



ICIS2022Penang
<https://fim.uitm.edu.my/index.php/research/conference/342-icis-2022>
5th International Conference on Information Science
Royale Chulan, Penang, Malaysia, 19-21 Sep 2022
Organised by Faculty of Information Management, UiTM, Malaysia



Strategies to Drive Successful Infopreneurship among Library Science Students

Nurussobah Hussin, Hanis Diyana Kamarudin, Mohd Fuad Haron, Siti Nurul Atikah Alang Achik

Faculty of Information Management,
Universiti Teknologi MARA Cawangan Selangor, Malaysia

nurussobah@uitm.edu.my, hanisdiyana@uitm.edu.my, mfh790713@gmail.com and snatikah@gmail.com
Tel: +603-79622207

Abstract

This paper extends and elaborates on the strategies to encourage successful infopreneurship among library science students. Upon completing the paper, it adapted the literature analysis of recent literature regarding infopreneurship and entrepreneurship strategies. As a result, five strategies can help library science students succeed in infopreneurship, including education and training, creativity and innovation, developing a supply chain system, networking and risk-taking. Conjunctionally, there is room for improvement in lieu of infopreneurship strategies in the long run by manipulating the education sector effectively to transform the misguided stigma of infopreneurship and evoke the acceptance of infopreneurship as a whole.

Keywords: Infopreneurship, entrepreneurship, strategies, library science, students

eISSN: 2398-4287© 2021. The Authors. Published for AMER ABRA cE-Bs by e-International Publishing House, Ltd., UK. This is an open access article under the CC BYNC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>). Peer-review under responsibility of AMER (Association of Malaysian Environment-Behaviour Researchers), ABRA (Association of Behavioural Researchers on Asians/Africans/Arabians) and cE-Bs (Centre for Environment-Behaviour Studies), Faculty of Architecture, Planning & Surveying, Universiti Teknologi MARA, Malaysia.
DOI: <https://doi.org/10.21834/ebpj.v7iS110.4097>

1.0 Introduction

Information, a critical component of today's knowledge-based economy, is constantly evolving and dynamic. Information and its use have developed into a valuable resource, earning it a place alongside previously recognized components of production such as land, labour, money, and the entrepreneur. These production factors are critical for individual, societal, and national growth. According to Ukachi (2015), individual and social advancement are highly dependent on the appropriate use of relevant information at the appropriate time. Information is required to alleviate ambiguity and facilitate sound decision-making.

People's ways of sharing ideas between cultures have evolved as information and communication technology (ICT) has developed (Anggia & Sensuse, 2013). The term "infopreneurship" is a relatively new term in the discipline of Library and Information Science (LIS), although its function has been in existence ever since the beginning of information consulting and brokering (Ramugondo, 2010). The term infopreneur, on the other hand, is a combination of two distinct fields, as it is derived from the terms "information" and "entrepreneurship" (Ogbonna & Dare, 2020). Another definition defined by Farawahida Mohd (2019) is that infopreneurship entails the creation, marketing, and sale of products (primarily digital) that share one's life experience or knowledge to generate profit and educate or influence an audience.

A study by Aregbesola et al. (2019) proved that infopreneurship plays an important role in the economic sector because information products and services are being made accessible to the increasing population requiring information. Dewah & Mutula (2016) mentioned that infopreneurship could take many forms, including e-book publication, e-consultancy, e-newsletter creation, online issue resolution,

eISSN: 2398-4287© 2021. The Authors. Published for AMER ABRA cE-Bs by e-International Publishing House, Ltd., UK. This is an open access article under the CC BYNC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>). Peer-review under responsibility of AMER (Association of Malaysian Environment-Behaviour Researchers), ABRA (Association of Behavioural Researchers on Asians/Africans/Arabians) and cE-Bs (Centre for Environment-Behaviour Studies), Faculty of Architecture, Planning & Surveying, Universiti Teknologi MARA, Malaysia.
DOI: <https://doi.org/10.21834/ebpj.v7iS110.4097>

research proposal drafting, and so on. Infopreneurship is needed for many factors; for instance, for an unemployed person who seeks advice. Hence, knowledge and assistance regarding funding, as well as access to grants and personal grants, are among the needs of these organisations. As a result, these knowledge and assistance seekers could be necessity-driven entrepreneurs looking for a new way to make a living by starting a company (Lougui & Nyström, 2014).

Infopreneurship greatly impacts youth and graduates. Iwuri and Ocholla's (2016) study proved that an alternative career that may offer job opportunities is infopreneurship. Infopreneurship among library experts can turn out revenue to help pay for paid work, ensuring monetary fulfilment. The survey discovered that practically no exploration has been done on infopreneurial rehearses among library experts. There are two kinds of infopreneurs. The first are those that sell the data they have amassed alone and those that assist in selling others' data. The second gets paid for selling data that they didn't make. Most infopreneurs frequently have their own site, a passage for their business (Adetayo & Hamzat, 2021). Thus, this study was conducted to identify key strategies to drive successful infopreneurship among library science students as infopreneurship plays a significant role in economic development.

2.0 Methodology

This paper was developed based on a literature search conducted on online databases. Since every online database has its own search platforms for conducting search techniques, this paper's search process was adjusted according to the database's requirements. Then, a systematic search of online databases, i.e., ScienceDirect, Scopus, ProQuest, and Google Scholar, was conducted. The study approach describes the data acquired from past studies and the procedures used to investigate the research topic.

Whenever appropriate, a combination of keywords such as "Infopreneurship", "Entrepreneurial Education", and "Infopreneurial Behaviour" was searched via functions of phrase searching and Boolean operators. The timeline between 2019 and 2020 was selected as one of the inclusion criteria. Furthermore, to ensure the quality of the review, only articles with empirical data published in a journal are included. Moreover, only articles published in English are incorporated in the review to avoid confusion in understanding (Table 1).

Table 1: The inclusion and exclusion criteria

Criteria	Inclusion	Exclusion
Timeline	2014 to 2020	Before 2014
Publication type	Article journal	Conference proceeding, newspaper, review paper
Language	English	Non-english

The authors manually monitor the retrieved articles to ensure all the remaining articles (after the screening process) are in line with the criteria. The authors applied a qualitative method, and carefully read all 11 articles, paying particular attention to the abstract, results, and discussion sections. Any information from the reviewed studies was abstracted and put in a table following the research objective. The authors used thematic analysis to find themes by noting similarities and relating the themes and sub-themes found in the abstracted data.

3.0 Findings and discussions

The purpose of this discussion is to identify the strategies that can be applied to drive successful infopreneurship among library science students, concentrating on the acute opinion of how these applied strategies can impact the infopreneurship among those students. Based on the above table, there are seven articles that have been extensively analysed and synthesised. The articles are: i) An Infopreneurship Model for Iranian Online Information Businesses (Bayat et al., 2019), ii) University Entrepreneurial Push Strategy and Students' Entrepreneurial Intention (Wegner et al., 2019), iii) Prioritizing Successful Entrepreneurial Skills: An Emphasis on the Perspectives of Entrepreneurs Versus Aspiring Entrepreneurs (Hatthakijphong & Ting, 2019), iv) Infopreneur: Education for Economic Growth (Yatin, S. F. M., Shuhaimi, H., & Ayob, A, 2018), v) Entrepreneurship through the platform strategy in the digital era: Insights and research opportunities (Hsieh, Y.-J., & Wu, Y. J, 2019) vi) Students' perceptions of the infopreneurship education in the Department of Records and Archives Management at the National University of Science and Technology (Dewah, P., & Mutula, S., 2016) and vii) The status and development of infopreneurship in Nigeria and South Africa (Iwuri, O. M. & Ocholla, D. N., 2016).

Table 2. Synthesis of Strategies to Drive Successful Infopreneurship among Library Science Students

Strategies to Drive Successful Infopreneurship among Library Science Students.	Yatin, S. F. M., Shuhaimi, H., & Ayob, A. (2018).	Wegner et al., (2019)	Hsieh, Y.-J., & Wu, Y. J. (2019)	Hatthakijphong & Ting (2019)	Bayat, B., Babalhavaej, F., Hariri, N., & Alireza, I. (2019).	Dewah, P., & Mutula, S. (2016).	Iwuri, O. M. & Ocholla, D. N. (2016).
Infopreneurship Education and Training	/	/			/	/	/
Creative and Innovative	/	/		/	/		

Developing supply chain system		/				/	/
Commercialization via the platform strategy		/	/				
Risk Taking		/		/	/		
Infopreneurial Environment	/						

The top five strategies that drive successful infopreneurship for library science students have been discovered and shortlisted. This resulted in a total of five articles listing *infopreneurship education and training* as the main strategies to drive successful infopreneurship. Whereas the next strategies are *creative and innovative*, which were identified in four articles. Lastly, the strategies for successful infopreneurship are both *commercialization via the platform strategy* and *risk-taking*, which were found in three articles. Centered on the analysis table attached next, exhaustive discussions on the strategies to drive successful infopreneurship among library science students are enclosed as follows.

3.1 Infopreneurship education and training

A higher learning institution is a typical platform for conveying infopreneurship knowledge and training. Infopreneur-related courses in the university curricular program will expand the choices for graduates from information science studies in pursuing their careers (Yatin et al., 2018; Dewah & Mutula, 2016). According to Bayat et al. (2019), the infopreneurship courses provided by the university prepare graduates to counter the industry. The courses related to infopreneurship help the information professionals handle the country's issues like the financial crisis and underemployment rate. The training in ICT for the infopreneur is a must because they rely on the computer and technology to enhance the client's performance and develop their skills and knowledge in particular fields. (Ivwurie & Ocholla, 2016). Teaching and preparing infopreneurs among library science students is valuable. The impact of providing training for the students will help them to develop and promote self-employment through business creation. According to Wegner et al. (2019), there is a positive correlation between education and training in entrepreneurship on the one hand and an interest in becoming an entrepreneur as a professional choice on the other.

3.2 Creative and Innovative

Creativity and innovation are two important aspects in developing strategies that drive successful infopreneurship for library science students that should be drilled. Innovation is the individual's degree of desire to produce novelty (Wegner, 2019). Through these strategies, it will provide a way of thinking for infopreneurs in real-world business environments by allowing them to make money and wealth in a sector in which they can expect to add value (Bayat et al., 2019). A study by Hatthakijphong & Ting (2019) shows that creative thinking and innovation are the first and second most important criteria for success; hence, these strategies must be well executed. These strategies will create infopreneurs who are idealists, inventors, organizers, or innovators.

Creative and innovative are some of the many crucial points needed and ought to be drilled in the infopreneurship training field. Hence, infopreneurs must always be prepared and be one step ahead of the consumers of information. Therefore, out-of-the-box or bird's-eye view mindsets such as creative thinking, strategic planning, focused marketing, innovation willingness, and risk-taking attitudes should and must be instilled within them (Yatin, Shuhaimi, & Ayob, 2018). Additionally, creativity and innovativeness among infopreneurs are necessary to educate the consumers of information so they are on par with the latest advancements.

3.3 Developing supply chain system

Another significant component of infopreneurship and entrepreneurship is inventorying the network of the executives. The supply chain is essential to ensure the sustainability of business operations. It incorporates the arrangement of exercises through which data or an item and administration is made and conveyed to clients. An organisation must set up a suitable value creation and conveyance framework for concocting and communicating with the network. The university may help to prepare a strategy that can help the students to broaden their networking, such as collaboration with entrepreneurs and technical visits that are designed to influence students' entrepreneurial intentions (Wegner, 2019). Creating a production network is essential to drive effective infopreneurship among library science students. Assembling, coordination, administration, conveyance, advertising, and human resources are aspects and areas that could be applied in developing business operations. Other than that, through this strategy, it allowed the embedded librarian to expand library services to students and experiment with existing content as well (Ivwurie et. al, 2016).

3.4 Commercialization via the platform strategy

Commercialization abilities require working schedules for creating and delivering items, overseeing deal power and circulation channels, giving client assistance, keeping up standing and brand acknowledgement, and setting industry guidelines. Commercialization incorporates both keys, including businesses demonstrating and promoting and employable people, including assembling and dealing exercises. In particular, plan of action configuration is significant for infopreneurs and business people. It could be difficult to foster new items or administrations. Nevertheless, they will not popularize them (Hsieh & Wu, 2019).

In reality, various stages are accessible for these sorts of businesspeople. For example, Apple iOS and Google Android cultivate advanced environments for application engineers. In this regard, application designers exploit the stages as a channel to reach clients and purchasers (Hsieh & Wu, 2019). As for infopreneurship among library science students, commercialization capabilities can be beneficial as they can help the students to maintain and learn more about marketing information for library users. The presence of a new platform for

the library that can provide various details quickly might help the library become an information hub that carries important information that can be useful now and also in the future. Organizations such as universities also need to play their parts and support infopreneurship activities such as an annual Entrepreneurship and Innovation Week during which students can meet and hear from many top entrepreneurs (Wegner et al., 2019).

3.5 Risk-Taking

According to Hatthakijphong & Ting (2019), risk-taking is a personal skill that includes personal entrepreneurial skills: self-control and discipline, risk management, innovation, persistence, leadership, change management, network building, and strategic thinking skills. Infopreneurs need to have a good strategy for marketing their product. Bayat et al. (2019) find that strategic factors and infopreneurship outcomes are identified as the factors affecting Infopreneurship in online information businesses in Iran. The risk-taking strategy also relates to entrepreneurial self-efficacy, defined as the belief that one can execute a target behaviour that includes a risk-taking area (Wegner et al., 2019).

4.0 Conclusion & Recommendations

Transformation is required to stay current with the information industry's rapid evolution. The library and information science fields in a few universities are in a good move as they include an infopreneurial curriculum within the curriculum to teach students how to become self-employed upon graduation without having to wait for government job openings. Infopreneurship courses should be practical and tailored to the target group's specific needs to adequately prepare students to become infopreneurs in their respective fields. In a nutshell, a library science student must develop suitable strategies to become a successful infopreneur.

Like any other field, infopreneurship constantly changes and requires updates to its practices, research, and activities. Information professionals should prioritize infopreneurial studies since they are already involved in using and managing information. Being an excellent infopreneur will help you have a significant impact on many aspects of the economy and society. With a good strategy for marketing, it will help in economic growth; not only that, but it also improves personal, interpersonal, and intrapersonal skills. Besides that, through infopreneurship, job opportunities will also be increased by decreasing the employment gap through activity. Infopreneurs also need to identify the pros and cons of every decision strategy that they have adopted. Thus, it is crucial for library and information science students to have infopreneurship knowledge and skills. In this increasingly digital environment, the business of infopreneurship is one such new field that has become an innovation in mainstream information practice to reduce the unemployment rate, increase per-capita income, and advance economic growth. Therefore, a call for future research in the field of infopreneurship education for all students in higher learning institutions specifically for library and information science students is essentially needed.

Acknowledgements

The authors would like to acknowledge the Faculty of Information Management, Selangor branch, Universiti Teknologi MARA for funding and support for this research. The registration fees is funded by Pembiayaan Yuran Prosiding Berindeks, Tabung FLP FPM.

Paper Contribution to Related Field of Study

This article makes a significant contribution to the infopreneurship field. Adding literature sources for further research on the subject gives an overview of infopreneurship to educate the public and encourage them to become knowledgeable information entrepreneurs. The business of infopreneurship is one of such new fields that have become an innovation in mainstream information practice to reduce a given population's unemployment rate, increased per-capita income, and advance economic growth.

References

- Adetayo, A. J., & Hamzat, S. A. (2021). Infopreneurship and Financial Satisfaction among Library Professionals in Tertiary Institutions in Ede, Osun, Nigeria. *Library Philosophy and Practice*, 16.
- Aregbesola, A., Walt, V. D., Owolabi, S., Idiegbeyan-ose, J., Okocha, F., & Eyiolorunshe, T. (2019). 1st International Conference on Sustainable Infrastructural Development. IOP Publishing.
- Anggia, P., & Sensuse, D. I. (2013). Analyzing the Benefits of Blog for Enhancing Knowledge Management among Bloggers. *International Journal of Computer Science Issues*, 10(2). www.IJCSI.org
- Bayat, B., Babalhavaeji, F., Hariri, N., & Alireza, I. (2019). An Infopreneurship Model for Iranian Online Information Businesses. *International Journal of Information Science and Management*, 17(2), 85-97. <https://doi.org/10.31274/rtd-180817-3236>
- David, R., & Dube, A. (2014). Infopreneurial Behaviour among University Graduates in the Information Science Faculty of a University in Zimbabwe. *Infopreneurship Journal*, 1(2), 18-30. www.infopreneurship.net
- Dewah, P., & Mutula, S. (2016). Students' perceptions of the infopreneurship education in the Department of Records and Archives Management at the National University of Science and Technology. *South African Journal of Information Management*, 18(1). <https://doi.org/10.4102/sajim.v18i1.717>

- Farawahida, M. (2019). Towards the Readiness of Infopreneur Usage in Malaysia: A Pilot Study. *International Journal of Innovation, Creativity and Change*, 6(9). www.ijicc.net
- Hsieh, Y.-J., & Wu, Y. J. (2019). Entrepreneurship through the platform strategy in the digital era: Insights and research opportunities. *Computers in Human Behavior*, 95, 315–323. <https://doi.org/10.1016/j.chb.2018.03.033>
- Hatthakijphong, P., & Ting, H. (2019). Prioritizing successful entrepreneurial skills: An emphasis on the perspectives of entrepreneurs versus aspiring entrepreneurs. *Thinking Skills and Creativity*, 34, 100603. <https://doi.org/10.1016/j.tsc.2019.100603>
- Ivwurie, O. M. & Ocholla, D. N. (2016). The status and development of infopreneurship in Nigeria and South Africa. *Education for Information*, 32(4), 323-342. <https://doi.org/10.3233/EFI-160980>
- Khumalo, N. B., & Nkala, G. S. (2015). The importance of infopreneurship training for records and archives management students in Zimbabwe. *Journal of The South African Society of Archivists*, 48, 66–76.
- Li, L., & Wu, D. (2019). Entrepreneurial education and students' entrepreneurial intention: Does team cooperation matter? *Journal of Global Entrepreneurship Research*, 9(1). <https://doi.org/10.1186/s40497-019-0157-3>
- Lougui, M., & Nyström, K. (2014). What obstacles do entrepreneurs encounter? *Journal of Entrepreneurship and Public Policy*, 3(2), 275-291. <https://doi.org/10.1108/jepp-08-2012-0041>
- Ogbonna, U. A., & Dare, L. A. (2020). Adopting the Social Media and Infopreneurship Skills for Overcoming the Unemployment Problems of University Graduates in Nigeria. *Library Philosophy and Practice (e-Journal)*.
- Pun, R. (2015). The embedded librarian as an entrepreneur in a startup university. *Reference Services Review*, 43(3), 439-449. <https://doi.org/10.1108/rsr-02-2015-0012>
- Ramugondo, L. S. (2010, September). An Exploratory study of infopreneurship as a job option for Library and Information Science students: A literature review [Conference session]. 11th DIS Annual Conference, Richardsbay, University of Zululand, South Africa.
- Shah, A. M. (2012). Business Strategies in the Emerging Markets. *Journal of Asia-Pacific Business*, 13(1), 4–15. <https://doi.org/10.1080/10599231.2011.616143>
- Towers, N., Santoso, A. S., Sulkowski, N., & Jameson, J. (2020). Entrepreneurial capacitybuilding in HEIs for embedding entrepreneurship and enterprise creation – a tripartite approach. *International Journal of Retail & Distribution Management*, 48(8), 881899. <https://doi.org/10.1108/ijrdm-06-2019-0185>
- Wegner, D., Thomas, E., Teixeira, E. K., & Maehler, A. E. (2019). University entrepreneurial push strategy and students' entrepreneurial intention. *International Journal of Entrepreneurial Behavior & Research*, 26(2), 307-325. <https://doi.org/10.1108/ijeb-10-2018-0648>
- Yatin, S. F. M., Shuhaimi, H., & Ayob, A. (2018). Infopreneur: Education for Economic Growth. *International Journal of Academic Research in Business and Social Sciences*, 8(12), 1460-1476.