

OMANARP INTERNATIONAL JOURNAL OF LIBRARY AND INFORMATION SCIENCE.



<https://acadrespub.com/index.php/oilis>

Vol. 1, Issue II, Pp. 82-104; April, 2025

REBRANDING THE IMAGE OF LIBRARIANS AS INFOPRENEURS WITH TECHNICAL SKILLS IN CONTEMPORARY TIMES

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ARTICLE INFO

Received Date: 5th Jan. 2025

Date Revised Received: 11th March 2025

Accepted Date: 28th March, 2025

Published Date: 14th April. 2025

Citation: Selma, S.N.K., Abdulsalami, L. T., Queeneth, A. K., Frieda, H., and Van Wyk, J. G. (2025): Rebranding the Image of Librarians as Infopreneurs with Technical Skills in Contemporary Times. OMANARP INTER. J. Lib & Info Science. Vol.1, Issues II Pp. 82 –104 April,.2025.

ABSTRACT

In contemporary times, the role of librarians has evolved significantly due to the rapid advancements in information technology. Traditionally perceived as custodians of physical books and archives, librarians are now at the forefront of managing digital information and facilitating access to knowledge in innovative ways. This study aims to explore the rebranding of librarians as "infopreneurs" information professionals who possess a blend of technical, entrepreneurial, and information management skills. The research investigates how librarians are adapting to the modern information landscape and how they are perceived by both their peers and the broader public. A mixed-method approach was adopted to gather data, with a sample size of 150 participants. Of these, 120 responses were collected through a structured Google questionnaire, and 30 in-depth online interviews were conducted with librarians from various institutions. The questionnaire focused on the technical skills of librarians, their roles in the digital information ecosystem, and the extent to which they consider themselves infopreneurs. The online interviews provided a deeper understanding of the professional identity shifts occurring within the field, exploring personal experiences, challenges, and perceptions of librarianship as an evolving profession. The results of this study highlight the increasing importance of digital literacy, data management, and entrepreneurial thinking in the librarian profession. It also reveals that librarians are increasingly seen as key players in the digital information economy, with their expertise extending beyond traditional roles. The findings suggest that librarians' adaptability and acquisition of technical skills are essential in rebranding their image as infopreneurs who actively shape the future of information dissemination. This research provides valuable insights into how librarians can embrace technological advancements and entrepreneurial approaches to strengthen their professional identity and contribute to the evolving landscape of information management.

Keywords: Infopreneurship, Technical skills, Librarianship, Digital transformation, Entrepreneurial competencies, Professional development.

Introduction

The role of librarians has evolved significantly over the past few decades, transitioning from traditional custodians of physical books and information repositories to digital-age facilitators of access to diverse information, resources, and services. Historically, librarians were viewed primarily as information gatekeepers who focused on organizing physical collections. However, the advent of the digital revolution, the rise of information technology, and the increasing demand for entrepreneurial models in professional services have reshaped the expectations and functions of libraries and their professionals (Makhoba, 2019). This transformation has created new opportunities and challenges, particularly in the areas of information management, digital content creation, and entrepreneurship.

In contemporary times, librarians are no longer confined to their traditional roles. The increasing integration of digital technologies in libraries—such as cloud computing, big data analytics, e-commerce platforms, and digital marketing tools has spurred the need for librarians to acquire technical skills and develop entrepreneurial mindsets. Consequently, librarians are emerging as infopreneurs, a term that combines their traditional role as information professionals with entrepreneurial traits that allow them to innovate and generate value through new digital services and business models (Liu & Wu, 2020).

Infopreneurship, as a concept, emphasizes entrepreneurial activities that focus on the management and distribution of information, leveraging technology, business strategies, and innovative approaches to offer value-added services (Bengtsson, 2020). As libraries increasingly move towards self-sustainability and embrace business models that go beyond traditional funding sources, librarians are taking on roles that not only require information management expertise but also a deep understanding of digital tools, entrepreneurial strategies, and business acumen (Makhoba, 2019).

The Need for Rebranding the Librarian's Image

The transition to the infopreneurial model challenges the traditional image of librarians as passive professionals who simply manage books and resources. Today, librarians are being called upon to design innovative services, market digital resources, and build partnerships with businesses, governments, and communities. This transformation requires librarians to have a broader set of competencies, including entrepreneurial skills, technical literacy, and the ability to adapt to the rapid pace of technological change.

In both Nigeria and Namibia, the growing demand for digital literacy, online educational resources, and information entrepreneurship has highlighted the importance of librarians adopting a more proactive role.

Despite the potential, many librarians across these countries have reported challenges in acquiring the technical skills necessary to fully embrace the infopreneurial role. Issues such as limited access to training programs, technological infrastructure, and professional development opportunities have hindered the widespread transition from traditional librarianship to a more entrepreneurial and digitally-driven model (Makinda & Okpanachi, 2021).

The Role of Technical Skills in Infopreneurship

To thrive as infopreneurs, librarians must develop a range of technical skills that extend beyond traditional information management. These include data analysis, digital content creation, web development, and social media marketing. The ability to create innovative digital products, such as e-books, online courses, and virtual library services, is essential in positioning librarians as entrepreneurs who can contribute to both the financial sustainability of libraries and the social value they provide to the community.

In countries like Nigeria and Namibia, the increasing penetration of internet access, the rise of mobile technologies, and the growth of e-commerce platforms have created new avenues for librarians to leverage these tools. However, training gaps and institutional support are significant barriers to the development of the necessary technical competencies (Adomi & Kimbu, 2020). Rebranding librarians as infopreneurs requires that educational institutions and library organizations invest in the development of training programs that focus on the intersection of information science and business strategies.

Contextual Relevance: Nigeria and Namibia

In Nigeria, libraries face a complex array of challenges, including underfunding, inadequate technological infrastructure, and limited access to professional development opportunities. These barriers have hindered the adoption of entrepreneurial models within libraries (Dike & Ugwu, 2021). However, Nigeria's rapidly growing digital economy, the increased use of smartphones, and the rise of online learning platforms provide opportunities for infopreneurial innovation. Librarians in Nigeria are increasingly seeking entrepreneurial opportunities through the digitalization of services, including online archives, virtual research services, and e-resource management.

In Namibia, the digital transformation in libraries has been more gradual, with libraries facing challenges related to rural-urban divides, internet accessibility, and the adoption of digital tools. However, Namibia's investment in digital infrastructure, as part of the national development strategy, has provided a platform for librarians to transition

toward entrepreneurial roles (Mendelsohn & Kisting, 2020). The government's emphasis on ICT development and e-government initiatives presents a unique opportunity for librarians to engage in infopreneurial activities through knowledge management systems and community-centered digital services.

Purpose and Significance of the Study

This study seeks to examine how Nigerian and Namibian librarians perceive their evolving professional identities in the digital age, and how they acquire and apply the technical skills necessary for the transition to infopreneurship. By exploring the opportunities, challenges, and professional development needs of librarians in these countries, this research aims to provide actionable recommendations for enhancing the entrepreneurial and technical competencies of librarians, ultimately facilitating their transition to infopreneurs in the digital age.

The findings of this study will contribute to the global discourse on the future of librarianship in the context of information technology and entrepreneurship, particularly in the developing world, where resources and institutional support for libraries may be limited. It will also offer valuable insights for library professionals, educators, and policy-makers on how to create sustainable and innovative libraries that can meet the demands of the digital economy and serve as entrepreneurial hubs for knowledge dissemination and innovation.

This introduction sets the stage for a comprehensive exploration of the evolving role of librarians in Nigeria and Namibia as infopreneurs with technical skills, emphasizing the need for professional development, digital transformation, and the adoption of entrepreneurial practices within the library profession.

Statement of the Problem

The professional identity of librarians is undergoing a transformation in the digital age. Traditionally viewed as custodians of physical books and archives, librarians are now adapting to new roles involving digital information management, content curation, and technology integration. In Nigeria and Namibia, librarians are beginning to transition into the role of "infopreneurs"—information professionals with entrepreneurial mindsets and technical competencies. However, despite this shift, there is a gap in the understanding of how this rebranding is perceived, and the extent to which librarians in these countries are equipped with the technical skills necessary for these new roles. This research aims to address this gap by exploring the evolving professional identity of librarians in Nigeria and Namibia, and how they embrace entrepreneurial thinking and technical expertise in

response to the demands of contemporary information management.

Objectives of the Study

The primary objectives of this study are:

1. To examine the perceptions of Nigerian and Namibian librarians regarding their evolving professional identity as infopreneurs
2. To identify the technical skills acquired by Nigerian and Namibian librarians to facilitate their transition to infopreneurship
3. To explore the challenges faced by librarians in Nigeria and Namibia in acquiring and applying entrepreneurial and technical skills
4. To compare the professional identities and skillsets of librarians in Nigeria and Namibia with respect to entrepreneurial competencies and technological expertise
5. To provide recommendations for enhancing the technical and entrepreneurial training of librarians in Nigeria and Namibia

By achieving these objectives, the study will contribute to the understanding of the professional transformation of librarians in Nigeria and Namibia and provide a foundation for further research and policy development in library science and information management.

Research Question

1. How do Nigerian and Namibian librarians perceive their evolving role as infopreneurs?
2. What technical skills are most commonly adopted by librarians in Nigeria and Namibia to facilitate their transition to infopreneurship?
3. What are the challenges faced by librarians in Nigeria and Namibia in acquiring and applying these technical skills?
4. How does the professional identity of librarians differ between Nigeria and Namibia with respect to entrepreneurial and technical competencies?
5. What are necessary recommendations for enhancing the technical and entrepreneurial training of librarians in Nigeria and Namibia

Hypotheses

1. H1: There is a significant difference in the perception of librarians as infopreneurs between Nigerian and Namibian librarians.
2. H2: Nigerian and Namibian librarians possess varying levels of technical skills, which influence their transition to infopreneurship.

3. H3: The level of formal training and access to professional development opportunities is positively correlated with librarians' entrepreneurial mindset and technical capabilities in both countries.

Scope of the study

This study focuses on Nigerian and Namibian librarians, examining their perceptions of their professional roles, their technical skills, and the challenges they face in adapting to the changing information landscape. A total of 150 librarians 75 from Nigeria and 75 from Namibia are included in the study. The scope is geographically limited to Nigeria and Namibia, ensuring that regional differences in professional practices, training, and access to technology are taken into account.

Literature Review

Examining the Perceptions of Nigerian and Namibian Librarians Regarding Their Evolving Professional Identity as Infopreneurs

The role of librarians has significantly evolved over the past few decades, especially with the rise of digital technologies and the proliferation of online information sources. Traditionally, librarians were seen as the gatekeepers of physical books and archives. However, the advent of digital information systems, the internet, and data-driven technologies has reshaped librarianship, fostering the emergence of the "infopreneur" information professionals who not only manage information but also adopt entrepreneurial, technological, and innovative approaches to meet the diverse needs of information users.

The Shift towards Infopreneurship in Librarianship

Librarians are increasingly being recognized as essential players in the digital information economy. The concept of infopreneurship encapsulates the idea of librarians embracing both entrepreneurial and information management skills to offer value-added services in a rapidly changing information landscape (Alire, 2011). This new identity requires librarians to move beyond traditional responsibilities such as cataloging and archiving to adopting roles involving information consultancy, content curation, digital literacy training, and data management.

The Perception of Librarians in Nigeria

In Nigeria, the shift towards infopreneurship has been driven by the challenges of managing a rapidly expanding digital information environment, as well as by the need to address gaps in information accessibility, especially in rural and underserved areas. According to Afolabi & Oduwole (2020), Nigerian librarians increasingly perceive

themselves as facilitators of information access and technology-driven solutions rather than simply custodians of physical resources. In Nigeria, however, several structural challenges limit the speed and extent of this transition.

Technological Challenges

Many Nigerian librarians report limited access to digital tools, resources, and infrastructure. The inconsistent availability of electricity and internet connectivity in some areas further exacerbates this challenge (Nwachukwu & Aboyade, 2019). These technological barriers hinder the adoption of entrepreneurial roles that require high levels of digital literacy and access to the internet.

Training and Professional Development

Despite these challenges, Nigerian librarians are gradually adopting infopreneurial roles, especially in urban areas where technological infrastructure is more developed. Ogunsola (2021) found that Nigerian librarians who had access to specialized training in areas like digital literacy, data management, and online content curation were more likely to perceive themselves as infopreneurs. In particular, academic librarians, who are often in closer contact with research and scholarly communities, tend to embrace entrepreneurial approaches to information dissemination and management.

The Role of Entrepreneurial Mindset

Nigerian librarians also report a growing recognition of the importance of an entrepreneurial mindset. As observed by Afolabi & Oduwole (2020), many librarians in Nigeria view themselves as "information entrepreneurs," often seeking ways to create innovative services, such as online databases, digital archives, and virtual learning platforms, to meet the evolving needs of information users. These initiatives allow them to not only offer information services but also create additional revenue streams for their institutions.

The Perception of Librarians in Namibia

Similarly, Namibia has seen a growing shift in the role of librarians as they increasingly adopt the infopreneurial identity. While Namibia is a relatively small country with fewer infrastructure constraints than Nigeria, Namibian librarians still face challenges related to resource scarcity and geographic barriers. However, they are more likely to perceive their evolving roles as part of the broader global trend of librarianship adapting to technological changes.

Digital Literacy and Skills Acquisition

According to Van der Walt & Pretorius (2018), Namibian librarians generally recognize the need for continuous professional development, particularly in the areas of information technology and digital content management. Although many Namibian librarians feel confident in their ability to navigate digital resources, the limited scope for formal training in infopreneurship and technology-based services remains a challenge. This has created a perception among librarians that while they are increasingly adopting the role of information entrepreneurs, there is still much to be done in terms of formalizing their technical and entrepreneurial competencies.

Institutional Support and Development

The role of institutions in supporting librarians' transition to infopreneurship has been a key theme in Namibia. Namibian librarians often view their professional identity in terms of the support they receive from governmental and educational institutions. Hutchinson (2019) found that librarians in Namibia perceive their evolving role as strongly tied to the development of national library policies that emphasize the need for librarians to engage with digital tools and platforms. In Namibia, more progressive library policies encourage librarians to act as content curators and facilitators of online educational resources, which fits the infopreneurial identity.

Perception of Global Trends

Namibian librarians are generally optimistic about their evolving role and perceive it as part of a global trend. According to Van der Walt & Pretorius (2018), librarians in Namibia actively engage in global conversations about the future of librarianship, frequently attending conferences and workshops focused on information entrepreneurship. This international perspective has contributed to a more positive perception of librarianship as a dynamic, entrepreneurial profession.

Comparative Analysis

Nigerian vs Namibian Perceptions

While both Nigerian and Namibian librarians recognize the need for change and the adoption of infopreneurial roles, there are several factors that distinguish the way these librarians perceive their evolving professional identities:

Access to Resources

Nigerian librarians face more significant barriers to adopting infopreneurial roles due to infrastructural challenges such as unreliable electricity and internet

access. In contrast, Namibian librarians, though still facing limitations, tend to have better access to technological resources and formal training programs, which makes the transition to an infopreneurial identity relatively smoother (Hutchinson, 2019).

Training and Development

Nigerian librarians often report a lack of specialized training in digital tools and entrepreneurship, whereas Namibian librarians tend to have better access to professional development programs in information technology and digital content curation. This difference is reflective of the more developed infrastructure and national policies in Namibia that emphasize continuous professional development (Van der Walt & Pretorius, 2018).

Cultural and Institutional Support

Namibian librarians tend to enjoy stronger institutional backing for their professional development, with national initiatives promoting digital literacy and information management. Nigerian librarians, however, face challenges in securing institutional support due to financial constraints and limited library budgets (Nwachukwu & Aboyade, 2019). Both Nigerian and Namibian librarians are actively engaging with the changing landscape of librarianship, embracing an entrepreneurial mindset and technical skills. However, their perceptions of their evolving professional identity are shaped by the infrastructural, educational, and institutional contexts of their respective countries. While Nigerian librarians face greater challenges in accessing resources and training, Namibian librarians are more likely to perceive their evolving role as infopreneurs due to better support structures and policies that encourage continuous professional development.

Technical Skills Acquired by Nigerian and Namibian Librarians to Facilitate Their Transition to Infopreneurship

The role of librarians has evolved significantly in recent years, with technological advancements playing a pivotal role in reshaping the profession. As the digital information landscape continues to grow, librarians in both Nigeria and Namibia have increasingly recognized the need to acquire new technical skills that enable them to transition to the role of infopreneurs information professionals who embrace entrepreneurial approaches while effectively managing digital content and data. This section explores the technical skills acquired by Nigerian and Namibian librarians to facilitate their transition to infopreneurship, with a focus on digital literacy, information technology (IT) skills, and entrepreneurial competencies.

Technical Skills Acquired by Nigerian Librarians

In Nigeria, the push towards infopreneurship is largely influenced by the growing reliance on digital information resources, such as e-books, databases, and online journals. Nigerian librarians have developed a variety of technical competencies to remain relevant in this increasingly digital landscape. The following technical skills are particularly emphasized in the Nigerian context:

Digital Literacy and Information Technology Management

Digital literacy is a foundational skill for Nigerian librarians, enabling them to manage and disseminate digital content efficiently. The ability to navigate online databases, digital archives, and e-learning platforms is considered essential in modern librarianship. According to Ogunsola (2021), Nigerian librarians have actively pursued training in digital tools, including online research databases, content management systems (CMS), and digital reference services. These skills allow them to offer online services, such as virtual reference consultations, and provide access to digital learning resources, thereby expanding their role beyond traditional information curation.

E-Learning Platforms

Nigerian librarians have adopted various learning management systems (LMS) such as Moodle, Blackboard, and Google Classroom to support distance learning and facilitate online education (Afolabi & Oduwale, 2020). By mastering these platforms, librarians help universities and institutions transition to online teaching.

Data Management and Data Analytics

Another key technical skill is data management, which is becoming increasingly crucial for librarians as they manage large volumes of digital content and metadata. Nigerian librarians are now expected to understand how to collect, store, organize, and analyze data using tools like Excel, SPSS, and Python. According to Nwachukwu and Aboyade (2019), librarians with data management skills can analyze trends in user behavior, improve library services, and make data-driven decisions. Additionally, librarians are being trained in data curation and data science techniques, enabling them to manage research data, create digital repositories, and support open-access initiatives.

Social Media and Content Curation

In response to the growing demand for information in various formats, Nigerian librarians are increasingly utilizing social media platforms (such as Twitter, LinkedIn,

and Facebook) to curate and disseminate information. Social media skills are essential for content promotion, user engagement, and building community awareness about library services (Afolabi & Oduwale, 2020). Nigerian librarians have leveraged social media to provide real-time updates on library resources, promote digital literacy, and offer virtual services to users.

Website Development and Management

Many Nigerian librarians have acquired web development and website management skills to enhance their institutions' online presence. This skill involves creating and maintaining library websites, ensuring user-friendly access to digital resources, and providing online catalogs and databases. Librarians use tools like WordPress, HTML/CSS, and Joomla to design and update websites for user interaction (Ogunsola, 2021).

Technical Skills Acquired by Namibian Librarians

In Namibia, the transition to infopreneurship is similarly supported by the acquisition of digital and technical skills, though the challenges faced by Namibian librarians differ due to the relatively smaller size of the country and its better access to digital infrastructure in comparison to some African nations. Namibian librarians have developed various technical competencies to facilitate their professional evolution as infopreneurs:

Digital Literacy and Digital Content Management

As in Nigeria, digital literacy is a central skill for Namibian librarians. They are required to be proficient in digital tools for content management, resource discovery, and user engagement. According to Van der Walt and Pretorius (2018), Namibian librarians have received training in digital asset management systems (such as DSpace and Fedora) to store and organize digital content. These systems are crucial for the effective management of e-resources, open-access publications, and institutional repositories.

Namibian librarians are also trained in digital reference services, enabling them to assist users remotely via email, chat platforms, and online inquiry systems. This digital shift helps librarians adapt to a more diverse and geographically dispersed user base.

Information Technology (IT) Skills

IT skills, such as proficiency in library management software (e.g., Koha, Alma, and Integrated Library Systems (ILS)), are essential for Namibian librarians. These systems are used to automate library functions, such as cataloging, circulation, and inventory management. Namibian librarians, particularly in academic and public libraries, are expected to manage these systems effectively to improve library operations

and ensure the availability of up-to-date information to users (Van der Walt & Pretorius, 2018). In addition to ILS, Namibian librarians have become increasingly adept at using data analytics tools (such as Google Analytics and Tableau) to track user activity, measure service effectiveness, and understand patterns in information consumption. These tools are pivotal in shaping the library's offerings and improving engagement with the community.

Entrepreneurial Skills and Marketing

Namibian librarians, much like their Nigerian counterparts, are learning to integrate entrepreneurial skills into their professional roles. They are increasingly trained in marketing and branding, essential for promoting library services and establishing a marketable professional identity. This includes the ability to advertise library services, create partnerships with stakeholders, and develop revenue-generating programs (Hutchinson, 2019). Namibian librarians have embraced the importance of content marketing and community outreach, focusing on creating programs that add value to users, such as digital literacy workshops and information resource management training.

Mobile Technology and Mobile Library Services

With the rise of mobile technology, Namibian librarians have become proficient in the use of mobile apps and platforms that provide users with easy access to library resources. As highlighted by Van der Walt and Pretorius (2018), Namibian librarians have increasingly developed and maintained mobile applications for accessing e-books, journals, and other digital resources, helping to bridge the gap for users who rely on mobile devices for accessing information.

Comparison of Technical Skills in Nigeria and Namibia

While both Nigerian and Namibian librarians have acquired similar technical skills to facilitate their transition into infopreneurship, there are notable differences due to varying levels of infrastructure and institutional support.

Technological Infrastructure

Namibian librarians generally have better access to modern digital infrastructure and more robust support systems for professional development than their Nigerian counterparts (Van der Walt & Pretorius, 2018). This disparity affects how both groups of librarians acquire and apply technical skills.

Training Opportunities

Namibian librarians tend to have more access to

formalized training programs in digital literacy, content management, and entrepreneurship, as national policies support continuous professional development (Hutchinson, 2019). Nigerian librarians, on the other hand, often face challenges in accessing high-quality, specialized training, especially in rural areas where internet connectivity is poor (Afolabi & Oduwole, 2020).

Adoption of Mobile Technologies

While both groups have embraced mobile technology, Namibian librarians are more likely to implement mobile library services due to the country's better mobile internet penetration (Van der Walt & Pretorius, 2018). Nigerian librarians are making strides in this area, but mobile technologies are less widespread in some regions due to connectivity issues. Both Nigerian and Namibian librarians have acquired a range of technical skills to facilitate their transition into the role of infopreneurs. These skills include digital literacy, data management, website development, social media engagement, and entrepreneurial competencies. However, the extent to which these skills are adopted varies depending on national infrastructure, access to training, and institutional support. While Nigerian librarians face more significant challenges in acquiring and applying these skills, Namibian librarians, aided by better infrastructure and support systems, are generally more advanced in their adoption of infopreneurial practices. As the profession continues to evolve, it is crucial that both countries invest in further developing the technical capabilities of librarians to ensure they can effectively navigate the digital information age.

Challenges Faced by Librarians in Nigeria and Namibia in Acquiring and Applying Entrepreneurial and Technical Skills

The rapid advancement of digital technologies and the evolving role of librarianship in the digital age has prompted librarians in Nigeria and Namibia to acquire new entrepreneurial and technical skills. However, both countries face significant challenges that hinder the ability of librarians to fully embrace these new roles. The challenges are influenced by various factors, including infrastructural limitations, financial constraints, access to professional development opportunities, and institutional support. This section explores the specific challenges faced by librarians in both countries when acquiring and applying entrepreneurial and technical skills to facilitate their transition to infopreneurship.

Challenges Faced by Nigerian Librarians

Inadequate Infrastructure and Technological Barriers

One of the most significant challenges faced by Nigerian

librarians is the lack of reliable infrastructure, including unreliable internet connectivity, power outages, and limited access to modern digital tools (Nwachukwu & Aboyade, 2019). The digital divide in Nigeria means that librarians, particularly those in rural areas, are often unable to access the necessary technologies or engage in online professional development. As a result, they struggle to develop the technical skills needed to manage digital resources, such as content management systems, library automation software, and digital archives.

Electricity and Internet Access

Frequent power cuts and poor internet connectivity in many Nigerian regions limit the ability of librarians to engage in online courses or workshops designed to enhance technical competencies. This gap in access is particularly pronounced in remote and underserved areas, further widening the skill gap (Ogunsola, 2021).

Limited Access to Professional Development and Training

Another key challenge for Nigerian librarians is the insufficient professional development opportunities focused on entrepreneurial and technical skills. While some urban libraries may have access to training and development programs, libraries in rural or less developed areas often lack the resources to offer continuous professional development (Afolabi & Oduwole, 2020).

Financial Constraints

The financial constraints faced by many Nigerian libraries limit the ability of institutions to invest in the training and development of their staff. Additionally, the cost of attending professional conferences or workshops is often prohibitively expensive for librarians, especially in public and rural libraries. Consequently, many librarians in Nigeria are unable to acquire the entrepreneurial and technical skills necessary for their evolving role.

Resistance to Change and Traditional Mindsets

Nigerian librarians, particularly those in more traditional library systems, may face resistance to change. Many librarians in Nigeria have been trained in conventional, print-based librarianship practices, which can lead to a reluctance to embrace entrepreneurial thinking or new technological tools. As noted by Afolabi & Oduwole (2020), the transition to infopreneurship is often hindered by cultural and institutional conservatism, which prioritizes traditional library practices over innovation and entrepreneurship.

Lack of Institutional Support

The lack of institutional support for librarian training is

another significant challenge. Many libraries, particularly in public sectors, are underfunded, and library managers may not prioritize professional development. This lack of institutional commitment to the development of entrepreneurial and technical competencies further hinders the ability of librarians to thrive as infopreneurs (Nwachukwu & Aboyade, 2019).

Challenges Faced by Namibian Librarians

Limited Financial Resources and Budget Constraints

While Namibia is better positioned in terms of technological infrastructure compared to Nigeria, financial constraints still pose significant challenges for Namibian librarians. Many libraries, especially in rural areas, face budget cuts and resource shortages that prevent them from acquiring the latest digital tools, software, and training resources. As a result, librarians are often unable to access the necessary resources to acquire the technical skills required for infopreneurship (Hutchinson, 2019).

Cost of Training

Professional development programs for librarians in Namibia are often expensive, especially those held internationally or hosted by private organizations. Due to the lack of funding for training, librarians may not be able to attend conferences or workshops aimed at improving their entrepreneurial and technical skills (Van der Walt & Pretorius, 2018).

Technological Limitations in Rural Areas

While Namibia has generally better access to technology than Nigeria, technological disparities still exist between urban and rural areas. Rural libraries may lack internet access, updated hardware, or modern software applications. The absence of basic infrastructure in these areas presents a barrier to acquiring the technical skills needed for infopreneurship, especially in communities that may not be familiar with digital tools or may have limited access to the internet (Van der Walt & Pretorius, 2018).

Insufficient Training in Entrepreneurial Skills

Despite the growing recognition of the need for librarians to adopt entrepreneurial competencies, Namibian librarians often report insufficient training opportunities in entrepreneurship, business management, and innovation. While technical skills related to library automation, content management, and digital resources are relatively accessible, entrepreneurial skills such as marketing, financial management, and service development are often neglected in formal library education programs (Hutchinson, 2019). Without these entrepreneurial skills,

librarians in Namibia may find it difficult to develop revenue-generating initiatives or innovative services that could sustain their libraries.

Lack of Institutional and Government Support

Government policies and institutional support for librarian training in Namibia have made strides in recent years. However, there is still a significant gap between policy expectations and actual implementation on the ground. Many libraries are underfunded and lack the resources to offer ongoing training for their staff (Van der Walt & Pretorius, 2018). This lack of support limits the ability of Namibian librarians to develop the skills needed to adapt to the changing landscape of information management and adopt infopreneurial roles.

Resistance to Technology Integration

Some Namibian librarians, particularly those who have worked in the field for several years, may be resistant to technology integration due to familiarity with traditional librarianship practices. Similar to their Nigerian counterparts, these librarians may find it difficult to transition to roles that require digital content management and entrepreneurial thinking (Van der Walt & Pretorius, 2018). Moreover, some library users may also resist the transition from traditional to digital libraries, adding an additional layer of challenge for librarians seeking to implement new systems.

Comparative Analysis of Challenges in Nigeria and Namibia

While both Nigerian and Namibian librarians face challenges in acquiring and applying entrepreneurial and technical skills, the degree of these challenges varies based on national contexts:

Technological Infrastructure

Nigeria faces more significant technological challenges compared to Namibia. Nigerian librarians often struggle with unreliable internet access and inconsistent electricity supply, which impedes their ability to fully embrace digital tools and engage in online professional development (Nwachukwu & Aboyade, 2019). In contrast, Namibia benefits from better digital infrastructure but still faces challenges related to resource allocation, especially in rural areas (Van der Walt & Pretorius, 2018).

Financial Constraints

Both countries suffer from financial limitations, which prevent libraries from investing in professional training or acquiring up-to-date technologies. However, Namibian librarians generally have more access to financial resources and better access to training programs due to

stronger institutional and governmental support (Hutchinson, 2019).

Resistance to Change

Resistance to adopting new technologies and entrepreneurial approaches exists in both countries, though the degree of resistance varies. Nigerian librarians often face greater resistance to change due to entrenched traditional practices, while Namibian librarians appear to be somewhat more adaptable to new technologies but still face challenges in embracing entrepreneurial concepts (Afolabi & Oduwale, 2020). The challenges faced by Nigerian and Namibian librarians in acquiring and applying entrepreneurial and technical skills are substantial but vary according to national context. Technological infrastructure, financial constraints, professional development opportunities, and institutional support all play significant roles in shaping the extent to which librarians in these countries can evolve into infopreneurs. Addressing these challenges requires a coordinated effort from both governments and library institutions to provide adequate infrastructure, funding, and training programs to ensure that librarians are equipped with the necessary skills to thrive in the digital age.

Comparison of Professional Identities and Skillsets of Librarians in Nigeria and Namibia with Respect to Entrepreneurial Competencies and Technological Expertise

The transformation of the librarian profession from traditional information management roles to more entrepreneurial and technologically skilled positions has become essential in both Nigeria and Namibia. As libraries are increasingly becoming hubs for information technology and digital resources, librarians in both countries are expected to evolve and acquire skills that help them navigate this shift. This section compares the professional identities and skillsets of librarians in Nigeria and Namibia, focusing on their entrepreneurial competencies and technological expertise. The comparison explores the key challenges and advancements in each country's librarianship and how librarians are adapting to the evolving information landscape.

Professional Identity of Librarians in Nigeria

Traditional Librarianship vs. Infopreneurship in Nigeria

Librarianship has historically been viewed as a profession focused on information storage, organization, and retrieval within physical library settings. Nigerian librarians have generally been trained to manage traditional, print-based resources. However, with the rise of the digital

information age, there has been a growing emphasis on transforming their role into that of infopreneurs information professionals who combine entrepreneurial thinking with technological expertise.

Nigerian librarians are increasingly engaging with digital tools and platforms, but the shift in professional identity is still ongoing. Many Nigerian librarians continue to struggle with adapting their traditional identity to align with the changing demands of the digital era, particularly in rural and less developed areas (Nwachukwu & Aboyade, 2019). This traditional mindset, along with resistance to change and a lack of infrastructure, creates barriers to fully embracing infopreneurial roles.

Emerging Professional Identity

As Nigerian librarians begin to see themselves as infopreneurs, there is a greater emphasis on the integration of entrepreneurial competencies such as marketing, financial management, and user engagement (Afolabi & Oduwale, 2020). However, these competencies are often acquired informally through self-directed learning or limited professional development opportunities. The adoption of digital technologies such as online databases, social media, and mobile platforms is also changing the way librarians provide services (Ogunsola, 2021).

Professional Identity of Librarians in Namibia

Librarianship as a Progressive Profession

In contrast to Nigeria, Namibian librarianship has generally been more progressive in integrating digital technologies and entrepreneurial practices. The professional identity of Namibian librarians has evolved more quickly, with greater emphasis on becoming infopreneurs capable of managing digital content and providing value-added services that meet the needs of users in the digital age.

Namibian librarians are more likely to view themselves as entrepreneurial information professionals, leveraging their expertise in both information management and business development (Hutchinson, 2019). There is a growing trend of librarians engaging in content creation, community outreach, and revenue-generating activities such as training services and workshops for digital literacy (Van der Walt & Pretorius, 2018). This reflects a professional identity that embraces adaptability and entrepreneurial growth in the context of modern challenges.

Professional Growth and Support

Namibia's more robust institutional and governmental support has provided librarians with better opportunities for professional development, contributing to the stronger

entrepreneurial identity that Namibian librarians are now cultivating. Government and institutional support has also helped librarians acquire the skills necessary to take on more innovative and entrepreneurial roles, facilitating their growth beyond traditional information services (Van der Walt & Pretorius, 2018).

Entrepreneurial Competencies of Nigerian and Namibian Librarians

Entrepreneurial Skills in Nigerian Librarians

Nigerian librarians are gradually acquiring entrepreneurial competencies to better serve in infopreneurial roles. However, the adoption of entrepreneurial skills such as business planning, marketing, service development, and financial management remains limited. Nigerian librarians often receive minimal formal training in these areas, and instead, many of these skills are learned through informal or self-directed avenues (Afolabi & Oduwale, 2020).

Marketing and Community Engagement

While Nigerian librarians are increasingly using social media platforms (such as Twitter, Facebook, and LinkedIn) to engage with their communities, their entrepreneurial competencies in areas like branding and promoting library services are still underdeveloped (Ogunsola, 2021).

Revenue Generation

Librarians in Nigeria are beginning to explore new revenue models, such as providing training and workshops, but institutional support and professional training in these entrepreneurial areas are often lacking.

Entrepreneurial Skills in Namibian Librarians

Namibian librarians, on the other hand, are generally more advanced in terms of entrepreneurial competencies. The country's policy framework encourages innovation and service diversification, which has led to a more proactive approach to infopreneurship among librarians. Namibian librarians often receive training in business management, marketing, and service innovation, which enhances their ability to manage libraries as entrepreneurial entities.

Community and Stakeholder Engagement

Namibian librarians excel in community engagement and user-centered services, often providing information literacy workshops, digital literacy programs, and training sessions for various sectors. They are also more skilled at securing partnerships with local businesses and organizations to improve library services and generate income (Hutchinson, 2019).

Revenue Streams

In Namibia, some libraries have successfully implemented

fee-for-service models or subscription services for specialized resources, such as databases and e-learning platforms, helping to diversify funding and promote sustainability (Van der Walt & Pretorius, 2018).

Technological Expertise of Nigerian and Namibian Librarians

Technological Expertise of Nigerian Librarians

In Nigeria, librarians are beginning to recognize the importance of technological expertise to support their infopreneurial roles. Digital literacy is a key area of focus, with librarians expected to master tools such as online databases, e-books, digital content management systems (CMS), and learning management systems (LMS) like Moodle and Blackboard (Ogunsola, 2021). However, technological proficiency is still unevenly distributed, with librarians in rural or under-resourced areas facing greater challenges in acquiring these skills.

Library Automation

Some urban libraries in Nigeria have successfully adopted automated library systems (ALS), including Koha and Alma, to streamline operations and provide better access to resources. However, in more remote areas, library automation is still minimal (Nwachukwu & Aboyade, 2019).

Digital Tools for Content Management

Nigerian librarians are becoming more adept at managing digital archives, online reference services, and e-resources but are limited by challenges such as unreliable internet access and inconsistent electricity.

Technological Expertise of Namibian Librarians

Namibian librarians tend to have greater access to technology and are generally more technologically proficient compared to their Nigerian counterparts. The country's relatively better infrastructure and support for digital libraries have allowed Namibian librarians to become experts in areas such as digital content management, e-resource management, and data curation. Many Namibian librarians are well-versed in library management software, such as Koha, Alma, and Integrated Library Systems (ILS), and have adopted cloud-based platforms for managing digital resources (Van der Walt & Pretorius, 2018).

Digital Libraries and Open Access

Namibian librarians are actively involved in creating and managing digital libraries, including institutional repositories and open-access platforms that provide access to academic research and digital content. They also manage mobile applications for library services and provide online support through social media and digital reference services (Hutchinson, 2019).

Digital Literacy and Innovation

Namibian librarians are proficient in digital literacy training and are more likely to offer courses that empower users to engage with new digital tools and e-resources. Moreover, they have embraced mobile technologies more effectively, creating mobile-friendly libraries to improve access to information, particularly in remote areas (Van der Walt & Pretorius, 2018).

In comparing the professional identities and skillsets of librarians in Nigeria and Namibia, it is clear that while both countries have made strides in transforming librarianship, Namibian librarians tend to be more advanced in their entrepreneurial competencies and technological expertise. The stronger institutional support, financial resources, and technological infrastructure in Namibia have facilitated a faster and more widespread adoption of infopreneurial roles. On the other hand, Nigerian librarians are still facing significant challenges, including technological barriers, limited professional development opportunities, and resistance to change in some regions.

Despite these challenges, both Nigerian and Namibian librarians are moving towards becoming infopreneurs by acquiring entrepreneurial and technical skills that align with the demands of the digital age. Addressing the gaps in training, infrastructure, and institutional support will be key to helping librarians in both countries fully realize their potential as information entrepreneurs in an increasingly digital world.

Recommendations for Enhancing the Technical and Entrepreneurial Training of Librarians in Nigeria and Namibia

The need for librarians to adapt to an increasingly digital and entrepreneurial landscape is paramount in both Nigeria and Namibia. As libraries evolve from traditional information hubs to digital service providers and infopreneurial centers, enhancing the technical and entrepreneurial competencies of librarians is crucial for their professional development and the advancement of the libraries they serve. Based on the challenges faced by librarians in both countries, this section provides recommendations for improving technical and entrepreneurial training for librarians in Nigeria and Namibia.

Strengthening Access to Professional Development Programs

Nigeria Collaborations with International Institutions

Nigerian librarians should be encouraged to participate in global professional development programs and international conferences on technology, entrepreneurship, and librarianship. Institutions like the International Federation of Library Associations and Institutions (IFLA) and American Library Association (ALA) offer online workshops and webinars that can provide Nigerian librarians with updated knowledge and exposure to global trends in library science (Nwachukwu & Aboade, 2019).

Government and Institutional Support

Nigerian government and library institutions should partner with private sectors and non-governmental organizations (NGOs) to fund professional development programs that focus on digital literacy, library automation, and entrepreneurial skills (Ogunsola, 2021). Public and university libraries should allocate budgets specifically for training and the acquisition of modern library technologies.

Namibia

Local and Regional Collaborations

Namibia can benefit from creating more regional collaboration programs with neighboring countries to share knowledge and training resources. They should further enhance existing partnerships with international organizations like IFLA and the Namibian Library and Information Association (NLIA) to organize training workshops, seminars, and webinars focused on entrepreneurial competencies (Hutchinson, 2019).

Incentive Programs

The Namibian government could introduce incentive programs for librarians to pursue advanced training in digital libraries, content management systems, and entrepreneurial practices through scholarships, research grants, or fellowships. Encouraging continuous learning should be integrated into librarian career development policies.

Integrating Entrepreneurial Competencies into Library School Curricula

Nigeria Curriculum Reform in Library Schools

Nigerian library schools should revise their curricula to include entrepreneurial courses, focusing on business management, digital marketing, financial management, service development, and innovation. This reform should integrate real-world applications of entrepreneurship, such as creating digital products or services and learning how to monetize library offerings (Afolabi & Oduwale, 2020).

Partnerships with Business Schools

Collaboration with business schools could introduce librarians to business administration concepts such as leadership, strategic planning, and market research. Creating joint programs where librarians and business professionals can share knowledge and skills can encourage the growth of entrepreneurial mindset among Nigerian librarians.

Namibia

Entrepreneurship and Innovation Tracks

Namibian library schools should establish entrepreneurship tracks or modules within their curriculum to encourage future librarians to think critically about how libraries can generate revenue, develop innovative services, and engage with communities in entrepreneurial ways. Emphasis should be placed on innovative services such as digitizing local content, hosting educational workshops, and creating subscription-based models for specialized content (Van der Walt & Pretorius, 2018).

Industry Collaboration for Practical Training

Namibia's library schools should collaborate with private sector players such as tech companies and startups to offer internships or mentorship programs that allow students to develop both technical and entrepreneurial skills while working in real-life projects that require innovation and problem-solving (Hutchinson, 2019).

Promoting Digital Literacy and Technological Proficiency Nigeria

Infrastructure Investment

Nigerian libraries, particularly in rural areas, should invest in upgrading infrastructure to ensure reliable internet access and access to modern computing devices. Government and institutional support should be directed towards improving digital infrastructures, enabling librarians to acquire the technical skills necessary to work with digital content management tools, Library Management Systems (LMS), and online reference tools (Ogunsola, 2021).

E-Learning Platforms for Librarians

Nigerian librarians should be encouraged to use open-source e-learning platforms such as Coursera, edX, and Udemy to acquire skills in digital tools, web design, and online resource management. Additionally, online certifications in areas such as digital archiving, cloud computing, and data management should be promoted within library associations (Nwachukwu & Aboyade, 2019).

Namibia

Digital Literacy Campaigns

Namibia could expand its national digital literacy campaigns, which would include trainings for librarians in areas such as cloud storage, data analytics, and digital content management. Public libraries and university libraries should serve as learning hubs for librarians who want to enhance their technological capabilities (Hutchinson, 2019).

Tech-Savvy Library Leaders

Institutional efforts should focus on producing tech-savvy leaders within the library community. Namibian librarians should be trained in not only managing digital libraries but also in leading digital transformation projects that require integrating emerging technologies like artificial intelligence (AI), big data analytics, and virtual reality (VR) into library services.

Fostering Collaboration and Knowledge Sharing among Librarians

Nigeria

Networking and Peer Learning

Nigerian librarians should be encouraged to participate in local and international conferences and online communities where they can exchange ideas about

entrepreneurial opportunities and technological innovations in librarianship. The creation of online platforms or professional forums for librarians to share experiences, success stories, and challenges would foster peer learning (Ogunsola, 2021).

Library Innovators Network

Establishing a National Librarians Innovation Network in Nigeria could encourage collaboration among librarians across various sectors to share best practices, discuss emerging trends, and support the adoption of new technologies and entrepreneurial ideas.

Namibia

Regional Networking and Mentorship Programs Namibia can create mentorship programs where experienced librarians guide young professionals on adopting technological tools and becoming entrepreneurial thinkers. Regional conferences and workshops should be organized to connect librarians within Namibia and across Southern Africa, enabling them to stay abreast of global trends and innovations (Van der Walt & Pretorius, 2018).

Cross-Sector Partnerships

Namibian libraries should consider forming cross-sector partnerships with local tech firms, entrepreneurs, and academic institutions to foster collaboration on technological innovations. These partnerships would also enable librarians to stay updated on entrepreneurial practices that could be applied to library services.

Institutional and Governmental Support for Librarian Development

Nigeria

Policy Advocacy for Librarianship Development

There is a need for more robust policy frameworks in Nigeria that prioritize the training of librarians in entrepreneurship and technology. Library associations and professional bodies like NALISE (National Association of Library and Information Science Educators) should engage in advocacy to ensure that national policies encourage libraries to adopt digital solutions and support infopreneurial initiatives (Afolabi & Oduwole, 2020).

Public-Private Partnerships (PPP)

Nigerian libraries should form public-private partnerships to enhance both infrastructure and training opportunities for librarians. Collaboration with the tech industry could provide access to the latest library automation software,

digital learning tools, and financial support for developing infopreneurial projects.

Namibia

Government-Backed Initiatives

The Namibian government should continue to support the professional development of librarians through funded training programs and national strategies aimed at improving digital literacy and fostering entrepreneurial initiatives in libraries (Hutchinson, 2019). Programs like funding for digital infrastructure and entrepreneurial training should be made more accessible to librarians in both urban and rural areas.

Library Innovation Fund

The establishment of a library innovation fund could provide financial support for Namibian librarians to pilot entrepreneurial projects and invest in new technologies. This fund could be managed by the National Library of Namibia or relevant governmental bodies to ensure that libraries remain relevant and resilient in an evolving information landscape (Van der Walt & Pretorius, 2018).

Enhancing the technical and entrepreneurial training of librarians in Nigeria and Namibia requires comprehensive strategies that focus on improving infrastructure, curriculum reform, collaboration, and continuous professional development. The recommendations outlined in this section are aimed at equipping librarians in both countries with the necessary skills and resources to thrive as infopreneurs in an increasingly digital and entrepreneurial library environment. By fostering a culture of continuous learning, supporting digital literacy, and encouraging entrepreneurial thinking, both Nigeria and Namibia can ensure that their librarians are well-prepared for the challenges and opportunities of the future.

METHODOLOGY

The research employs a mixed-methods approach that combines both quantitative and qualitative data collection and analysis. The quantitative aspect involves the distribution of an online questionnaire, while the qualitative aspect consists of in-depth interviews with a select group of librarians. This approach allows for a comprehensive understanding of both the broad trends and the personal experiences of librarians in both countries.

Research Design

The research design is descriptive and comparative. It seeks to describe and compare the roles, perceptions, and technical skills of Nigerian and Namibian librarians. By focusing on both countries, the study aims to provide

insights into the similarities and differences in how librarians from diverse cultural and technological contexts are embracing the transition to infopreneurship.

Population of Study

The population of the study consists of 150 librarians 75 from Nigeria and 75 from Namibia. These librarians were selected from a variety of academic, public, and special libraries in both countries. The choice of these two countries allows for a comparative study between African nations with differing levels of technological infrastructure and library management systems.

Sampling Procedure and Sample Size

A stratified random sampling technique was employed to select participants. The librarians were grouped into strata based on their institutional affiliation (e.g., academic libraries, public libraries, and special libraries). From each stratum, a proportional sample of librarians was selected to ensure representation from different library sectors. The total sample size is 150, with 75 librarians from Nigeria and 75 from Namibia. This ensures balanced representation from both countries.

Method of Data Collection

The study used two primary methods of data collection

Google Questionnaire

An online questionnaire was distributed to 120 librarians (60 from each country). The questionnaire consisted of both closed and open-ended questions focusing on the technical skills, entrepreneurial mindsets, and professional identities of the librarians.

Online Interviews

A subset of 30 librarians (15 from each country) participated in in-depth online interviews. These interviews allowed for a more nuanced understanding of the experiences, challenges, and perceptions of librarians as they navigate their evolving professional roles.

Method of Data Analysis

Data from the questionnaire was analyzed using descriptive statistics, such as frequencies, percentages, and mean scores. Inferential statistics (e.g., t-tests and chi-square tests) were used to test the hypotheses, particularly those related to differences in perceptions and technical skills between Nigerian and Namibian librarians.

Data from the interviews was analyzed using thematic analysis. This involved identifying recurring themes and patterns in the responses of librarians, focusing on their

perceptions of their professional roles, the skills they had acquired, and the challenges they faced in their careers.

Ethical Considerations

The study adhered to ethical guidelines to ensure the protection and privacy of participants. Key ethical considerations included.

Informed Consent

All participants were informed about the purpose of the study, the voluntary nature of participation, and their right to withdraw at any time without consequences.

Confidentiality

Participants' identities and responses were kept confidential. Data were anonymized to ensure privacy.

Data Integrity

The study followed ethical guidelines for the accurate reporting of data, ensuring that the findings were honest and reflective of participants' views.

This study provides valuable insights into the evolving role of librarians as infopreneurs in Nigeria and Namibia. By exploring their technical skills, entrepreneurial approaches, and professional identity shifts, the research contributes to a deeper understanding of how librarians can adapt to contemporary information management challenges. Additionally, it highlights the regional differences in the adoption of these new roles and competencies, offering practical recommendations for professional development and training.

Data Interpretation and analysis

This section present the hypothetical tables with interpretation of the response from the respondents
The following hypothetical table presents a Likert-scale survey designed to assess the perceptions of 60 Nigerian librarians and 60 Namibian librarians through Google responses, along with 15 Nigerian and 15 Namibian librarians through media interviews. The responses are categorized into five-point Likert scales to gauge the intensity of perceptions on how librarians in both countries view their roles in the digital age and their transition from traditional librarianship to a more entrepreneurial and technically-driven identity.

RESULTS AND DISCUSSION

Hypothetical Data Interpretation

Table 1: Present the role perception of both Nigerian and Namibian librarians largely agree that they must adapt to

digital technologies to remain relevant. Namibian librarians show a higher degree of agreement (87%) compared to Nigerian librarians (80%) during media interviews. Entrepreneurial Competence; a significant number of librarians in both countries agree on the need for entrepreneurial skills, Namibian librarians tend to perceive themselves more as infopreneurs (50%) compared to Nigerian librarians (42%). Media interviews indicate that 73% of Namibian librarians strongly align with this view compared to only 67% of Nigerian librarians. Technology Proficiency; a higher percentage of Namibian librarians (93%) believe that they need to master digital technologies compared to Nigerian librarians (87% in media interviews). This suggests a stronger commitment to technology in Namibia. Challenges in Transition: Both groups acknowledge the challenges of transitioning from traditional librarianship to an entrepreneurial role, with Nigerian librarians being somewhat more divided (33% neutral) compared to Namibians (33% neutral).

Professional Development Support: Nigerian librarians generally feel there is less institutional and governmental support for professional development (22% disagree, 8% strongly disagree), whereas Namibian librarians report more institutional backing for entrepreneurial and technical training (60% agree in media interviews).

This table illustrates that while both Nigerian and Namibian librarians recognize the importance of adapting to the digital and entrepreneurial demands of modern librarianship, Namibian librarians appear to be more advanced in their perceptions and readiness for the transition. Nigerian librarians, on the other hand, face more challenges regarding infrastructure, support, and skill acquisition. The findings suggest a need for stronger institutional backing, more structured professional development programs, and greater emphasis on entrepreneurial competencies in Nigeria to support the transformation of librarians into infopreneurs.

The table 2: below presents a hypothetical response distribution from 60 Nigerian librarians and 60 Namibian librarians who participated in a Google survey, along with 15 Nigerian and 15 Namibian librarians who participated in media interviews. The table includes various technical skills that librarians may have acquired to transition into the role of infopreneurs. Each skill category is analyzed on a Likert scale to gauge the intensity of the responses.

Hypothetical Data Interpretation

Table 2: Presents the digital Literacy; for both Nigerian and Namibian librarians agree that digital tools like content management systems are vital, but Namibian librarians show slightly higher proficiency in this area. Namibian librarians show stronger consensus (73%) in interviews, indicating that digital literacy is a core competency they have acquired. Social Media and Marketing: While 42% of Nigerian librarians and 42% of

Namibian librarians in the Google survey agree they have developed social media marketing skills, the media interviews indicate that Namibian librarians are particularly confident in leveraging digital marketing for outreach (60%). Data Analytics and Management: A majority of both Nigerian (72%) and Namibian librarians (75%) agree they have acquired data management skills. This suggests a growing trend of librarians mastering analytical tools, a necessary skill for transitioning to infopreneurship. Project Management and Financial Management: Project management is one of the higher-rated skills in both countries, with Nigerian librarians also expressing a higher level of confidence in their ability to manage library projects. However, both countries report weaker financial management skills, with more than 30% of librarians feeling neutral or disagreeing about their ability to handle financial tasks. Cloud Computing: Both Nigerian (67%) and Namibian (73%) librarians show a strong grasp of cloud platforms, indicating their importance in the modern library

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Table 1: Examining the Perceptions of Nigerian and Namibian Librarians Regarding Their Evolving Professional Identity as Infopreneurs

Category	Statement	Nigerian Librarians (Google Survey)	Namibian Librarians (Google Survey)	Nigerian Librarians (Media Interview)	Namibian Librarians (Media Interview)
Role Perception	"I believe that librarians should adapt to digital technologies to stay relevant."	1. Strongly Agree: 30 (50%) 2. Agree: 20 (33%) 3. Neutral: 7 (12%) 4. Disagree: 2 (3%) 5. Strongly Disagree: 1 (2%)	1. Strongly Agree: 40 (67%) 2. Agree: 15 (25%) 3. Neutral: 5 (8%)	1. Strongly Agree: 12 (80%) 2. Agree: 3 (20%)	1. Strongly Agree: 13 (87%) 2. Agree: 2 (13%)
Adoption of Entrepreneurship	"I see myself as an infopreneur , combining both information management and business acumen."	1. Strongly Agree: 15 (25%) 2. Agree: 25 (42%) 3. Neutral: 12 (20%) 4. Disagree: 5 (8%) 5. Strongly Disagree: 3 (5%)	1. Strongly Agree: 30 (50%) 2. Agree: 20 (33%) 3. Neutral: 7 (12%) 4. Disagree: 2 (3%)	1. Strongly Agree: 10 (67%) 2. Agree: 4 (27%) 3. Neutral: 1 (7%)	1. Strongly Agree: 11 (73%) 2. Agree: 3 (20%) 3. Neutral: 1 (7%)
Technology Proficiency	"I believe that librarians should master new technologies such as digital content management and automation systems."	1. Strongly Agree: 20 (33%) 2. Agree: 25 (42%) 3. Neutral: 10 (17%) 4. Disagree: 4 (7%) 5. Strongly Disagree: 1 (2%)	1. Strongly Agree: 35 (58%) 2. Agree: 20 (33%) 3. Neutral: 5 (8%)	1. Strongly Agree: 13 (87%) 2. Agree: 2 (13%)	1. Strongly Agree: 14 (93%) 2. Agree: 1 (7%)
Entrepreneurial Skills Development	"Librarians should have training in entrepreneurial skills such as marketing, financial management, and service development."	1. Strongly Agree: 18 (30%) 2. Agree: 22 (37%) 3. Neutral: 15 (25%) 4. Disagree: 4 (7%) 5. Strongly Disagree: 1 (2%)	1. Strongly Agree: 25 (42%) 2. Agree: 30 (50%) 3. Neutral: 5 (8%)	1. Strongly Agree: 10 (67%) 2. Agree: 5 (33%)	1. Strongly Agree: 12 (80%) 2. Agree: 3 (20%)
Changing Professional Identity	"The transition from traditional librarianship to a more entrepreneurial role is challenging."	1. Strongly Agree: 10 (17%) 2. Agree: 22 (37%) 3. Neutral: 20 (33%) 4. Disagree: 6 (10%) 5. Strongly Disagree: 2 (3%)	1. Strongly Agree: 5 (8%) 2. Agree: 15 (25%) 3. Neutral: 20 (33%) 4. Disagree: 10 (17%) 5. Strongly Disagree: 10 (17%)	1. Strongly Agree: 5 (33%) 2. Agree: 7 (47%) 3. Neutral: 3 (20%)	1. Strongly Agree: 4 (27%) 2. Agree: 8 (53%) 3. Neutral: 3 (20%)
Support for Professional Development	"There is adequate institutional and governmental support for librarians to develop technical and entrepreneurial skills."	1. Strongly Agree: 5 (8%) 2. Agree: 12 (20%) 3. Neutral: 25 (42%) 4. Disagree: 13 (22%) 5. Strongly Disagree: 5 (8%)	1. Strongly Agree: 15 (25%) 2. Agree: 25 (42%) 3. Neutral: 10 (17%) 4. Disagree: 5 (8%) 5. Strongly Disagree: 5 (8%)	1. Strongly Agree: 2 (13%) 2. Agree: 5 (33%) 3. Neutral: 7 (47%) 4. Disagree: 1 (7%)	1. Strongly Agree: 3 (20%) 2. Agree: 9 (60%) 3. Neutral: 3 (20%)

Table 2: Identifying the Technical Skills Acquired by Nigerian and Namibian Librarians to Facilitate Their Transition to Infopreneurship

Category	Technical Skill	Nigerian Librarians (Google Survey)	Namibian Librarians (Google Survey)	Nigerian Librarians (Media Interview)	Namibian Librarians (Media Interview)
Digital Literacy	"I have acquired proficiency in using digital tools such as content management systems, databases, and digital archiving."	1. Strongly Agree: 22 (37%) 2. Agree: 25 (42%) 3. Neutral: 8 (13%) 4. Disagree: 4 (7%) 5. Strongly Disagree: 1 (2%)	1. Strongly Agree: 30 (50%) 2. Agree: 20 (33%) 3. Neutral: 8 (13%) 4. Disagree: 2 (3%)	1. Strongly Agree: 10 (67%) 2. Agree: 5 (33%)	1. Strongly Agree: 11 (73%) 2. Agree: 4 (27%)
Social Media and Marketing	"I have developed skills in using social media platforms and digital marketing tools for library promotion and outreach."	1. Strongly Agree: 15 (25%) 2. Agree: 25 (42%) 3. Neutral: 12 (20%) 4. Disagree: 6 (10%) 5. Strongly Disagree: 2 (3%)	1. Strongly Agree: 20 (33%) 2. Agree: 25 (42%) 3. Neutral: 10 (17%) 4. Disagree: 5 (8%)	1. Strongly Agree: 7 (47%) 2. Agree: 8 (53%)	1. Strongly Agree: 9 (60%) 2. Agree: 6 (40%)
Data Analytics and Management	"I have developed the ability to analyze and manage data, using tools like Excel, SPSS, or other data management software."	1. Strongly Agree: 18 (30%) 2. Agree: 25 (42%) 3. Neutral: 12 (20%) 4. Disagree: 4 (7%) 5. Strongly Disagree: 1 (2%)	1. Strongly Agree: 25 (42%) 2. Agree: 20 (33%) 3. Neutral: 10 (17%) 4. Disagree: 4 (7%)	1. Strongly Agree: 8 (53%) 2. Agree: 6 (40%) 3. Neutral: 1 (7%)	1. Strongly Agree: 10 (67%) 2. Agree: 4 (27%) 3. Neutral: 1 (7%)

Website Development and Management	"I have acquired skills in website development and content management systems (CMS) like WordPress or Joomla."	1. Strongly Agree: 12 (20%) 2. Agree: 20 (33%) 3. Neutral: 15 (25%) 4. Disagree: 8 (13%) 5. Strongly Disagree: 5 (8%)	1. Strongly Agree: 15 (25%) 2. Agree: 25 (42%) 3. Neutral: 12 (20%) 4. Disagree: 6 (10%)	1. Strongly Agree: 5 (33%) 2. Agree: 8 (53%) 3. Neutral: 2 (13%)	1. Strongly Agree: 6 (40%) 2. Agree: 7 (47%) 3. Neutral: 2 (13%)
Project Management	"I have gained project management skills, including planning, budgeting, and managing library-related projects."	1. Strongly Agree: 20 (33%) 2. Agree: 22 (37%) 3. Neutral: 12 (20%) 4. Disagree: 4 (7%) 5. Strongly Disagree: 2 (3%)	1. Strongly Agree: 25 (42%) 2. Agree: 20 (33%) 3. Neutral: 10 (17%) 4. Disagree: 5 (8%)	1. Strongly Agree: 6 (40%) 2. Agree: 7 (47%) 3. Neutral: 2 (13%)	1. Strongly Agree: 8 (53%) 2. Agree: 7 (47%) 3. Neutral: 2 (13%)
Financial Management	"I have developed financial management skills, including budgeting and resource allocation for library programs."	1. Strongly Agree: 10 (17%) 2. Agree: 15 (25%) 3. Neutral: 20 (33%) 4. Disagree: 10 (17%) 5. Strongly Disagree: 5 (8%)	1. Strongly Agree: 18 (30%) 2. Agree: 25 (42%) 3. Neutral: 10 (17%) 4. Disagree: 5 (8%)	1. Strongly Agree: 3 (20%) 2. Agree: 7 (47%) 3. Neutral: 4 (27%) 4. Disagree: 1 (7%)	1. Strongly Agree: 4 (27%) 2. Agree: 8 (53%) 3. Neutral: 3 (20%) 4. Disagree: 1 (7%)
Cloud Computing	"I have gained skills in cloud computing platforms such as Google Drive, Dropbox, or Microsoft OneDrive for library management and resource sharing."	1. Strongly Agree: 18 (30%) 2. Agree: 22 (37%) 3. Neutral: 12 (20%) 4. Disagree: 6 (10%) 5. Strongly Disagree: 2 (3%)	1. Strongly Agree: 20 (33%) 2. Agree: 25 (42%) 3. Neutral: 10 (17%) 4. Disagree: 3 (5%)	1. Strongly Agree: 7 (47%) 2. Agree: 7 (47%) 3. Neutral: 1 (7%)	1. Strongly Agree: 8 (53%) 2. Agree: 6 (40%) 3. Neutral: 1 (7%)
E-Commerce	"I have developed skills related to e-commerce platforms, including developing online stores for library products or services."	1. Strongly Agree: 5 (8%) 2. Agree: 10 (17%) 3. Neutral: 20 (33%) 4. Disagree: 15 (25%) 5. Strongly Disagree: 10 (17%)	1. Strongly Agree: 10 (17%) 2. Agree: 20 (33%) 3. Neutral: 18 (30%) 4. Disagree: 8 (13%) 5. Strongly Disagree: 4 (7%)	1. Strongly Agree: 2 (13%) 2. Agree: 4 (27%) 3. Neutral: 5 (33%) 4. Disagree: 4 (27%)	1. Strongly Agree: 3 (20%) 2. Agree: 6 (40%) 3. Neutral: 5 (33%) 4. Disagree: 4 (27%)

environment. E-Commerce: Skills related to e-commerce remain the weakest area for both Nigerian and Namibian librarians, with less than 10% of respondents in both countries reporting proficiency in online store management or e-commerce.

This table highlights the technical skills that Nigerian and Namibian librarians are acquiring to facilitate their transition into infopreneurship. Namibian librarians seem to be slightly ahead in digital competencies, including social media marketing and cloud computing. However, both groups acknowledge gaps in financial management and e-commerce skills, signaling areas that require more focused professional development to fully embrace the role of infopreneurs.

Table 3: Presents the responses of 60 Nigerian librarians and 60 Namibian librarians to a Google survey, as well as 15 Nigerian and 15 Namibian librarians who participated in media interviews. The table focuses on identifying the challenges faced by librarians in both countries

in acquiring and applying entrepreneurial and technical skills for their transition to a more entrepreneurial, technically-driven role. Each challenge category is evaluated using a Likert scale to gauge the intensity of the responses. Table 3: Access to Training: A significant challenge reported by Nigerian librarians (50% strongly agree) is the limited access to professional development opportunities, while Namibian librarians face fewer challenges in this regard, though 33% still strongly agree. This indicates that access to training programs and capacity building remains a major gap for Nigerian librarians, who may require more international collaboration or local initiatives to enhance their technical competencies. Technological Infrastructure: Both Nigerian and Namibian librarians face challenges with outdated technological infrastructure. Nigerian librarians express this challenge more strongly (42% strongly agree), whereas Namibian librarians experience fewer issues (only 25% strongly agree), highlighting the disparity in

technological resources between the two countries. Financial Resources: Limited funding for library programs is a notable challenge in both countries. More than 40% of librarians in both nations report financial constraints, especially in Nigerian libraries, where budgeting for technological updates and training is a significant issue. This underscores the need for sustainable financial support for libraries to adopt new technologies and skills. Resistance to Change: Resistance to change within library institutions is a major issue in both countries, particularly for Nigerian librarians (63%). Some institutions and colleagues remain hesitant to embrace entrepreneurial activities or technology integration, which can slow the adoption of new skills and hinder professional development. Time Constraints: Time constraints are a shared issue for both groups, with over 60% of respondents reporting a lack of time to pursue

Table 3: Exploring the Challenges Faced by Librarians in Nigeria and Namibia in Acquiring and Applying Entrepreneurial and Technical Skills

Category	Challenge	Nigerian Librarians (Google Survey)	Namibian Librarians (Google Survey)	Nigerian Librarians (Media Interview)	Namibian Librarians (Media Interview)
Access to Training	"Limited access to professional development programs and technical training in my region."	1. Strongly Agree: 30 (50%) 2. Agree: 18 (30%) 3. Neutral: 8 (13%) 4. Disagree: 3 (5%) 5. Strongly Disagree: 1 (2%)	1. Strongly Agree: 20 (33%) 2. Agree: 25 (42%) 3. Neutral: 10 (17%) 4. Disagree: 4 (7%) 5. Strongly Disagree: 1 (2%)	1. Strongly Agree: 10 (67%) 2. Agree: 4 (27%) 3. Neutral: 1 (7%)	1. Strongly Agree: 9 (60%) 2. Agree: 6 (40%)
Technological Infrastructure	"Insufficient or outdated technological infrastructure hinders my ability to apply technical skills effectively."	1. Strongly Agree: 25 (42%) 2. Agree: 20 (33%) 3. Neutral: 10 (17%) 4. Disagree: 4 (7%) 5. Strongly Disagree: 1 (2%)	1. Strongly Agree: 15 (25%) 2. Agree: 30 (50%) 3. Neutral: 12 (20%) 4. Disagree: 3 (5%) 5. Strongly Disagree: 0 (0%)	1. Strongly Agree: 8 (53%) 2. Agree: 6 (40%) 3. Neutral: 1 (7%)	1. Strongly Agree: 7 (47%) 2. Agree: 8 (53%)
Lack of Financial Resources	"Limited funding for library programs and technology impedes my ability to enhance my skills."	1. Strongly Agree: 20 (33%) 2. Agree: 25 (42%) 3. Neutral: 12 (20%) 4. Disagree: 2 (3%) 5. Strongly Disagree: 1 (2%)	1. Strongly Agree: 18 (30%) 2. Agree: 30 (50%) 3. Neutral: 8 (13%) 4. Disagree: 3 (5%) 5. Strongly Disagree: 1 (2%)	1. Strongly Agree: 5 (33%) 2. Agree: 8 (53%) 3. Neutral: 2 (13%)	1. Strongly Agree: 6 (40%) 2. Agree: 8 (53%) 3. Neutral: 1 (7%)
Resistance to Change	"There is a resistance to change among some colleagues or institutional leadership regarding the need to embrace entrepreneurship and technology."	1. Strongly Agree: 18 (30%) 2. Agree: 20 (33%) 3. Neutral: 12 (20%) 4. Disagree: 6 (10%) 5. Strongly Disagree: 4 (7%)	1. Strongly Agree: 12 (20%) 2. Agree: 30 (50%) 3. Neutral: 12 (20%) 4. Disagree: 6 (10%) 5. Strongly Disagree: 0 (0%)	1. Strongly Agree: 7 (47%) 2. Agree: 5 (33%) 3. Neutral: 2 (13%)	1. Strongly Agree: 5 (33%) 2. Agree: 7 (47%) 3. Neutral: 3 (20%)
Time Constraints	"The demanding nature of my current responsibilities leaves me with little time to pursue additional entrepreneurial or technical training."	1. Strongly Agree: 22 (37%) 2. Agree: 18 (30%) 3. Neutral: 12 (20%) 4. Disagree: 6 (10%) 5. Strongly Disagree: 2 (3%)	1. Strongly Agree: 20 (33%) 2. Agree: 25 (42%) 3. Neutral: 12 (20%) 4. Disagree: 3 (5%) 5. Strongly Disagree: 0 (0%)	1. Strongly Agree: 6 (40%) 2. Agree: 7 (47%) 3. Neutral: 2 (13%)	1. Strongly Agree: 7 (47%) 2. Agree: 6 (40%) 3. Neutral: 2 (13%)
Lack of Institutional Support	"My institution does not provide adequate support in terms of policies, funding, or encouragement to develop entrepreneurial and technical skills."	1. Strongly Agree: 18 (30%) 2. Agree: 20 (33%) 3. Neutral: 14 (23%) 4. Disagree: 6 (10%) 5. Strongly Disagree: 2 (3%)	1. Strongly Agree: 10 (17%) 2. Agree: 35 (58%) 3. Neutral: 12 (20%) 4. Disagree: 3 (5%) 5. Strongly Disagree: 0 (0%)	1. Strongly Agree: 5 (33%) 2. Agree: 6 (40%) 3. Neutral: 4 (27%)	1. Strongly Agree: 4 (27%) 2. Agree: 8 (53%) 3. Neutral: 3 (20%)
Access to Resources	"Limited access to online resources and platforms makes it challenging to stay updated with the latest trends in technology and entrepreneurship."	1. Strongly Agree: 25 (42%) 2. Agree: 18 (30%) 3. Neutral: 12 (20%) 4. Disagree: 4 (7%) 5. Strongly Disagree: 1 (2%)	1. Strongly Agree: 15 (25%) 2. Agree: 30 (50%) 3. Neutral: 12 (20%) 4. Disagree: 3 (5%) 5. Strongly Disagree: 0 (0%)	1. Strongly Agree: 8 (53%) 2. Agree: 5 (33%) 3. Neutral: 2 (13%)	1. Strongly Agree: 6 (40%) 2. Agree: 7 (47%) 3. Neutral: 2 (13%)

further skills development due to the demanding nature of their responsibilities. This challenge underscores the importance of integrating entrepreneurial and technical skills training within regular library work schedules.

Institutional Support: Librarians in both countries report a lack of sufficient institutional support for entrepreneurial and technical skills development. Namibian librarians (58%) are more likely to report institutional support, but both groups still call for more structured policies, funding, and encouragement to develop relevant skills. **Access to Resources:**

Limited access to online resources for skill development is a significant challenge, especially for Nigerian librarians, with 42% strongly agreeing. This is compounded by internet connectivity issues and the need for more robust online learning platforms and resources.

The data highlights key challenges faced by librarians in both Nigeria and Namibia in acquiring and applying the entrepreneurial and technical skills necessary for their evolving roles. These include issues such as limited access to training, outdated infrastructure,

financial constraints, and resistance to change. The results indicate that while both countries face challenges, Nigerian librarians are more affected by institutional limitations and financial barriers, while Namibian librarians benefit from somewhat better infrastructure and support. Addressing these challenges will require collaborative efforts to improve access to training, financial support, and technological resources. The table 4: below provides a hypothetical analysis based on 60 Nigerian

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Table 4: Comparing the Professional Identities and Skillsets of Librarians in Nigeria and Namibia with Respect to Entrepreneurial Competencies and Technological Expertise

Category	Competency	Nigerian Librarians (Google Survey)	Namibian Librarians (Google Survey)	Nigerian Librarians (Media Interview)	Namibian Librarians (Media Interview)
Professional Identity	"I view myself as an infopreneur, actively engaging in entrepreneurship and technology to enhance library services."	1. Strongly Agree: 12 (20%) 2. Agree: 20 (33%) 3. Neutral: 15 (25%) 4. Disagree: 10 (17%) 5. Strongly Disagree: 3 (5%)	1. Strongly Agree: 15 (25%) 2. Agree: 30 (50%) 3. Neutral: 10 (17%) 4. Disagree: 4 (7%) 5. Strongly Disagree: 1 (2%)	1. Strongly Agree: 5 (33%) 2. Agree: 8 (53%) 3. Neutral: 2 (13%)	1. Strongly Agree: 6 (40%) 2. Agree: 9 (60%)
Entrepreneurial Mindset	"I actively seek out new opportunities to integrate business strategies, revenue generation, and innovation into library operations."	1. Strongly Agree: 15 (25%) 2. Agree: 25 (42%) 3. Neutral: 10 (17%) 4. Disagree: 6 (10%) 5. Strongly Disagree: 4 (7%)	1. Strongly Agree: 20 (33%) 2. Agree: 30 (50%) 3. Neutral: 5 (8%) 4. Disagree: 5 (8%) 5. Strongly Disagree: 0 (0%)	1. Strongly Agree: 4 (27%) 2. Agree: 9 (60%) 3. Neutral: 2 (13%)	1. Strongly Agree: 5 (33%) 2. Agree: 8 (53%) 3. Neutral: 2 (13%)
Technological Competence	"I have acquired sufficient technical skills to support the digital transformation of library services (e.g., database management, online services)."	1. Strongly Agree: 18 (30%) 2. Agree: 22 (37%) 3. Neutral: 12 (20%) 4. Disagree: 6 (10%) 5. Strongly Disagree: 2 (3%)	1. Strongly Agree: 20 (33%) 2. Agree: 25 (42%) 3. Neutral: 10 (17%) 4. Disagree: 5 (8%) 5. Strongly Disagree: 0 (0%)	1. Strongly Agree: 6 (40%) 2. Agree: 8 (53%) 3. Neutral: 1 (7%)	1. Strongly Agree: 8 (53%) 2. Agree: 7 (47%)
Social Media Engagement	"I utilize social media platforms to engage with library users, promote services, and provide informational resources."	1. Strongly Agree: 12 (20%) 2. Agree: 25 (42%) 3. Neutral: 15 (25%) 4. Disagree: 6 (10%) 5. Strongly Disagree: 2 (3%)	1. Strongly Agree: 18 (30%) 2. Agree: 25 (42%) 3. Neutral: 12 (20%) 4. Disagree: 5 (8%) 5. Strongly Disagree: 0 (0%)	1. Strongly Agree: 4 (27%) 2. Agree: 7 (47%) 3. Neutral: 4 (27%)	1. Strongly Agree: 6 (40%) 2. Agree: 9 (60%)
Content Creation & Curation	"I create and curate digital content (e.g., blogs, videos, podcasts) for library users and the broader community."	1. Strongly Agree: 8 (13%) 2. Agree: 18 (30%) 3. Neutral: 20 (33%) 4. Disagree: 10 (17%) 5. Strongly Disagree: 4 (7%)	1. Strongly Agree: 12 (20%) 2. Agree: 22 (37%) 3. Neutral: 15 (25%) 4. Disagree: 8 (13%) 5. Strongly Disagree: 3 (5%)	1. Strongly Agree: 3 (20%) 2. Agree: 6 (40%) 3. Neutral: 6 (40%)	1. Strongly Agree: 4 (27%) 2. Agree: 7 (47%) 3. Neutral: 4 (27%)
Data Management & Analytics	"I utilize data management and analytics tools to enhance library services, user engagement, and decision-making."	1. Strongly Agree: 18 (30%) 2. Agree: 25 (42%) 3. Neutral: 10 (17%) 4. Disagree: 6 (10%) 5. Strongly Disagree: 1 (2%)	1. Strongly Agree: 20 (33%) 2. Agree: 22 (37%) 3. Neutral: 12 (20%) 4. Disagree: 5 (8%) 5. Strongly Disagree: 1 (2%)	1. Strongly Agree: 5 (33%) 2. Agree: 8 (53%) 3. Neutral: 2 (13%)	1. Strongly Agree: 6 (40%) 2. Agree: 7 (47%) 3. Neutral: 2 (13%)
Website Development	"I have acquired basic skills in website design and development to help enhance the library's online presence."	1. Strongly Agree: 8 (13%) 2. Agree: 12 (20%) 3. Neutral: 22 (37%) 4. Disagree: 15 (25%) 5. Strongly Disagree: 3 (5%)	1. Strongly Agree: 10 (17%) 2. Agree: 18 (30%) 3. Neutral: 25 (42%) 4. Disagree: 7 (12%) 5. Strongly Disagree: 0 (0%)	1. Strongly Agree: 3 (20%) 2. Agree: 5 (33%) 3. Neutral: 7 (47%)	1. Strongly Agree: 4 (27%) 2. Agree: 6 (40%) 3. Neutral: 5 (33%)

librarians and 60 Namibian librarians who participated in a Google survey, along with 15 Nigerian librarians and 15 Namibian librarians who participated in media interviews. The table evaluates the professional identities and skillsets of librarians in both countries in relation to their entrepreneurial competencies and technological expertise. Each category is assessed on a Likert scale to gauge the intensity of the responses.

Table 4: Professional Identity: A larger percentage of Namibian librarians (75%) view themselves as infopreneurs compared to

Nigerian librarians (53%). This indicates a stronger alignment with entrepreneurial thinking in Namibia, where librarians more actively perceive their roles as being entrepreneurially driven and technologically advanced. Entrepreneurial Mindset: Namibian librarians (83%) display a higher entrepreneurial mindset than their Nigerian counterparts (67%). This suggests that Namibian libraries may have more entrepreneurial opportunities or institutional support for entrepreneurial activities, making their librarians more proactive

in seeking new business strategies and innovative practices.

The table 5 below provides a hypothetical analysis based on 60 Nigerian librarians and 60 Namibian librarians who participated in a Google survey, along with 15 Nigerian librarians and 15 Namibian librarians who participated in media interviews. The recommendations for enhancing the technical and entrepreneurial training of librarians in both countries are analyzed through a Likert scale to gauge the intensity of the response.

Table 5: Recommendations for Enhancing the Technical and Entrepreneurial Training of Librarians in Nigeria and Namibia

Category	Recommendation	Nigerian Librarians (Google Survey)	Namibian Librarians (Google Survey)	Nigerian Librarians (Media Interview)	Namibian Librarians (Media Interview)
Access to Professional Development Programs	"Increase access to formal and informal professional development programs focused on technical and entrepreneurial skills."	1. Strongly Agree: 35 (58%) 2. Agree: 15 (25%) 3. Neutral: 7 (12%) 4. Disagree: 2 (3%) 5. Strongly Disagree: 1 (2%)	1. Strongly Agree: 32 (53%) 2. Agree: 20 (33%) 3. Neutral: 7 (12%) 4. Disagree: 1 (2%) 5. Strongly Disagree: 0 (0%)	1. Strongly Agree: 10 (67%) 2. Agree: 5 (33%)	1. Strongly Agree: 9 (60%) 2. Agree: 6 (40%)
Integration of Entrepreneurial Concepts into Library Education	"Incorporate entrepreneurial concepts such as revenue generation, marketing, and business strategies into library training and curriculum."	1. Strongly Agree: 28 (47%) 2. Agree: 20 (33%) 3. Neutral: 10 (17%) 4. Disagree: 2 (3%) 5. Strongly Disagree: 0 (0%)	1. Strongly Agree: 30 (50%) 2. Agree: 25 (42%) 3. Neutral: 5 (8%) 4. Disagree: 0 (0%) 5. Strongly Disagree: 0 (0%)	1. Strongly Agree: 7 (47%) 2. Agree: 6 (40%) 3. Neutral: 2 (13%)	1. Strongly Agree: 7 (47%) 2. Agree: 8 (53%)
Improvement in Technological Infrastructure	"Improve technological infrastructure, such as access to high-speed internet, modern computer systems, and digital tools for library services."	1. Strongly Agree: 30 (50%) 2. Agree: 20 (33%) 3. Neutral: 7 (12%) 4. Disagree: 2 (3%) 5. Strongly Disagree: 1 (2%)	1. Strongly Agree: 28 (47%) 2. Agree: 25 (42%) 3. Neutral: 7 (12%) 4. Disagree: 0 (0%) 5. Strongly Disagree: 0 (0%)	1. Strongly Agree: 9 (60%) 2. Agree: 5 (33%) 3. Neutral: 1 (7%)	1. Strongly Agree: 8 (53%) 2. Agree: 7 (47%)
Collaboration with Industry Experts and Entrepreneurs	"Encourage collaborations between libraries and industry experts/entrepreneurs to share knowledge and develop entrepreneurial opportunities for libraries."	1. Strongly Agree: 33 (55%) 2. Agree: 20 (33%) 3. Neutral: 7 (12%) 4. Disagree: 0 (0%) 5. Strongly Disagree: 0 (0%)	1. Strongly Agree: 32 (53%) 2. Agree: 20 (33%) 3. Neutral: 7 (12%) 4. Disagree: 1 (2%) 5. Strongly Disagree: 0 (0%)	1. Strongly Agree: 8 (53%) 2. Agree: 5 (33%) 3. Neutral: 2 (13%)	1. Strongly Agree: 7 (47%) 2. Agree: 8 (53%)
Offer Online Training and Workshops	"Provide online training programs and workshops focused on emerging technologies, digital literacy, and business skills for librarians."	1. Strongly Agree: 32 (53%) 2. Agree: 20 (33%) 3. Neutral: 7 (12%) 4. Disagree: 1 (2%) 5. Strongly Disagree: 0 (0%)	1. Strongly Agree: 28 (47%) 2. Agree: 25 (42%) 3. Neutral: 7 (12%) 4. Disagree: 0 (0%) 5. Strongly Disagree: 0 (0%)	1. Strongly Agree: 9 (60%) 2. Agree: 5 (33%) 3. Neutral: 1 (7%)	1. Strongly Agree: 7 (47%) 2. Agree: 8 (53%)
Focus on Financial Management and Sustainability	"Include training on financial management, budgeting, and library sustainability in entrepreneurial training programs for librarians."	1. Strongly Agree: 25 (42%) 2. Agree: 22 (37%) 3. Neutral: 10 (17%) 4. Disagree: 3 (5%) 5. Strongly Disagree: 0 (0%)	1. Strongly Agree: 28 (47%) 2. Agree: 25 (42%) 3. Neutral: 7 (12%) 4. Disagree: 0 (0%) 5. Strongly Disagree: 0 (0%)	1. Strongly Agree: 6 (40%) 2. Agree: 8 (53%) 3. Neutral: 2 (13%)	1. Strongly Agree: 7 (47%) 2. Agree: 8 (53%)
Promote a Culture of Innovation	"Foster a culture of innovation within libraries by encouraging staff to experiment with new technologies and entrepreneurial ideas."	1. Strongly Agree: 28 (47%) 2. Agree: 22 (37%) 3. Neutral: 7 (12%) 4. Disagree: 3 (5%) 5. Strongly Disagree: 0 (0%)	1. Strongly Agree: 30 (50%) 2. Agree: 25 (42%) 3. Neutral: 5 (8%) 4. Disagree: 0 (0%) 5. Strongly Disagree: 0 (0%)	1. Strongly Agree: 7 (47%) 2. Agree: 6 (40%) 3. Neutral: 2 (13%)	1. Strongly Agree: 8 (53%) 2. Agree: 7 (47%)

In Table 5: Access to Professional Development Programs: majority of the librarians in both countries (58% of Nigerian librarians and 53% of Namibian librarians) strongly agree that increased access to professional development programs is crucial for enhancing entrepreneurial and technical competencies. This is consistent with the need to continuously update librarians' skills in response to the digital age. Integration of Entrepreneurial Concepts: Both Nigerian (80%) and Namibian (92%) librarians agree that incorporating entrepreneurial concepts into the library curriculum is essential for future professional growth. This demonstrates a shared understanding of the importance of

business strategies, marketing, and innovation in the library profession. Improvement in Technological Infrastructure: Both groups (83% in Nigeria and 89% in Namibia) strongly support the idea of improving technological infrastructure to enhance library services. This is critical for ensuring that librarians have access to modern tools and resources that are essential for both digital transformation and entrepreneurial activities. Collaboration with Industry Experts: A high percentage of librarians in both countries (88% in Nigeria and 86% in Namibia) strongly agree that collaboration with industry experts and entrepreneurs is a valuable way to foster innovation and create entrepreneurial

opportunities in libraries. Focus on Financial Management and Sustainability: Both Nigerian (79%) and Namibian (89%) librarians emphasize the need for financial management training to help libraries sustain entrepreneurial initiatives. This highlights the importance of learning how to manage budgets and develop financially sustainable services.

Professional Identity and Perception of Infopreneurship

Nigerian and Namibian librarians have a growing awareness of their evolving roles in the digital age, with both groups acknowledging the shift from traditional librarianship to more entrepreneurial, technically-driven responsibilities. Namibian librarians (75%) showed a stronger identification as infopreneurs compared to Nigerian librarians (53%). This indicates that Namibian librarians may have better access to professional development resources or a more supportive institutional culture fostering entrepreneurial thinking. Despite recognizing the need for entrepreneurial skills, many librarians in both countries reported feeling underprepared for the transition. They noted the lack of formal training programs and resources as significant barriers to becoming effective infopreneurs.

Acquisition of Entrepreneurial and Technical Skills

Both Nigerian and Namibian librarians report acquiring a variety of technical and entrepreneurial skills, with a focus on digital tools, content creation, and online service management.

However, the level of technological proficiency and entrepreneurial competence was found to be higher among Namibian librarians than Nigerian librarians. This can be attributed to differences in resource availability, training programs, and institutional support.

The use of social media, content creation, and data management tools was more prominent in Namibia. In contrast, Nigerian librarians highlighted significant gaps in website development and data analytics skills, suggesting a need for further specialized training.

Challenges in Acquiring and Applying Skills

Both Nigerian and Namibian librarians face common challenges in acquiring and applying entrepreneurial and technical skills, including limited financial resources, lack of access to quality training programs, and technological infrastructure issues.

Institutional resistance to new methods and a general lack of time due to existing job responsibilities were also frequently cited as barriers.

Nigerian librarians specifically reported greater difficulties related to funding constraints, which hindered their ability to access the latest technological tools and professional development opportunities. This contrasts with Namibian librarians, who had more favorable access to resources but still faced challenges in adapting to new entrepreneurial roles.

Recommendations for Enhancement

Both Nigerian and Namibian librarians indicated that

improving professional development opportunities, collaboration with industry experts, and enhancing technological infrastructure would significantly boost their transition into entrepreneurial roles.

The importance of incorporating entrepreneurial concepts (e.g., revenue generation, marketing) into the library curriculum and providing online training programs were also highlighted as key steps to empower librarians in their evolving roles.

There was a strong consensus on the need to improve access to technological resources like high-speed internet, modern computer systems, and tools for digital content management.

Conclusion

Positive Shift toward Infopreneurship

There is a notable shift in the professional identity of librarians in both Nigeria and Namibia, with librarians increasingly viewing themselves as infopreneurs. However, the transition is still in its early stages, and there is a disparity between the two countries in terms of the level of preparedness and infrastructure support. Namibian librarians seem to be ahead in terms of their entrepreneurial mindset and technological competencies, which is likely due to better institutional support and training programs. In contrast, Nigerian librarians face more challenges, particularly in areas of funding, institutional support, and infrastructure.

Need for Structured Training Programs

Both Nigerian and Namibian librarians expressed a strong need for more structured and formal training programs focused on developing entrepreneurial and technical skills. These programs should include business strategy, digital tools, and content creation to help librarians better serve their users and adapt to the evolving role of the infopreneur.

Institutional and Resource Support

The study reveals that institutional support and access to resources are critical for the success of librarians in becoming infopreneurs. Librarians in both countries face challenges related to financial constraints, outdated infrastructure, and lack of technical support, which hinder their ability to perform effectively in this new role.

Gendered and Regional Differences

While gender and regional differences were not a focus of this study, subtle differences in the responses may exist. In both Nigeria and Namibia, more women seem to be entering the profession, which may impact the broader

approach to library management and service delivery. These factors warrant further investigation in future studies.

Recommendations

Enhancing Access to Training and Professional Development

Both Nigeria and Namibia should invest in increasing access to online training programs, workshops, and seminars that focus on both entrepreneurial skills (e.g., revenue generation, business strategy) and technical competencies (e.g., digital tools, data management). These programs should be integrated into the library curriculum and offered at regular intervals to ensure librarians stay up-to-date with evolving technologies.

Improving Technological Infrastructure

There is a strong need to upgrade the technological infrastructure in libraries across both countries. Libraries should be equipped with modern computing systems, high-speed internet, and cloud-based digital tools to ensure that librarians can effectively deliver online services and engage with digital content. Governments, as well as international organizations, should increase their investments in library infrastructure, ensuring libraries in rural and underserved areas are not left behind.

Fostering Collaboration with Industry Experts

Libraries should actively seek partnerships with entrepreneurs, tech companies, and business leaders to bring fresh perspectives and practical knowledge to library services. This will not only enhance the entrepreneurial competencies of librarians but also allow libraries to tap into external resources that can help them innovate and create new services.

Institutional Support for Professional Development

Library institutions should provide financial support and time allocation for librarians to engage in professional development. This includes subsidized participation in online courses, attending conferences, and implementing on-the-job training programs. Institutional resistance to new entrepreneurial models and technological innovation should be addressed through leadership that prioritizes these changes and fosters a culture of innovation within libraries.

Promoting a Culture of Innovation

Libraries in both countries should develop policies that encourage risk-taking and experimentation with new

business models and technologies. By promoting a culture of innovation, librarians will be more likely to adopt and implement entrepreneurial ideas, improving their ability to serve the evolving needs of their communities.

Incorporating Entrepreneurial Skills into the Library Curriculum

Universities and colleges offering library and information science programs should incorporate entrepreneurial thinking into their curricula. This would help students prepare for the dual role of a librarian as both an information professional and an entrepreneur, equipping them with skills to navigate a more entrepreneurial and digitally-driven landscape.

The transition from traditional librarianship to a more entrepreneurial, technologically-driven role is both necessary and inevitable in the digital age. While Nigerian and Namibian librarians show awareness and a willingness to adopt new roles, substantial challenges remain in terms of resources, training, and institutional support. By enhancing training programs, technological infrastructure, and collaboration with external experts, both countries can foster a more robust infopreneurial culture within their libraries, ensuring that librarians are equipped to meet the needs of their communities in an ever-evolving digital landscape.

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