the various types of information services in their discipline

Research Questions

The following research questions are derived from the specific objectives:
1. Do Higher National Diploma Library and Information Science students of Federal Polytechnic Offa have knowledge of the various types of information services in their discipline?
2. Do Higher National Diploma Library and Information Science students of Federal Polytechnic Offa know the components of each of the various types of information services in their discipline?
3. Can Higher National Diploma Library and Information Science students of Federal Polytechnic Offa design each of the various types of information services in their discipline?
4. Can Higher National Diploma Library and Information Science students of Federal Polytechnic Offa render each of the various types of information services in their discipline?

Scope and Limitations of the Study

This study is about knowledge of the various information services in the discipline, including their components, design and rendering for entrepreneurial initiatives. It does not include the procedure and practicalities involved in all these and their distribution and marketing in the physical or virtual realm. It used only HND II graduates of the department and institution.

Literature Review

Entrepreneurship and its professional education and practices have become global as a way out of incessant economic meltdowns and shrinks, and governments' upwardly increasing inabilities to create economic functionality spaces for all its citizens. There is no visionary government around the globe that does not recognize the trio of entrepreneurship, entrepreneurship education and entrepreneurial activities. Entrepreneurship activities has increased significantly in the USA, Asian and European countries during the last decades (Ubogu, 2020). They have been the sure ways to leaving joblessness and underemployment, enroll and become productive member of the Micro, Small and Medium Enterprises (MSMEs) which is the highest employers of labour and driver of any economy that recognizes their importance. For example, majority of the people in developed countries, like American, China, are within this sector. Business and non-business related academics and academic institutions, policy makers and business practitioners recognize entrepreneurship and entrepreneurship education as catalysts for entrepreneurial activities with the result of economic and social transformation for micro and macro developments. Yatu, Bell and Loon (2018) posited that

entrepreneurship education is the pivotal driver of the development of viable entrepreneurs and the result is enhancement of entrepreneurial activities in every economy. There is a functional relationship among them.

Unemployment and underemployment in Nigeria is a systemic phenomenon and cuts across all sectors and not biased by discipline. Library and information science graduates from the Polytechnic and University sectors of education face the same problem and hence bid to benefit from entrepreneurial activities engendered by entrepreneurship education. Onu (2010) posited that the professional and systematic application of the dynamics of entrepreneurship in the provision of library and information services will precipice into formidable business ventures for tackling joblessness, self-employment and development sustainability. Babalola and Abifarin (n.d.) hinted that with the present economic situation, it is paramount and vital for Library and Information Science professionals to be adequately armed with entrepreneurial skills to stay afloat with the tide of continuousproductivity and employability in the present information driven society. That, such skills become pivotal necessities and antidotes for joblessness and underemployment especially amidst competing alternatives to information serviceprovision. Anyanwu, Oduagwu, Ossai-Onah and Amaechi (2013) believed that entrepreneurship education is a welcomed development and a tool for repositioning Library and Information Science graduates in Nigeria for self-employment initiatives, as entrepreneurship has become an integral component of tertiary education and acts as catalysts for transformation. They however recommended among other things that the programme be practical-oriented, workshops and laboratories in Nigerian library schools upgraded to acceptable standard, re-orientation of students in library schools, acquisition of ICT skills by lecturers and tutors, and retraining of lecturers in library schools on entrepreneurship.Awujoola and Ikegune (2018) mapped entrepreneurship education in Library and Information Science discipline with marketing of library services, and submitted that it has become paramount to expand library career opportunities in Nigeria being a developing country given the small growth of libraries and information centers. According to the authors, realities emitted by the present economic and labour market situations in Nigeria justified the need to equip Library and Information Science undergraduates with the basic entrepreneurial skills that would enable them to be self-employed after graduation and thereafter become employers of labour. Musa and Tsafe (2019) submitted that although graduates of Library and Information Science in Nigeria sometimes find it difficult to secure jobs after graduation, as experienced in most economies of the world, information entrepreneurship has been identified as a succor and antidote to that problem. They acknowledged the myriads of disciplinary entrepreneurship opportunities for them. Ali (2021) recommended infopreneurship and its training for Library and Information Science students in order to harness some emerging entrepreneurial professional chances domiciled in the discipline, as information-based businesses that they can venture into as graduates. The author went ahead to highlight some skills needed for them to becoming full-blown infopreneurs as the 21st century information economy requires and reflecting on Ranganathan fifth law of library science which stipulated that "the library is a growing organism." The study suggested that the graduates need to acquire entrepreneurial philosophies and attitudes, plus ICT skills in order to savour newer opportunities in the profession and achieve self-actualization.

Awurdi and Mohammed (2018) conducted a survey with two Nigerian Universities for entrepreneurship awareness and skills among Library and Information Science students, and found out that the students are equipped with entrepreneurship skills and awareness. They

recommended that relevant stakeholders including government and corporate world continue to support and promote entrepreneurship skills and awareness among all students of Nigerian Universities in order to brace them up with the challenges in the labour market; and priorities be given to students to undertake practical training courses in entrepreneurship areas, and carry out practical assignments and projects based on real-life problems pertaining to entrepreneurship.

Onu (2010) pointed out some disciplinary areas librarians can look upon for booming entrepreneurial business ventures to include information consultancy and bibliographic services (ICBS), library personnel management consultancy, library establishment information consultancy, book publishing and vending, and private-public subscription library, and library digitalization consultancy. The author however highlighted some challenges against these to be amongst acquisition of new knowledge and skills, sources of initial capital outlay, location of market for new business, and deficiency in practical entrepreneurial traits. Igbeka (2008) showed some information service areas in librarianship for entrepreneurial ventures to include indexing services, abstracting services, retrospective conservation, cataloging and classification, literature reviewing, online literature searching, print searches for clients, private library services, bookshop and interlibrary loan services, information packaging and re-packaging, editing and publishing, development of hyper media products, translation services, marketing management, organizing seminars, conferences and workshops, presentations, creation of databases, and website design. Malumfashi (2011) pointed out services to special groups, compilation of bibliographic metadata, bindery and lamination services, newspaper distribution, internet café services, facility and event management, short message services (SMS), and stationery store services to be areas of revenue generation in librarianship that could be entrepreneurial for graduates. Batthini (2014) called his librapreneur, and highlighted some few entrepreneurial areas of opportunities for librapreneurs to include book publishing industry, book distribution agencies, periodical subscription agencies, newspaper dealership, book shops, stationary shops, binding workshops, lending libraries, reading rooms, consultancy services, career counselling, library software developing industry, online bookstores digital book/periodical publishing, subscription agencies of electronic books or journals, and writing biographies. Alagiri and Visalatchi (2020) gave a rather comprehensive coverage for entrepreneurial information service avenues for librarianship graduates to be in three major areas: traditional library booksellers and lending libraries, which they called bibliopreneurship, electronic information intermediaries as information brokers, which they labelled to be infopreneurship, and those from emerging areas, which they labelled infometricionship. By reason of specificity, traditional entrepreneurial avenues include book indexing, book publishing and selling, lending library services, compilation of bibliographies, book clubs and book clerks, selling of library equipment, writing of fictions and non-fictions, book binding services, and bibliotherapy services. Those in infopreneurship include information brokerage and consultancy services, development of library software, blog and webinar services, makerspace and librarianship services, and automatic indexing and abstracting services. Those in the emerging areas include becoming bibliometricians, big data analysts, open access content aggregators, copyright consultants, and entrepreneurship librarians. It is upon this cumulativeness of disciplinary entrepreneurial goldmine of information services that this research stands. It is to explore knowledge of information services among students of Library and Information Science in Polytechnics.

Methodology

This research is quantitative and used quantitative methodology. It has specifically determined objectives and questions, data in numerical form and statistical calculations for conclusions and far-reaching implications for the benefit of the decision-making process of the beneficiaries of the research. The design, as the blueprint or master-plan for the collection, measurement and analysis of data, was of a descriptive survey. Such design is a combination of descriptive and survey research approaches. It is necessitated by a systematic description of a research problem involving fairly large, large or very large number of research subjects over a large expanse of area. With a large number of participants, the data collection instrument and analysis method was highly structured. It used questionnaire with questions in close-ended form while minimal outlets were given to respondents to state their subjective states. This was to avoid the difficulty in analyzing the data. Survey is used across all disciplines and hence used here. The population was about two hundred (200) graduated Higher National Diploma (HND) students of Library and Information Science, Federal Polytechnic Offa. The reason for that choice was that they have had all the dose of the polytechnic curriculum for the discipline and that of entrepreneurial education; hence, adjudged to be knowledgeable enough for the research. Moreover, they are the fresh ones going to the labour market after the compulsory national service. Being a survey research, thestudy employed sampling technique of the simple random with an underpinning philosophy of giving all elements an equal chance of being selected with no pre-planned arrangements in mind. The sample size was 110, and procedure for data collection was a free-floating approach as everyone met was given a questionnaire. The study employed simple average and tabulation for analysis and data description. Data analysis was done manually by the researcher and some few student assistants.

Findings of the Study

One hundred and ten (110) copies of questionnaire were taken to the field for distribution but only one hundred (100) were returned without errors and fit to be analyzed for the study. Findings from that analysis are presented below.

Demographic Characteristics of Respondents

Table 1: Distribution of respondents by sex and educational level

Sex	Frequency	Percentage
Male	62	62%
Female	38	38%
Total	100	100%
HND II	100	100%

Table 1 reveals that 62(62%) of the respondents are male, and 38(38%) female. That is to say majority of the respondents are male. Moreover, all the respondents are students of the Higher National Diploma. They have had full dose of the Polytechnic curriculum—from the disciplinary and entrepreneurial strands—ready to go to the labour market and at the verge of making career or entrepreneurial decisions as source of livelihood. They were the most fit for such research.

Presentation and Discussion of Findings Based on Research Objectives

The study has relatively large data. However, the data are each self-explanatory and yet in ranked order according to the magnitude of their mean values to further simplify them to even lay readers who are not statistically sound. Emphasis is on the modal mean values—highest against the lowest.

Table 2: Mean score of student knowledge of the various types of information services in LIS

I know these services	Mean(X)	Ranking	Decision
Indexing services	4.5	1	Accepted
Reference services	4.5	1	√
Binding of projects, photocopies and other information resources	4.4	2	√
Online/internet services and other computer based services	4.3	3	√
Abstracting services	4.2	4	√
Telephone services	4.2	4	√
Documents/records management	4.2	4	√
Editing	4.1	5	√
Marketing of ICT facilities and accessories	4.1	5	√
Current Awareness Services (CAS)	4.0	6	√
Newspaper/magazine marketing	3.8	7	√
Public Relations	3.8	7	√
Information repackaging/Area of interest information services	3.7	8	√
Information business centre management	3.7	8	√
Organizing seminars workshops	3.7	8	√
Bookshop services	3.6	9	√
Publishing	3.6	9	√
Information brokerage	3.6	9	√
Translational services	3.6	9	√
Selling of library info centre equipment facilities and furniture	3.6	9	√
Information-related consultancy services	3.5	10	√
Retrospective conversion	3.4	11	√
Documentation of indigenous/local content	3.3	12	√
Selling of bindery facilities and accessories	3.3	12	√
Restoration and repair of info resources	3.2	13	√
Statistical analysis, synthesis and interpretation	2.9	14	Rejected
Total Mean(∑X)	**4.1**		

Criterion Mean = 3

Table 2 reveals that majority of Higher National Diploma graduates of Library and Information Science, Federal Polytechnic Offa know a greater number of information services; though at different degree. This may be because their curriculum would have taught them about those services, even repeatedly from NDI to HNDII which is the final year. It does not mean that their opinion would still be to that magnitude when it comes to harnessing those information services for entrepreneurial initiatives. It would be that with entrepreneurial knowledge and business-like disciplinary knowledge that they are able to do so (Anyanwu et al. 2013; Ali,2021). Only statistical analysis, synthesis and interpretationservice is different with the lowest and rejected mean score of 2.9. This too speaks volume about their curriculum. They are hardly taught about this except they are allowed to take elective courses in the field where they would be taught. This is

going to be glaring when what is obtainable here is put side by side with indexing services and reference services.

Table 3: Mean score of student knowledge of the components of each of the various types of information services in LIS

I know the components of these services	Mean (X)	Ranking	Decision
Current Awareness services	4.7	1	Accepted
Indexing services	4.4	2	√
Abstracting services	4.4	2	√
Telephone services	4.3	3	√
Publishing	4.1	4	√
Document/record management	4.1	4	√
Online/internet services and other computer based services	3.9	5	√
Organizing seminars, workshops, symposia, etc.	3.9	5	√
Editing	3.8	6	√
Information business centre management	3.8	6	√
Public Relations	3.7	7	√
Information brokerage	3.7	7	√
Translation services	3.7	7	√
Marketing of ICT facilities and accessories	3.7	7	√
Newspaper/magazine marketing	3.6	8	√
Binding of projects, photocopies and other information resources	3.6	8	√
Bookshop services	3.5	9	√
Restoration and repair of information resources	3.4	10	√
Selling of bindery facilities and accessories	3.3	11	√
Information-related consultancy services	3.1	12	√
Information repackaging/Area of interest information services	3.1	12	√
Documentation of indigenous/local contents	3.0	13	√
Retrospective conversion	3.0	13	√
Selling of library/information centre equipment, facilities and furniture	3.0	13	√
Statistical analysis, synthesis and interpretation	2.9	14	Rejected
Total Mean(∑X)	**3.5**		

Criterion Mean = 3

Like what is obtainable in Table 2, except a minimal and insignificant number, majority of the Higher National Diploma graduates of Library and Information Science, Federal Polytechnic Offa know the components of a greater number of information services; though at different degree. This too may be because their curriculum would have taught them about those services, even repeatedly from NDI to HNDII—just look at the ranking.Those services that they have been taught repeatedly become known to them and those others a bit alien.Again, this may not translate to

harnessing those information services for entrepreneurial initiatives.When checked critically, the total mean value for just knowing those services ordinarilyas "types of information services in LIS" (4.1) is greater than knowing their components (3.5).A more focused entrepreneurial courses would see them through these.

Table 4: Mean score of student knowledge of designing each of the various types of information services in LIS

I can design these services	Mean (X)	Ranking	Decision
Current Awareness Services (CAS)	3.6	1	Accepted
Marketing of ICT facilities and accessories	3.6	1	√
Documents/records management	3.6	1	√
Abstracting services	3.5	2	√
Indexing services	3.5	2	√
Reference services	3.5	2	√
Information brokerage	3.3	3	√
Online/Internet services and other computer-base services	3.2	4	√
Telephone services	3.2	4	√
Organizing seminars, workshops, symposia etc.	3.2	4	√
Information related consultancy services	3.1	5	√
Selling of library and information centre equipment facilities and furniture	3.1	5	√
Information business centre management	3.0	6	√
Selling of bindery facilities and accessories	3.0	6	√
Statistical analysis, synthesis and interpretation	2.9	7	Rejected
Documentation of indigenous/local content	2.9	7	√
Restoration and repair of information resources	2.9	7	√
Binding of projects, photocopies and other information resources	2.9	7	√
Editing	2.8	8	√
Translation services	2.8	8	√
Retrospective conversion	2.8	8	√
Information repackaging area of interest info services	2.8	8	√
Public relations	2.7	9	√
Publishing	2.7	10	√
Newspaper/magazine marketing	2.7	10	√
Bookshop services	2.6	11	Rejected
Total Mean (∑X)	**3.1**		

Criterion Mean = 3

Table 4 shows that a fair or moderate majority of the Higher National Diploma graduates of Library and Information Science, Federal Polytechnic Offa can design information services; though at different degree. When weighed with others, characteristics of the mean values of this table is moderate at ratio 14:12 for acceptance and rejection decisions respectively. Even, compared to other tables, the individual mean values are small with 3.6 ranking the highest; and the total mean

value is the smallest among all the tables (3.1 against 4.1, 3.5, and). That is to say that many Library and Information Science students would not be able to design information services for entrepreneurial initiative even after graduation. Entrepreneurial purposes for information services are hinged on two dynamisms—designing and rendering. Entrepreneurs who are able to design their services on their own are like those who are in the manufacturing sectors of the economy. They innovate and create what they want relative to what their customers want. Library and information entrepreneurs should know that innovativeness and creativity are the milestones of entrepreneurial initiatives (Onu, 2010; Ubogu, 2020). Those in the rendering sector may be compared to people in buying and selling arrangements. The services are designed for them while they only render what have been designed. This may likely not give room for creativity and innovation except added or secondary services which may be in form follow-up. Knowing the components of information services works for two directions—ability to design the services and that to render them effectively. Entrepreneurs who know the components of information services are close to designing them, and can actually do the designing if they know how to systematically put those components together to the magnitude of their functionality. Knowing their components is still a halfway to rendering those services professionally.

Table 5: Mean score of student knowledge of delivering each of the various types of information services in LIS

I can deliver these services	Mean (X)	Ranking	Decision
Reference services	5.2	1	Accepted
Indexing services	4.1	2	√
Current Awareness Services (CAS)	4.0	3	√
Documents/records management	3.9	4	√
Abstracting services	3.8	5	√
Bookshop services	3.8	5	√
Publics Relations	3.7	6	√
Online/internet services and other computer based	3.7	6	√
Telephone services	3.7	6	√
Publishing	3.6	7	√
Newspaper/magazine marketing	3.6	7	√
Binding of project, photocopies and other information resources	3.6	7	√
Information brokerage	3.5	8	√
Information business centre management	3.5	8	√
Organizing seminars, workshops, symposia etc.	3.5	8	√
Editing	3.4	9	√
Documentation of indigenous/local contents	3.3	10	√
Marketing of ICT facilities and accessories	3.3	10	√
Translation services	3.2	11	√
Information-related consultancy services	3.1	12	√
Restoration and repair of information resources	3.1	12	√
Selling of library/information centre equipment facilities and furniture	3.1	12	√

Statistical, analysis, synthesis and interpretation	2.9	13	Rejected
Retrospective conversion	2.8	14	√
Selling of bindery, facilities and accessories	2.8	14	√
Information business centre management	2.7	15	Rejected
Total Mean (∑X)	**3.4**		

Criterion Mean = 3

From Table 5, except a minimal and insignificant number, majority of the Higher National Diploma graduates of Library and Information Science, Federal Polytechnic Offa can deliver a greater number of information services; though at different degree. This too is attesting to the tune of the content of the curriculum with which librarians are trained. Repeatedly they have been taught information service rendering. Those services that they have been taught repeatedly become known to them and those others a bit alien. Again, this may not translate to harnessing those information services for entrepreneurial initiatives. When checked critically, the total mean value for this is higher than for designing.

Conclusion and Recommendations

Majority of the Higher National Diploma graduates of Library and Information Science, Federal Polytechnic Offaknow a greater number of information services in their discipline at different degreethat is altogether acceptably encouraging. And except a minimal and insignificant number, majority of them know the components of a greater number of information services; though at different degree that is statistically encouraging but not to the extent to which they know them ordinarily as services.That is the extent their knowledge could take them about the components of those services. This is likely to be that because they are not specifically taught information-related entrepreneurial opportunities. The reverse might have been the case if they were.

A fair or moderate majority of the Higher National Diploma graduates of Library and Information Science, Federal Polytechnic Offa can design information services; though at different degree. It is not encouraging that close to half of them would not be able to design information services for entrepreneurial initiative even after graduation. Entrepreneurs who are able to design their services on their own are like those who are in the manufacturing sectors of the economy. They innovate and create what they want relative to what their customers want. Whatever affected them in the knowledge of the service components might be extended to this— not specifically taught information-related entrepreneurial opportunities. Except a minimal and insignificant number, majority of the Higher National Diploma graduates of Library and Information Science, Federal Polytechnic Offa can deliver or render a greater number of information services; though at different degrees that is statistically acceptable, even more than the extent to which they can design them for entrepreneurial initiatives.

A more directed information-related courses in the curriculum of Library and Information Science Higher National Diploma trainees or from the grass root, would increase their knowledge of the various types of information services. This would positively affect Library and Information Science trainees generally and students of Federal Polytechnic Offa, and expose them to more types of information services in their discipline.

Design and implementation of a more entrepreneurial-driven curriculum that recognizes and takes care of the traditional and evolving information services in line with dynamisms in the information and knowledge economies would see Higher National Diploma trainees of library and

information science discipline, and of course those of Federal Polytechnic Offa have great knowledge of the components of each of the various types of information services in their discipline. By that, each of the services would be given close attention and taken care of in the level of detail that decompose and synthesize them for a very comprehensive understanding. It should be noted that knowing the components of information services is a leeway to designing and rendering them professionally. So, it is a necessity to be pursued by those trainees. Review of the disciplinary curriculum to the entrepreneurial side in theory and practice, review of entrepreneurship education curriculum, as recommended by Igwe et al (2012) would suffice here.

Almost like the one immediate above, the design and implementation of a more entrepreneurial-driven curriculum in librarianship and entrepreneurship training is recommended trainees of Library and Information Science discipline. Such curriculum needs not recognize and take care of only the dynamisms of information services and the information and knowledge economies, but also the digital economy. The design of information services plays a great role in their marketability in terms of communication with and service rendering for customers. The physical space is becoming ineffective in the global village vogue, and for public health reasons in times of highly contagious diseases and pandemics. We are currently experiencing the COVID-19 and its emerging variants. Only entrepreneurial training with ICT skills would be effective. A core requirement for the newer entrepreneurial knowledge and skills for Library and Information Science students should be how to take business and economic activities and entrepreneurial knowledge and skills to the digital space. It is time to leverage the advantage of global digital economy. Graduate entrepreneurs are members of the MSMEs. In its business continuity plan amidst the pandemic, International Labour Organization [ILO] (2020) advised that more of MSMEs activities will be non-physical, making use of innovations in telephony and social media Apps, such as WhatsApp, zoom meetings etc.

More focused courses on information services would see Library and Information Science trainees and Higher National Diplomas of Federal Polytechnic Offa render each of the various types of information services in their discipline to a very great extent. Attention needs to be given to those that are just emerging, especially with the gains from ICT and its applications.

The active process of education involves the teachers and students. Teachers give the knowledge of "what they know better than the students" while the students learn from such. Teachers use educational aids to make effective their teaching. Therefore, library schools in Nigeria need to be equipped with modern technologies and teachers trained on them so that they can pass that to students who in return use those equipment themselves. This should be continuous.

Stakeholders in librarianship, such as Nigerian Library Association (NLA), National Association of Library and Information Science Educators (NALISE), Librarians' Registration Council of Nigeria (LRCN) and other associations, societies, and clubs have to increase their strengths in awareness creation and advocacy for entrepreneurship, entrepreneurship education and information related-entrepreneurial activities for library and information science trainees. It is a matter of time and collective resolve of members for their goals to be achieved. Also, national and international seminars and conferences, workshops, talks on a face-to-face and on a one-to-many basis, broadcast media, dedicated webinars, social media sites etc. should be used for those purposes.

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