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Entrepreneurship In Repositioning Library Education In Nigeria

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ABSTRACT
The rapid makeover of information ecosystem, driven by digital technologies and growing user expectations demands a fundamental repositioning of library education beyond traditional custodial roles. Entrepreneurship offers a strategic framework for redefining the competencies, curriculum and identity of library professional to remain relevant and impactful in the 21st century. This paper examines how entrepreneurship can serve as a catalyst for repositioning library education to produce information professionals who are innovative, adaptive and value-driven. Drawing on literature from library and information science, entrepreneurship education and organizational changes, the study agrees that integrating entrepreneurial thinking into library curricula fosters skills in opportunity recognition, service design, resources mobilization and risk management such skills enable graduate to create sustainable information services, develop user-centered products and collaborate across sectors in academic, public and private domain. The analysis also highlights challenges including rigid accreditation standards, limited faculty capacity in entrepreneurship and institutional resistance to market oriented approaches. Findings suggests that a repositioned library education model should embed entrepreneurship through experimental learning, industry partnership and interdisciplinary models in data analytics, digital marketing and project management. This shift not only enhances graduate employability but also positions libraries as dynamic hubs for innovation and community development. This paper concludes that entrepreneurship is not a departure from core values of librarianship but an extension that aligns professional practice with the demands of knowledge economics, implication for curriculum reform, faculty development and policy are discussed.
Keywords: Entrepreneurship, Library Education, Curriculum reform, employability, digital skills

INTRODUCTION

Library education is undergoing a significant transition as the production, organization, dissemination, and use of information are increasingly influenced by digital technologies. The development of the internet, cloud computing, electronic publishing, mobile communication, big data, artificial intelligence (AI), and digital learning platforms has changed how individuals and organizations discover, evaluate, preserve, and apply information.

The International Federation of Library Associations and Institutions (IFLA, 2024) identifies changing knowledge practices, technological transformation, evolving relationships of trust, increasingly complex skills requirements, unequal access to digital technologies, resource pressures, and the continuing

importance of community connections as significant trends shaping the future of libraries. Its subsequent Skills Agenda emphasizes practical, partnership, and personal development skills as important capacities for responding to uncertainty (IFLA, 2025). These developments suggest that library professionals should not merely react to technological change; they should also be equipped to identify opportunities and develop appropriate responses. These developments have challenged the conventional understanding of librarianship as a profession concerned primarily with the acquisition, organization, preservation, and circulation of information resources. Although these functions remain fundamental, contemporary information professionals are increasingly expected to provide digital information services, support research data management, facilitate information literacy, manage electronic records, develop digital repositories, and help users navigate complex information environments.

In Nigeria, these challenges are particularly important because library education operates within an environment where institutions may face limited funding, uneven access to digital infrastructure, shortages of practical training resources, and changing employment opportunities. Graduates may encounter competition for conventional library positions while organizations increasingly require professionals who can combine information expertise with technological competence, communication, management, and problem-solving. Entrepreneurship offers a possible response to this situation. Traditionally associated with business creation, investment, innovation, and risk-taking, entrepreneurship is now understood more broadly as the capacity to identify opportunities and transform ideas into value. The European Commission's Entre Comp framework describes entrepreneurship through three interconnected areas: ideas and opportunities, resources, and action (Bacigalupo et al., 2016). This understanding is applicable to library education because information professionals regularly encounter problems that require creative thinking, resource mobilization, collaboration, and sustainable solutions.

Recent Nigerian studies provide a basis for this discussion. Fagbola et al. (2024) examined entrepreneurial competencies among LIS undergraduates in Kwara State, while Akole et al. (2024) investigated students' awareness of and capabilities in information entrepreneurship at Bamidele Olumilua University of Education, Science and Technology, Ikere-Ekiti. These studies demonstrate that entrepreneurship is a continuing concern in Nigerian LIS education and that its relationship with students' competencies, practical training, and professional opportunities merits sustained attention. The central argument of this paper is that entrepreneurship should be treated as a strategic component of library education in Nigeria. It should not replace the professional foundations of librarianship but should strengthen the ability of graduates to apply those foundations creatively, ethically, and sustainably in a changing information environment.

Statement of the Problem

The traditional curriculum of library and information science has provided essential knowledge in cataloguing and classification, collection development, reference services, information retrieval, indexing and abstracting, preservation, records management, research methods, and library administration. However, the changing information environment requires graduates to demonstrate additional competencies in digital service development, information consultancy, project management, financial planning, marketing, data analysis, and innovation. The challenge is not necessarily that Nigerian LIS programmes lack entrepreneurship education altogether. Rather, the concern is whether entrepreneurial learning is sufficiently practical, professionally relevant, technologically current, and consistently integrated into the curriculum. A student may understand the principles of information organization but lack the experience required to turn that knowledge into a digital archiving service. Another may understand library management but have little practical exposure to preparing budgets, assessing user demand, developing partnerships, or evaluating the sustainability of an information service.

Research by Maifata and Mohammed (2017) identified poor funding, insufficient practical teaching resources, an emphasis on theoretical instruction, and weaknesses in programme planning and evaluation as challenges to entrepreneurship education in Nigerian LIS schools. Fagbola et al. (2024) also

recommended improvements in infrastructure and funding to strengthen entrepreneurial training for LIS undergraduates. Akole et al. (2024) identified inadequate power supply among the challenges affecting information entrepreneurship development in the setting they investigated. These findings point to a wider educational concern: the inclusion of entrepreneurship in a curriculum does not automatically equip students with the capacity to identify opportunities, develop feasible services, and implement innovative ideas.

Furthermore, a narrow understanding of entrepreneurship as profit-making may generate resistance among educators and practitioners who regard librarianship primarily as a public-service profession. This tension requires clarification. Entrepreneurship can create commercial value, but it can also generate educational, cultural, social, and community value without compromising professional ethics. The problem addressed in this paper is therefore the need to reposition Nigerian library education so that established professional knowledge is systematically connected with entrepreneurial competencies, practical learning, digital innovation, and the creation of sustainable information services.

Purpose of the Study

The purpose of this study is to examine entrepreneurship as a strategic instrument for repositioning library education in Nigeria in response to contemporary technological, professional, economic, and educational developments.

Objectives of the Study

The specific objectives are to:

1. Examine the concepts of entrepreneurship, library education, and entrepreneurial librarianship.
2. Discuss the relevance of entrepreneurship to the repositioning of LIS education in Nigeria.
3. Identify entrepreneurial competencies required by contemporary LIS graduates.
4. Examine emerging entrepreneurial opportunities for library and information professionals.
5. Discuss the challenges confronting entrepreneurship-oriented LIS education in Nigeria.
6. Recommend measures for improving employability, innovation, and professional sustainability.

Significance of the Study

This study is relevant to LIS educators, students, practising librarians, curriculum planners, college and university administrators, professional associations, employers, and policymakers.

For educators, it provides a basis for reviewing curriculum content and teaching methods. For students, it highlights professional opportunities beyond conventional library employment. For practitioners, it demonstrates how entrepreneurial thinking can improve service delivery and professional adaptability.

Institutional administrators may use the discussion to consider investments in practical training, digital infrastructure, faculty development, and industry partnerships. Policymakers and professional associations may also find the paper useful when reviewing competency expectations and continuing professional development programmes.

CONCEPTUAL CLARIFICATION

Concept of Entrepreneurship

Entrepreneurship refers to the process of recognizing opportunities, organizing resources, developing innovative responses, managing uncertainty, and creating value through products, services, processes, or organizational initiatives. entrepreneurship is frequently associated with establishing businesses and generating profit, its scope is broader. It may occur within existing institutions, public organizations, educational settings, nonprofit organizations, and community initiatives. Commercial entrepreneurship involves establishing and managing ventures that generate revenue. Social entrepreneurship focuses on addressing social problems through innovative and sustainable approaches. Institutional entrepreneurship, sometimes described as intrapreneurship, involves developing new ideas and improving services within an existing organization. These distinctions are important for librarianship. A graduate who establishes a records management consultancy may be engaged in commercial entrepreneurship. A librarian who

develops a new research support service within a university library may demonstrate intrapreneurship. A professional who establishes a community digital literacy initiative may practise social entrepreneurship.

All three forms involve recognizing needs, developing responses, mobilizing resources, and evaluating outcomes. Entrepreneurship in library education should therefore be understood as a means of expanding professional capability rather than simply preparing students for self-employment.

Concept of Library Education

Library education is the organized process through which students acquire the knowledge, skills, attitudes, and professional values required to manage information resources and provide effective information services. It traditionally covers information organization, cataloguing and classification, collection development, reference and information services, information retrieval, preservation, records management, research methods, and library administration.

Contemporary LIS education must also address digital repositories, electronic records, data management, digital preservation, information architecture, research support, information literacy, AI literacy, information ethics, and the evaluation of digital systems. The American Library Association's Core Competences of Librarianship provide a professional reference for the knowledge and capabilities expected of librarians and support the continuing development of

Concept of Entrepreneurial Librarianship

Entrepreneurial librarianship is the application of entrepreneurial thinking and practices to the creation, improvement, management, and sustainability of information services. An entrepreneurial librarian identifies unmet needs, explores new service possibilities, mobilizes resources, collaborates with stakeholders, evaluates costs and benefits, and assesses the results of an initiative. For example, a librarian who identifies that local organizations have difficulty managing electronic records may develop a records consultancy service. An academic librarian who identifies researchers' difficulties with data management may develop training and support services.

A public librarian who organizes digital literacy training for small-business owners may create community value through collaboration and innovative service delivery. Entrepreneurial librarianship does not require every librarian to own a business. It requires information professionals to demonstrate initiative, creativity, adaptability, and a willingness to improve how professional knowledge is applied.

Concept of Infopreneurship

Infopreneurship refers to entrepreneurial activity centred on the production, organization, analysis, packaging, dissemination, or management of information as a service or product. An infopreneur may provide specialized research, information brokerage, digital content development, records management, knowledge organization, information consultancy, or training in information literacy.

For LIS graduates, infopreneurship represents a possible connection between professional expertise and emerging opportunities in information-intensive organizations. However, information should not be treated merely as a commodity detached from ethical responsibilities. Information-based enterprises must respect privacy, copyright, accuracy, confidentiality, accessibility, and the legitimate interests of users.

Repositioning Library Education

Repositioning library education means strategically adjusting its curriculum, pedagogy, professional orientation, institutional partnerships, and assessment practices to respond to changing information needs. It does not mean abandoning cataloguing, classification, reference services, preservation, or other established functions. Instead, it involves teaching these subjects in ways that connect them with contemporary technologies, user expectations, organizational problems, and opportunities for service innovation. The course in digital preservation could include a practical assignment in which students assess the preservation needs of a community organization. A course in library management could require students to prepare a service budget and evaluate alternative funding approaches. A course in information retrieval could involve designing and testing an improved discovery interface.

The objective of repositioning library education is to develop graduates who can understand professional principles and apply them to real problems in a responsible, creative, and sustainable manner.

Theoretical Foundations

Three theoretical perspectives provide a useful basis for understanding entrepreneurship as a means of repositioning library education: entrepreneurial competence, experiential learning, and innovation theory.

Entrepreneurial Competence Framework

Bacigalupo et al. (2016) developed the EntreComp framework to describe entrepreneurship as a competence that can be applied in different areas of life, employment, and organizational activity. The framework consists of three interconnected areas: ideas and opportunities, resources, and action.

The first area concerns identifying opportunities, generating ideas, evaluating their value, and recognizing the needs of potential beneficiaries. For LIS students, this could involve identifying information-access problems experienced by students, researchers, small businesses, or community organizations.

The second area concerns mobilizing resources. Students need to understand how human expertise, finances, technology, partnerships, and time can be combined to develop an information service.

The third area concerns translating ideas into action through planning, collaboration, experimentation, and learning from experience.

This framework is relevant to Nigerian library education because it offers a structured way of connecting entrepreneurial learning outcomes with professional activities. It also supports the assessment of students' competencies through practical work rather than relying solely on theoretical examinations.

Experiential Learning Theory

Kolb (1984) explains learning as a process involving concrete experience, reflective observation, abstract conceptualization, and active experimentation. This perspective supports the use of practical assignments in entrepreneurship education.

An LIS student may, for example, investigate the recordkeeping needs of a small business, examine existing practices, develop a proposed records management system, test the system, and reflect on its strengths and limitations. Through this experience, the student applies professional knowledge while developing communication, problem-solving, planning, and evaluation skills.

Experiential learning is especially important in entrepreneurship because students must learn how to make decisions under conditions of uncertainty. A business or service plan that appears convincing in theory may prove impractical when exposed to actual user needs, technical limitations, or financial constraints.

Innovation Theory

Schumpeter (1934) associated entrepreneurship with innovation through new products, processes, markets, and combinations of resources. This perspective is relevant to library education because professional innovation may involve creating a new service, improving an existing process, or combining established competencies in a new way.

For example, an academic library may combine research data management, digital preservation, scholarly communication, and information literacy into a coordinated research support service. A public library may combine digital literacy training with local business information and community outreach. Innovation does not necessarily require inventing new technology. It can also involve applying existing knowledge and resources more effectively to solve a problem.

The implication is that library education should prepare students to recognize opportunities for improvement, evaluate possible solutions, and implement changes responsibly.

Application of the Theories to Nigerian Library Education

The three perspectives complement one another. Entrepreneurial competence identifies what students should learn; experiential learning explains how those competencies can be developed; and innovation theory helps explain how the resulting capabilities can improve professional practice. They support a learning model in which students acquire foundational LIS knowledge, apply it to practical problems, develop possible solutions, and evaluate the value of their work.

The theoretical position of this paper is that entrepreneurial competence should be regarded as a transferable professional capability rather than a skill reserved for graduates who intend to establish businesses.

ENTREPRENEURSHIP AND THE CHANGING INFORMATION ENVIRONMENT

Changing Roles of Library Professionals

The contemporary information environment requires librarians to perform responsibilities that extend beyond traditional collection management. Professionals may be involved in digital repositories, information architecture, data stewardship, research support, electronic records, digital preservation, online learning, and the evaluation of information technologies.

These changes do not make traditional LIS knowledge obsolete. Instead, they require its application in more varied environments. knowledge organization remains relevant to digital content management, metadata creation, search optimization, and the development of information discovery systems. Reference and research skills remain important in information consultancy, research support, and evidence-based decision-making.

Entrepreneurship helps students recognize the wider applications of these competencies and develop the confidence to work across different professional settings.

The Changing Employment Environment

Traditional employment opportunities in academic, public, school, and special libraries remain important. However, LIS competencies are also relevant to digital publishing, research support, knowledge management, records consultancy, information brokerage, and digital content development.

Entrepreneurship can help students recognize these opportunities and develop the transferable competencies required to pursue them.

Nevertheless, self-employment should not be portrayed as a guaranteed solution to graduate unemployment. Sustainable enterprise depends on factors such as user demand, technical expertise, capital, infrastructure, competition, and the wider economic environment.

The educational goal should therefore be to broaden graduates' capabilities and choices while maintaining realistic expectations about the challenges of establishing and sustaining an enterprise.

ENTREPRENEURIAL COMPETENCIES REQUIRED BY NIGERIAN LIS GRADUATES

Digital and Technological Competence

Graduates should possess practical knowledge of digital repositories, content management, metadata, electronic records, digital preservation, information retrieval, data analysis, and relevant online platforms. They should also develop AI literacy, including the ability to verify outputs, understand limitations, protect confidential information, and evaluate the suitability of technological applications.

Financial Literacy

Entrepreneurial services require realistic financial planning. Students should learn basic budgeting, cost estimation, pricing, cash-flow planning, funding proposals, and resource allocation. For public-service and nonprofit projects, they should also understand grant funding, institutional budgeting, partnerships, and the measurement of social value.

Marketing and Communication

LIS graduates should be able to identify intended users, communicate the value of a service, develop appropriate outreach strategies, and build professional relationships. Digital marketing may include website content, online promotion, social media communication, and basic analytics. Marketing activities should respect privacy, avoid misleading claims, and communicate the limitations of information products honestly.

Project Management

Project management enables students to translate ideas into organized action. Relevant skills include planning, scheduling, budgeting, assigning responsibilities, identifying risks, monitoring progress, and evaluating results. These skills are useful in digitization projects, digital repository development, information literacy programmes, and records management initiatives.

Leadership and Collaboration

Entrepreneurial projects often involve working with individuals who have different expertise and priorities. Graduates should therefore develop teamwork, negotiation, communication, conflict resolution, and stakeholder engagement skills. These competencies are relevant both to independent enterprise and to innovation within existing libraries.

Data Analysis and Evaluation

Students should learn to collect, organize, interpret, and present data that can support decisions about information services.

They should be able to assess user demand, evaluate service performance, identify inefficiencies, and measure outcomes while respecting confidentiality and data protection principles.

Ethics and Social Responsibility

Entrepreneurship must remain consistent with the ethical foundations of librarianship. Graduates should consider privacy, intellectual property, equitable access, accessibility, information accuracy, and the interests of vulnerable users.

Commercial opportunities should not be pursued at the expense of professional responsibilities. Ethical judgement should be incorporated into the development and evaluation of every proposed service.

Entrepreneurial Opportunities for LIS Graduates in Nigeria

The Nigerian information environment offers several potential areas in which LIS graduates can apply their professional knowledge entrepreneurially. The feasibility of each opportunity will depend on local demand, available resources, technical competence, and applicable laws and professional standards.

Digital Archiving and Digitization

Government agencies, schools, religious organizations, community associations, businesses, and cultural institutions may possess valuable records that require systematic organization and preservation.

LIS graduates with appropriate training can offer digitization planning, metadata creation, digital collection organization, records appraisal, and digital preservation services.

Such services require suitable equipment, secure storage, quality control, copyright awareness, and careful handling of original materials. Graduates should avoid promising permanent preservation unless the necessary technical and organizational arrangements are available.

Records Management Consultancy

Small businesses and other organizations generate administrative, financial, operational, and legal records. Poor recordkeeping can make information difficult to retrieve and weaken organizational accountability.

LIS graduates can provide records classification, document control, retention scheduling, electronic records management, and information governance services.

The potential clients include schools, private businesses, professional associations, and nonprofit organizations. Service providers must observe relevant legal requirements and protect confidential information.

Research Support and Scholarly Communication

Universities, research institutes, and individual researchers require assistance with literature searching, reference management, institutional repositories, research data organization, and open-access publishing.

LIS graduates can develop specialized support services in these areas, either within institutions or through appropriately structured consultancy arrangements.

Such services should uphold research integrity and should not promise guaranteed publication outcomes or engage in deceptive scholarly practices.

Information Brokerage and Research Services

Organizations sometimes require reliable information to support planning, policy development, market assessment, or decision-making.

An information professional can help identify credible sources, conduct structured searches, synthesize information, and prepare reports for specific users.

Potential service areas include industry information, regulatory documentation, policy research, specialized literature reviews, and business information services.

The quality of such services depends on the accuracy, relevance, timeliness, and transparency of the information provided.

Digital Content and Knowledge Management

Businesses, publishers, educational institutions, and nonprofit organizations need systems for organizing, describing, retrieving, and maintaining digital content.

LIS graduates can provide metadata design, taxonomy development, website content organization, digital asset management, and information architecture services.

Knowledge management also offers opportunities in the organization of institutional knowledge, development of internal knowledge portals, and documentation of organizational procedures.

Information Literacy and Digital Skills Training

Information literacy training can support students, teachers, researchers, entrepreneurs, and community members.

LIS graduates may develop programmes on online research, evaluation of information sources, academic databases, digital privacy, responsible AI use, and effective information seeking.

These programmes can be delivered through schools, universities, community organizations, professional associations, and businesses.

Educational and Digital Information Products

Graduates may develop research guides, online tutorials, digital directories, specialized information resources, learning materials, and subject-based reference products.

Possible support arrangements include institutional funding, commissioned work, grants, subscriptions, and partnerships. The choice of model should reflect user needs, affordability, copyright, and maintenance requirements.

Community Information Services

Entrepreneurship can also support community development through agricultural information, employment information, local history archives, digital literacy, small-business information, and other community-focused services.

These initiatives may be social enterprises or publicly supported projects rather than profit-making businesses.

Their success should be evaluated in terms of access, participation, user benefit, inclusion, and sustainability.

CHALLENGES TO ENTREPRENEURSHIP EDUCATION IN NIGERIA

Inadequate Funding

Limited funding can restrict access to computers, digitization equipment, internet connectivity, specialist software, and practical learning facilities.

Fagbola et al. (2024) recommended improved funding and infrastructure to strengthen entrepreneurial education among LIS undergraduates. Such investment is important because students need opportunities to practise the competencies they are expected to demonstrate.

Limited Practical Training

Entrepreneurship education becomes less effective when students study business concepts without developing or testing information services.

Maifata and Mohammed (2017) identified the emphasis on theoretical instruction and insufficient practical resources among the challenges affecting entrepreneurship education in the LIS schools they examined.

Every entrepreneurship-oriented programme should include supervised practical assignments. Students should conduct user research, develop service proposals, prepare budgets, test prototypes, and evaluate outcomes.

Faculty Capacity and Professional Development

Educators may have strong expertise in traditional LIS subjects but limited experience in digital entrepreneurship, business planning, service design, or venture development.

Makinde et al. (2023) examined entrepreneurial skills among LIS faculty and academic librarians in southwestern Nigerian universities and reported weaknesses in several relevant skill areas, including technical, business, ICT, and managerial competencies.

Faculty development should be a priority. Training, mentoring, industry engagement, collaborative teaching, and professional attachments can help educators develop the capabilities required to supervise entrepreneurial projects.

Infrastructural Constraints

Unreliable electricity, limited internet access, inadequate equipment, and uneven access to digital platforms can restrict the implementation of technology-intensive projects.

Akole et al. (2024) identified inadequate power supply as one of the challenges affecting information entrepreneurship in their study setting. Entrepreneurial education should be adapted to local infrastructure. Low-bandwidth applications, open-source tools, offline learning resources, and shared facilities may provide practical alternatives where resources are limited.

Curriculum Rigidity and Regulatory Requirements

Curriculum changes must take account of institutional approval procedures, programme requirements, and applicable accreditation standards.

The NCCE has responsibilities relating to curriculum development and accreditation for NCE-awarding institutions (NCCE, n.d.). This makes formal curriculum planning particularly important for colleges of education.

Entrepreneurship should be integrated through approved curriculum review, clear learning outcomes, and appropriate assessment methods. It should complement rather than displace essential LIS competencies.

Resistance to Commercialization

Some librarians may fear that entrepreneurship will shift the profession away from equitable access and public service. This concern is understandable if entrepreneurship is interpreted only in terms of revenue generation. Entrepreneurship should be defined in terms of responsible value creation. Commercial revenue is one possible outcome, but educational improvement, cultural preservation, community development, and better access to information are also legitimate forms of value.

Limited Access to Capital and Professional Networks

Graduates who intend to establish information-related enterprises may struggle to obtain equipment, finance, professional advice, and access to clients.

Entrepreneurship education cannot independently eliminate these structural barriers. Universities and colleges should connect interested graduates with appropriate entrepreneurship centres, mentoring programmes, grant opportunities, professional networks, and relevant enterprise-support services.

Uncertain Market Demand

Not every proposed information service will attract sufficient users or generate adequate income to remain viable. Students should learn to test demand before investing heavily. Feasibility assessments,

interviews, pilot projects, cost analysis, and feedback can help determine whether an idea should be implemented, modified, or discontinued.

Ethical and Legal Risks

Information enterprises may involve personal data, copyrighted materials, confidential records, and AI-generated content.

Privacy, copyright, accessibility, transparency, and information accuracy should be included in service planning. Students should learn that a commercially attractive idea may still be professionally unacceptable if it compromises users' rights or information integrity.

RECOMMENDATIONS

Recommendations for LIS Educators

LIS educators should:

1. Integrate entrepreneurial competencies into relevant existing courses.
2. Introduce practical assignments that require students to identify information problems and develop solutions.
3. Use project-based and problem-based learning to connect theory with professional practice.
4. Incorporate financial literacy, service design, project management, and responsible AI use into appropriate learning activities.
5. Assess students through projects, portfolios, prototypes, presentations, and reflective reports in addition to written examinations.
6. Encourage students to explore both commercial and socially oriented applications of LIS expertise.

Recommendations for LIS Departments and Institutions

LIS departments and institutions should:

1. Review curricula periodically to identify emerging competency requirements.
2. Provide access to suitable digital facilities and practical learning resources.
3. Establish partnerships with libraries, archives, publishers, technology organizations, and community institutions.
4. Support faculty development in entrepreneurship and digital innovation.
5. Connect students with institutional entrepreneurship centres and mentoring opportunities.
6. Evaluate the outcomes of entrepreneurial education through evidence of student competencies and stakeholder feedback.

Recommendations for Students and Practising Librarians

Students and practising librarians should:

1. Pursue continuous learning in digital technologies, service design, communication, and project management.
2. Build professional portfolios documenting practical projects and competencies.
3. Identify information problems that could be addressed through improved services.
4. Develop professional networks and seek interdisciplinary collaboration.
5. Evaluate potential opportunities realistically, considering costs, demand, risks, and ethical responsibilities.

CONCLUSION

Entrepreneurship provides a strategic opportunity to reposition library education in Nigeria in response to the changing information environment, emerging technologies, and evolving professional expectations. Although traditional LIS competencies remain essential, contemporary graduates also need the ability to identify opportunities, design user-centred services, manage projects, mobilize resources, evaluate technologies, and create sustainable solutions to information problems.

The discussion has shown that entrepreneurship can strengthen library education through practical training, interdisciplinary collaboration, digital innovation, financial literacy, faculty development, and engagement with professional organizations and potential employers. Nigerian studies on entrepreneurial competencies, information entrepreneurship, and the skills of LIS educators provide a relevant foundation for these considerations (Akole et al., 2024; Fagbola et al., 2024; Makinde et al., 2023).

However, effective repositioning requires more than the inclusion of entrepreneurship as a subject in the curriculum. Institutions must create opportunities for students to apply their knowledge, develop practical projects, test service ideas, learn from feedback, and demonstrate measurable competencies. Educators must also receive appropriate support, while institutions and policymakers address resource and infrastructure limitations.

The proposed Entrepreneurial Library Education and Innovation Framework for Nigeria offers a conceptual approach to achieving these objectives through curriculum integration, experiential learning, digital competence, faculty development, institutional partnerships, and continuous evaluation. Its effectiveness should be assessed through future research and practical implementation in different Nigerian LIS programmes.

Most importantly, entrepreneurship should complement the ethical foundations of librarianship rather than undermine them. Its purpose is not to turn every library into a commercial enterprise or every librarian into a business owner. Rather, it is to strengthen the capacity of information professionals to create educational, cultural, social, and economic value through their knowledge and skills.

The repositioning of library education through entrepreneurship should therefore be regarded as a shared responsibility of educators, students, institutions, professional associations, employers, and policymakers. By combining professional integrity with innovation, adaptability, and responsible value creation, Nigerian library education can better prepare graduates to contribute to libraries, information-intensive organizations, community development, and the country's broader knowledge economy.

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