

RESEARCH ARTICLE

Infopreneurship Readiness and Barriers among Librarians in Two FCT University Libraries

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Abstract

This study investigated infopreneurship readiness and barriers among librarians in two Federal Capital Territory (FCT) university libraries in Abuja, Nigeria. The study adopted a descriptive survey research design. A structured questionnaire was administered to librarians in two university libraries in the FCT. Twenty-five (25) valid responses were analysed using mean score ratings on a five-point Likert scale. The findings revealed that librarians demonstrated a moderate level of infopreneurship readiness overall (mean = 3.41), with the strongest indicators being the ability to identify income-generating information products and effective use of digital technologies for service delivery (mean = 3.75 each). Respondents indicated that their libraries offer only limited institutional support for innovation and entrepreneurship (mean = 2.84), the weakest readiness indicator in the study. Barriers to infopreneurship were similarly rated as moderate overall (mean = 3.36), with poor internet connectivity (mean = 3.80), lack of awareness of information business opportunities (mean = 3.67), and lack of entrepreneurial training (mean = 3.58) identified as the most significant. On recommendations (overall mean = 3.47), respondents most strongly agreed that librarians should be encouraged to develop and market information products and services (mean = 3.83), that regular entrepreneurship training should be organised (mean = 3.79), and that partnerships with entrepreneurs and business organisations should be promoted (mean = 3.72). The study recommends that university management improve ICT infrastructure, particularly internet connectivity, strengthen institutional support for entrepreneurial innovation, and formally incorporate infopreneurship training and partnership-building into the continuous professional development agenda of library staff.

Keywords: Infopreneurship, Information Entrepreneurship, Library Professionals, ICT, University Libraries, FCT Abuja, Barriers, Readiness.

1. Introduction

1.1 Background to the Study

The twenty-first-century library is no longer a passive repository of books and periodicals. Across the world, libraries are repositioning as dynamic knowledge centres that must generate value, serve diverse clientele, and sustain operations in increasingly resource-constrained environments. It is within this context that infopreneurship the entrepreneurial application of information skills, knowledge, and digital technologies to create economic and social

value has gained growing attention in library and information science discourse (Nwosu & Okafor, 2021).

Infopreneurship, derived from the fusion of ‘information’ and ‘entrepreneurship’, describes the practice of leveraging professional information expertise to establish or grow income-generating ventures. For librarians, this may take the form of digital content creation, information consultancy, online publishing, database development, research services, document digitisation, information literacy

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training, or the provision of specialised information products for businesses, government agencies, or individual clients (Abioye & Okonkwo, 2022).

Nigerian university libraries face multifaceted challenges including inadequate funding, staff shortages, obsolete infrastructure, and low visibility within university governance structures. These challenges create an urgent need for library professionals to explore supplementary income streams and alternative service models that can sustain library operations and justify institutional investment. Infopreneurship offers a viable path for bridging these gaps, provided that librarians possess the readiness in terms of skills, motivation, and institutional enabling conditions to pursue it.

Despite the growing global literature on library entrepreneurship, evidence-based studies from the Nigerian context, particularly from the FCT, remain limited. This study therefore focuses on two university libraries within the Federal Capital Territory of Abuja to assess the current state of infopreneurial readiness among their library staff and to identify the specific barriers that inhibit infopreneurial engagement.

1.2 Statement of the Problem

Nigerian university libraries are confronted with chronic underfunding, poor ICT infrastructure, and inadequate staffing, conditions that reduce their capacity to deliver effective library services and innovate. While the concept of infopreneurship has been identified internationally as a viable strategy for library sustainability and professional development, many Nigerian librarians remain unfamiliar with it or lack the entrepreneurial skills and institutional support to practise it.

There is a dearth of empirical studies examining infopreneurship readiness specifically among librarians in FCT universities. It is not yet known whether librarians in these institutions possess the foundational digital and entrepreneurial competencies required for infopreneurial activities, what systemic and personal barriers they face, and what targeted interventions are needed to bridge the readiness gap. Without this evidence base, programme planners and university management cannot design appropriate training, policy, or funding interventions. This study addresses that gap.

1.3 Objectives of the Study

The broad objective of this study is to assess infopreneurship readiness and barriers among librarians in two FCT university libraries. Specifically,

the study seeks to:

- Determine the level of infopreneurship readiness among librarians in the selected university libraries.
- Identify the major barriers to infopreneurial activities among the librarians.
- Determine the recommendations that would improve infopreneurial readiness among the librarians.

1.4 Research Questions

The following research questions guided the study:

- What is the level of infopreneurship readiness among librarians in the selected FCT university libraries?
- What are the major barriers to infopreneurial activities among librarians in the selected libraries?
- What recommendations can improve infopreneurial readiness among librarians in FCT university libraries?

1.5 Significance of the Study

The findings of this study are significant to several stakeholders. For university library management, the study provides actionable evidence that can inform policy decisions on staff training, ICT investment, and institutional support for innovation. For practising librarians, it raises awareness of infopreneurship as a career development and income-generation pathway. For the academic community, it contributes empirical data to the growing body of library entrepreneurship research in the Nigerian context. For government and professional bodies such as the Nigerian Library Association (NLA), the findings can guide the design of capacity-building programmes and advocacy for policy reform.

1.6 Scope and Limitations

The study is restricted to librarians working in two university libraries in the Federal Capital Territory of Abuja, Nigeria. The study covers infopreneurship readiness indicators (ICT competence, entrepreneurial willingness, marketing confidence, and training exposure), institutional barriers, personal barriers, and strategic recommendations. The key limitation of the study is its sample size ($n=25$), which, although larger than the exploratory pilot phase of this research, still reflects the limited number of eligible respondents across the two targeted libraries. Accordingly, the findings offer a more robust picture than the initial

pilot but are not intended for broad generalisation to all Nigerian university libraries; they serve as a solid baseline for further large-scale investigation.

1.7 Operational Definition of Terms

1. *Infopreneurship*: The entrepreneurial use of information skills, knowledge, digital tools, and professional expertise to create and deliver information-based products and services that generate economic value.
2. *Infopreneurial Readiness*: The degree to which a librarian possesses the skills, willingness, confidence, and enabling environment to engage in information entrepreneurship.
3. *Barriers*: Personal, institutional, environmental, and policy-related factors that prevent or discourage librarians from engaging in infopreneurial activities.
4. *University Library*: An academic library operated under the auspices of a university institution to support teaching, learning, and research.

2. Literature Review

2.1 Conceptual Framework

2.1.1 The Concept of Infopreneurship

Infopreneurship is a portmanteau of ‘information’ and ‘entrepreneurship’ that describes the systematic application of information, knowledge, and professional expertise in entrepreneurial ventures. According to Ajegbomogun and Salaam (2020), an infopreneur is a professional who generates income by providing information products and services such as research reports, directories, databases, newsletters, consulting services, and digital content. The concept moves librarianship from a service orientation into an entrepreneurial paradigm where the librarian is both a knowledge custodian and a value creator.

Aina (2019) traces the roots of infopreneurship to the broader information economy where data, knowledge, and expertise are increasingly monetised. As information technology has lowered the barriers to content creation and distribution, librarians have gained unprecedented opportunities to package and sell their expertise across digital channels. Infopreneurship thus encompasses activities ranging from blogging and online tutoring to freelance research, digital archiving services, and content curation for corporate clients.

2.1.2 Infopreneurial Readiness

Readiness for infopreneurship is a multidimensional concept encompassing cognitive, affective, and

behavioural preparedness. Okonkwo and Eze (2021) identify three core readiness dimensions: (i) skills readiness possession of ICT, digital literacy, communication, and business management competencies; (ii) motivational readiness the willingness, confidence, and entrepreneurial intention to pursue information ventures; and (iii) environmental readiness the availability of institutional support, infrastructure, mentorship, and enabling policy.

Studies in the Nigerian library context have found that while many librarians express willingness to engage in entrepreneurial activities, they frequently lack formal training in business management, marketing, and financial planning (Nwosu & Okafor, 2021; Abioye & Okonkwo, 2022). This gap between intention and capability is a defining feature of infopreneurial readiness assessments in developing-country contexts.

2.1.3 Barriers to Infopreneurship

Several categories of barriers have been documented in the literature. Financial barriers, particularly the lack of start-up capital and access to credit, are consistently identified as the most significant obstacle in sub-Saharan Africa (Issa & Nwosu, 2020). Infrastructural barriers including poor internet connectivity, limited access to modern ICT equipment, and unreliable electricity further compound the challenge. Institutional barriers include lack of management support, absence of entrepreneurial policies, and organisational cultures that do not reward innovation.

Knowledge and awareness barriers represent another critical category. Many librarians are unaware of the specific information products and services that can be monetised, or they underestimate market demand for library expertise (Madu & Ajegbomogun, 2020). Personal barriers such as fear of failure, risk aversion, and excessive workloads also discourage entrepreneurial engagement.

2.2 Theoretical Framework

This study is anchored on the Theory of Planned Behaviour (TPB) proposed by Ajzen (1991). The TPB posits that behavioural intention, the most direct predictor of actual behaviour, is shaped by three antecedents: attitude toward the behaviour (evaluative beliefs about its outcomes), subjective norms (perceived social pressure), and perceived behavioural control (perceived ability and available resources). In the infopreneurship context, a librarian’s intention to engage in infopreneurial activities is influenced by their positive or negative evaluation of such activities, the perceived support or disapproval

of colleagues and management, and their confidence in their own skills and available resources.

The TPB is particularly appropriate for this study because it accounts for both individual-level readiness factors (attitude, self-efficacy) and structural-level factors (institutional support, government policy), both of which are captured in the study's questionnaire instrument. The framework also explains why librarians with high skill levels may still refrain from infopreneurial activities if perceived behavioural control is low due to financial, infrastructural, or institutional constraints.

2.3 Empirical Review

Nwosu and Okafor (2021) conducted a study on infopreneurship among librarians in South-East Nigeria and found that while the majority possessed basic ICT skills, fewer than 30% had received formal entrepreneurship training. Lack of start-up capital and poor institutional support were identified as the leading barriers. Abioye and Okonkwo (2022) similarly found that librarians in South-West Nigeria demonstrated moderate infopreneurial intentions but were constrained by poor internet infrastructure and lack of mentorship.

Madu and Ajegbomogun (2020) assessed the readiness of academic librarians in Ogun State for infopreneur activities and reported significant variations based on educational qualification and years of experience, with more experienced and higher-qualified librarians demonstrating stronger readiness. Issa and Nwosu (2020) focused on information entrepreneurship in North-Central Nigeria and found government policy gaps and inadequate professional development as critical systemic barriers.

Internationally, Chaubey and Bhatt (2018) studied infopreneurship readiness among library professionals in India and found that access to mentorship, digital tools, and industry partnerships significantly predicted readiness. These findings are consistent with the global literature, which identifies institutional enabling conditions as equally important as individual competencies in fostering infopreneurial behaviour.

2.4 Summary of Literature Review

The reviewed literature establishes that infopreneurship is a viable and important strategy for library sustainability and professional development. Readiness is determined by a combination of individual skills, motivational factors, and environmental enablers. The most persistent barriers in developing-country contexts are financial, infrastructural, and

institutional. The FCT university library context has not been adequately studied, justifying the present inquiry.

3. Research Methodology

3.1 Research Design

The study adopted a descriptive survey research design. This design is appropriate for studies that aim to describe the characteristics, opinions, or attitudes of a defined population through systematic data collection at a point in time. The descriptive survey design allowed the researcher to assess the level of infopreneurship readiness and identify barriers as perceived by librarians in the selected university libraries.

3.2 Population and Sample

The population of the study comprised all library professionals employed in two university libraries in the Federal Capital Territory (FCT) of Abuja, Nigeria. Given the relatively small population size and the need to maximise response quality, total population sampling (census approach) was adopted, meaning that all available librarians in both institutions were invited to participate. Data collection was conducted in two phases to expand the sample beyond the initial pilot round of responses. A total of twenty-five (25) valid responses were obtained and analysed for this study.

3.3 Instrument for Data Collection

Data were collected using a structured self-administered questionnaire developed by the researcher. The questionnaire was divided into five sections: Section A covered demographic information (gender, age range, educational qualification, designation, and years of experience); Section B assessed infopreneurship readiness using ten items; Section C identified barriers to infopreneurship using ten items; Section D gathered recommendations using ten items; and Section E contained four open-ended questions on opportunities, challenges, recommendations, and additional comments.

Sections B, C, and D used a five-point Likert scale with the following response options and weights: Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1). Two library and information science experts reviewed the instrument to ensure face and content validity.

3.4 Method of Data Analysis

Quantitative data were analysed using mean scores. For each item, the mean was computed and

interpreted using the following decision rule based on the five-point scale: a mean score of 3.50 and above was taken as Agreement (positive); 2.50- 3.49 as Neutral; and below 2.50 as Disagreement (negative). This benchmark is consistent with practice in Likert-scale research in library and information science studies in Nigeria. Frequency counts and percentage distributions were used for demographic data. Open-

ended responses were analysed thematically and reported qualitatively.

4. Results and Discussion

4.1 Demographic Profile of Respondents

Table 1 presents the demographic profile of the 25 respondents who participated in the study.

Table 1. Demographic Profile of Respondents (n=25)

Variable	Category	Frequency (n=25)	Percentage (%)
Gender	Male	13	52.0
	Female	12	48.0
Age Range	20–29 years	8	32.0
	30–39 years	5	20.0
	40–49 years	5	20.0
	50 years and above	7	28.0
Qualification	Bachelor's Degree	5	20.0
	PhD	5	20.0
	BLIS	4	16.0
	HND	4	16.0
	MLS	4	16.0
	Master's Degree	3	12.0
Designation	Library Officer	7	28.0
	Librarian	4	16.0
	Graduate Assistant Librarian	4	16.0
	Principal Librarian	3	12.0
	Assistant Librarian	3	12.0
	Deputy University Librarian	2	8.0
	Lecturer/Lecturing Staff	1	4.0
	Systems Librarian	1	4.0
Work Experience	1–5 years	7	28.0
	6–10 years	4	16.0
	11–15 years	8	32.0
	Above 15 years	6	24.0

As shown in Table 1, the sample of 25 respondents was almost evenly split by gender, with 13 (52%) male and 12 (48%) female. In terms of age, eight respondents (32%) were in the 20-29 years bracket, five (20%) were in the 30-39 years bracket, five (20%) were in the 40-49 years bracket, and seven (28%) were aged 50 years and above, reflecting a broad spread across career stages. Regarding educational qualification, respondents were fairly evenly distributed: five (20%) held a Bachelor's degree, five (20%) held a PhD, four (16%) held a BLIS, four (16%) held an HND, four (16%) held an MLS, and three (12%) held a Master's degree. The respondents occupied a range of professional positions, the most common being Library Officer (7, 28%), followed by Librarian and Graduate Assistant Librarian (4 each, 16%), Principal

Librarian and Assistant Librarian (3 each, 12%), Deputy University Librarian (2, 8%), and one each (4%) serving as Lecturer/Lecturing Staff and Systems Librarian. With respect to work experience, eight respondents (32%) had 11-15 years of experience, seven (28%) had 1-5 years, six (24%) had above 15 years, and four (16%) had 6-10 years, indicating a sample well-distributed across early-career, mid-career, and senior professionals.

4.2 Research Question One: Level of Infopreneurship Readiness

Research Question One sought to determine the level of infopreneurship readiness among librarians in the selected university libraries. Table 2 presents the mean scores and decisions for each readiness indicator.

Table 2. Mean Scores for Infopreneurship Readiness (n=25)

S/N	Statement	Mean	Decision
1	ICT skills adequate for infopreneurial activities	3.24	Neutral
2	Willingness to engage in information-based ventures	3.56	Agree
3	Ability to identify income-generating info products/services	3.75	Agree
4	Possession of entrepreneurial skills to start an info business	3.52	Agree
5	Confidence in marketing information products/services	3.40	Neutral
6	Received training in entrepreneurship/infopreneurship	3.67	Agree
7	Effective use of digital technologies for service delivery	3.75	Agree
8	Willingness to invest time and resources	3.16	Neutral
9	Library provides opportunities for innovation/entrepreneurship	2.84	Neutral
10	Readiness to establish an information enterprise	3.17	Neutral
	Overall Mean	3.41	Neutral

Note: Decision Rule Mean ≥ 3.50 = Agree (High Readiness); Mean 2.50–3.49 = Neutral; Mean < 2.50 = Disagree (Low Readiness)

The results in Table 2 show that librarians in the selected FCT university libraries demonstrated a moderate level of infopreneurship readiness overall (Grand Mean = 3.41). The highest readiness scores were recorded for the ability to identify income-generating information products and services and effective use of digital technologies for service delivery (mean = 3.75 each), indicating that respondents are both technologically capable and comfortable identifying viable information products, though this did not translate into uniformly high scores elsewhere. Respondents were more moderate on willingness to invest time and resources in infopreneurial activities (mean = 3.16) and readiness to establish an information enterprise (mean = 3.17), and were similarly moderate on confidence in marketing information products and services (mean = 3.40) and self-assessed ICT skills adequacy (mean = 3.24), suggesting that enthusiasm for the underlying ideas has not yet hardened into firm entrepreneurial intent for a large share of respondents.

The lowest readiness score was recorded for the item on library institutional support (mean = 2.84), which falls just short of the neutral-to-agree boundary and remains the weakest indicator in the entire readiness scale, though it is a meaningful improvement on the near-disagreement rating recorded in the earlier pilot round. This finding suggests that while individual-level readiness is present, if not yet strongly established, the libraries themselves still do not provide sufficient opportunities or enabling conditions for innovation and entrepreneurship. This institutional gap is a critical finding that warrants attention from library management.

4.3 Research Question Two: Barriers to Infopreneurship

Research Question Two sought to identify the major barriers to infopreneurial activities among librarians. Table 3 presents the results.

Table 3. Mean Scores for Barriers to Infopreneurship (n=25)

S/N	Statement	Mean	Decision
1	Lack of start-up capital hinders infopreneurship	3.32	Neutral
2	Inadequate ICT infrastructure limits infopreneurial activities	3.42	Neutral
3	Lack of entrepreneurial training is a major challenge	3.58	Agree
4	Poor internet connectivity affects business opportunities	3.80	Agree
5	Lack of institutional support discourages infopreneurs	3.28	Neutral
6	Fear of business failure prevents infopreneurship	3.08	Neutral
7	Lack of awareness of information business opportunities	3.67	Agree
8	Limited access to modern technologies hinders entrepreneurship	3.21	Neutral
9	Government policies inadequately support info entrepreneurship	2.96	Neutral
10	Heavy workload reduces time for entrepreneurial activities	3.29	Neutral
	Overall Mean	3.36	Neutral

Note: Decision Rule Mean ≥ 3.50 = Agree (Significant Barrier); Mean 2.50–3.49 = Neutral; Mean < 2.50 = Disagree (Not a Major Barrier)

Table 3 reveals that respondents agreed on three major barriers: poor internet connectivity (mean = 3.80), lack of awareness of available information business opportunities (mean = 3.67), and lack of entrepreneurial training (mean = 3.58). Poor internet connectivity emerging as the leading barrier reflects the infrastructural challenges common to Nigerian university environments, while the awareness and training gaps are consistent with studies by Nwosu and Okafor (2021) and Issa and Nwosu (2020), who similarly identified financial constraints, awareness deficits, and inadequate professional development as leading inhibitors of infopreneurship in Nigerian library settings.

The remaining items clustered in the neutral range. Lack of start-up capital (mean = 3.32), inadequate ICT infrastructure (mean = 3.42), lack of institutional support (mean = 3.28), and heavy workload (mean = 3.29) were all rated as moderate rather than decisive barriers, while fear of business failure (mean = 3.08) and limited access to modern technologies (mean = 3.21) were rated lowest among the barriers respondents actively agreed with. Government policies not

adequately supporting information entrepreneurship recorded the lowest mean overall (2.96), the only barrier item to fall short of the neutral midpoint, suggesting that respondents place comparatively less blame on national policy than on their own institutions' internet, awareness, and training environment. Notably, the institutional-support item here (mean = 3.28) is broadly consistent with the correspondingly weak institutional-support finding in the readiness data (Table 2, mean = 2.84), reinforcing rather than contradicting that result now that the sample has been expanded.

The overall mean score for barriers of 3.36 (neutral) indicates a moderate barrier environment significant enough to require intervention but not severe enough to entirely foreclose infopreneurial possibilities.

4.4 Research Question Three: Recommendations for Improving Readiness

Research Question Three examined the recommendations that respondents believe would improve infopreneurial readiness. Table 4 presents the results.

Table 4. Mean Scores for Recommendations (n=25)

S/N	Statement	Mean	Decision
1	Regular entrepreneurship training for librarians	3.79	Agree
2	University management should provide financial support	3.12	Neutral
3	ICT facilities in university libraries should be improved	3.48	Neutral
4	Librarians should be encouraged to develop and market info products	3.83	Agree
5	Partnerships with entrepreneurs and business organizations	3.72	Agree
6	Infopreneurship included in professional development programmes	3.20	Neutral
7	Access to mentorship for infopreneurship readiness	3.52	Agree
8	Better internet facilities to encourage info entrepreneurship	3.40	Neutral
9	Government grants for information-based businesses	3.35	Neutral
10	Intensify awareness programmes on infopreneurship	3.28	Neutral
	Overall Mean	3.47	Neutral

Note: Decision Rule Mean ≥ 3.50 = Agree; Mean 2.50-3.49 = Neutral; Mean < 2.50 = Disagree

Table 4 shows that respondents most strongly agreed that librarians should be encouraged to develop and market information products and services (mean = 3.83, the highest score in the recommendations table), followed by regular entrepreneurship training for librarians (mean = 3.79) and partnerships with entrepreneurs and business organisations (mean = 3.72). These findings align with the global literature, which identifies continuing professional development, practical skill-building, and external partnerships as effective levers for building infopreneurial capacity among library professionals (Chaubey & Bhatt, 2018).

Access to mentorship (mean = 3.52) also crossed the agreement threshold. University management's provision of financial support recorded the lowest mean of all recommendation items (3.12), notably lower than the practical, skills- and partnership-oriented recommendations above it, suggesting respondents place more confidence in training, partnership, and mentorship interventions than in direct institutional funding. The overall recommendation mean of 3.47 indicates moderate-to-strong respondent agreement on the need for a multi-pronged intervention covering training, partnerships, mentorship, and infrastructure, with direct financial support seen as comparatively less central than these other levers.

4.5 Open-Ended Responses

Respondents' qualitative responses provided additional depth to the quantitative findings. On information business opportunities, the most frequently mentioned ideas were offering CV writing and information repackaging services, creating and selling online courses on ICT skills, digital literacy training and consultancy for the public, and selling e-books and information packaging services (each mentioned by 3 of the 23 respondents who answered this item), followed by selling self-published research guides and manuals, setting up an online research and document delivery service, and establishing a cybercafe/business centre within the library (each mentioned by 2 respondents). One respondent specifically suggested creating 'an online business centre for library use that can generate money for the library and benefit the users.' This points to potential revenue-sharing models where the library serves as an entrepreneurial hub rather than merely a support service.

On the biggest challenge, low awareness of business opportunities was the most frequently cited theme (5 mentions), followed by limited access to modern technology (4 mentions), and heavy workload/time constraints, lack of institutional support, and resistance to change among colleagues (3 mentions each). Poor ICT infrastructure, lack of entrepreneurial training, fear of failure, unfavourable government policies, and poor internet connectivity were each mentioned by 2 respondents. The prominence of awareness and technology-access themes reinforces the quantitative barrier findings in Table 3, while the recurrence of resistance to change points to a cultural and attitudinal barrier within the profession that training alone may not resolve.

Recommendations offered by respondents were led by calls for university management to provide grants and soft loans (6 mentions), followed by organising regular entrepreneurship training for librarians and establishing an innovation hub within the university library (4 mentions each), and creating mentorship programmes and encouraging partnerships between libraries and businesses (3 mentions each). Other suggestions included introducing infopreneurship courses into the LIS curriculum, providing tax incentives for library-based businesses, and reducing workload to give room for entrepreneurial activities.

5. Summary, Conclusion, and Recommendations

5.1 Summary of Findings

This study assessed infopreneurship readiness and

barriers among librarians in two FCT university libraries in Abuja, Nigeria. The following are the key findings:

- i. Librarians in the selected libraries demonstrated a moderate level of individual infopreneurship readiness (overall mean = 3.41), with the strongest indicators being the ability to identify income-generating information products and effective use of digital technologies for service delivery (mean = 3.75 each).
- ii. Institutional support from the libraries was rated as weak (mean = 2.84), remaining the weakest readiness indicator even after the sample was expanded.
- iii. The most significant barriers to infopreneurship were poor internet connectivity (mean = 3.80), lack of awareness of business opportunities (mean = 3.67), and lack of entrepreneurial training (mean = 3.58).
- iv. Respondents most strongly recommended that librarians be encouraged to develop and market information products and services (mean = 3.83), followed by regular entrepreneurship training (mean = 3.79) and partnerships with entrepreneurs and business organisations (mean = 3.72).
- v. Qualitative responses highlighted online business centres, resistance to change, and lack of institutional funding as additional thematic concerns.

5.2 Conclusion

The findings of this study demonstrate that librarians in FCT university libraries hold a moderate, still-developing level of readiness for infopreneurship; they show real capability in identifying viable information products and using digital tools, but this has not yet hardened into strong, consistent entrepreneurial intent across the sample. The enabling environment within their institutions remains weak, and key barriers, including poor internet connectivity, limited awareness of opportunities, and inadequate entrepreneurial training, continue to impede translation of readiness into action. The study concludes that infopreneurship is a feasible and desirable direction for library professionals in the FCT, but will require deliberate and sustained investment in ICT infrastructure, awareness-building, entrepreneurial training, and institutional policy to move that moderate readiness toward consistent action.

5.3 Recommendations

Based on the findings of this study, the following recommendations are offered:

- i. University management should formally incorporate infopreneurship into the continuous professional development (CPD) programmes of library staff, offering regular training workshops, seminars, and mentorship schemes.
- ii. University libraries should establish seed funding or micro-grant schemes to help librarians pilot information-based business ideas, reducing the financial barrier to entry.
- iii. ICT infrastructure in university libraries should be significantly upgraded, with reliable internet connectivity treated as a non-negotiable operational standard.
- iv. Awareness campaigns on infopreneurship opportunities, including digital content creation, freelance research, and information consultancy, should be organised regularly within and across library professional associations.
- v. Government agencies, the Nigerian Library Association (NLA), and relevant MDAs should establish grant programmes specifically targeting information-based business startups by library professionals.
- vi. Libraries should forge partnerships with entrepreneurial ecosystems, business incubators, and technology hubs to provide librarians with access to mentorship, networks, and market knowledge.
- vii. Future studies should expand the sample size to include more university libraries across the FCT and other Nigerian geopolitical zones to allow for broader generalisation of findings.

5.4 Suggestion for Further Studies

This study was based on 25 respondents in two FCT university libraries. Future researchers should consider: (i) a large-scale study across all federal university libraries in Nigeria; (ii) a comparative study between federal and state university libraries; (iii) a gender-disaggregated analysis of infopreneurial readiness; and (iv) a longitudinal study tracking the impact of infopreneurship training interventions on actual entrepreneurial activity among librarians.

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