

Full Length Research

Entrepreneurship Education for Economic Development among 21st Century Library and Information Science Students in Nigerian Universities: A Nexus

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Entrepreneurship education as a process aimed at providing learners with entrepreneurial spirit, knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. The objectives of entrepreneurship education are very clear. Functional education aims at empowering learners to create employment opportunities by equipping them with specific skills for self-employment, independence and economic development. It creates all kinds of skills and experiences that give learners the ability to access, as well as transform opportunities within and outside their society. The concept of entrepreneurship education goes beyond business creation. It includes improving the ability of students to anticipate and respond to social changes and economic development. In this knowledge economy and digital age, there is need for wealth-building ventures as government job or employment in industries and companies are scarce globally compare to the numbers of millions of graduates and professionals in the labour market at the national and international level. Thus, entrepreneurship is a key, crucial and deciding factor for employment and economic growth. This should span into all fields where trainings and retraining will be offered on entrepreneurship which boils down to integrating it into the curriculum of all disciplines, library and information science inclusive. Hence, there should be a nexus between Library and Information Science Students in Nigerian Library Schools and entrepreneurship whereby they will be adequately trained on the subject for relevance and sustainability in the 21st century to ensure a balanced economic development and growth for national security.

Keywords: Entrepreneurship Education, Economic Development, Library and Information Science Students, 21st Century, Nigerian Universities

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Introduction

Entrepreneurship is a field that is most relevant in the 21st century where creativity and innovations are stressed due to downsize of white-collar job employment and services. Library and information science is not left behind in the nexus of its curriculum with the practical functionality of Entrepreneurship education to stay relevant in the age which can equally made the LIS students relevant in the world of digital and knowledge economy and inclusiveness. Aguolu & Aguolu (2000) in Imabong (2023) express that Librarianship is a growing profession, depending on which area of librarianship and

information one finds himself or herself. If Nigerian information professionals are given adequate human resources, training and focus, they will be capable of handling any of the services earlier on mentioned. This will also require lots of changes in the LIS curriculum as earlier mentioned. These changes will need a great deal of capital generation in the library schools and the library to purchase relevant infrastructures for effective teaching and research. Information broking will also emanate, just as mass communication emanated from library and information.

The word entrepreneur is French in origin, it comes from a 13th century French verb 'entreprendre' which means to "undertake", to pursue opportunities. It also means 'to begin something', a between taker or "a go-between". This word first appeared in the French dictionary in 1723. Hisrich (1986) in Ngwuchukwu & Onyebuchi, (2022), tracing the origin of entrepreneurship noted that Marco Polo, a Venetian merchant who attempted to establish trade routes to the far East in the course of his business gave the earliest definition of an entrepreneur as a go-between Entrepreneurship therefore means the act of an entrepreneur which involves brooding of ideas, searching for opportunities, recognizing it and then running the business idea to fulfill needs and wants through innovation (Ngwuchukwu & Onyebuchi, 2022). Hisrich (1986) in Ngwuchukwu & Onyebuchi (2022) traced the meaning and the development of the term Entrepreneurship in different centuries. It is very important to understand these historical developments in order to have a good grasp of this course. In the middle-ages, entrepreneurship refers to person who manages a large project but does not take any risk in such business. Most of these people were clerics who were in charge of great architectural works such as public buildings, castles, cathedrals etc. but did not take any risk from such duty. In the 17th Century, the term risk was associated with entrepreneurship unlike in the middle ages.

An entrepreneur during this period enters into a contractual agreement with the government to perform a service with a stipulated fixed price; the effect is that the entrepreneur bears whatever risk or profit that accrues from the business. John Law was one entrepreneur who took a lot of risk during this period. The Royal Bank which John Law established collapsed and he bore the risk. Richard Cantillon, an economist viewed an entrepreneur as a risk taker who operates under uncertainties. In fact, it was the first use of the word in academic parlance. An entrepreneur was seen as an actor, a person in charge of large-scale production, in the 17th century (Ngwuchukwu & Onyebuchi, 2022).

An entrepreneur was seen as a person who bears risks. In early 1800, economist Jean Baptist popularized the term by referring to it as individuals who create value in an economy by moving resources out of areas of low productivity to areas of high productivity that provides opportunity for greater yields. This century ushered in industrialization due to demands of the changing world. The world needed new ways of doing things, so entrepreneurs started by discovering new ways of easing off workloads and making life better. Examples are Thomas Edison and Eli- Whitney. Both were developing new technologies but were unable to finance the inventions themselves. Edison raised capital from private sources to develop and experiment in the fields of electricity and chemistry. Hence, this maxim, 'An entrepreneur must not have money before owning an enterprise'. Ideas are enough (Ngwuchukwu & Onyebuchi, 2022).

Rosnah (2012) in Ngwuchukwu & Onyebuchi (2022) noted that in the 19th and 20th century, entrepreneurs were viewed from an economic perspective. He was seen as one who organizes and operates an enterprise for personal gain. Such an individual assumes the chance of loss or gain but the net residue totally belongs to him. In the 19th and 20th century, entrepreneur is defined in the context of ingenuity, initiative and innovation in planning and organization. The entrepreneur produces what is new using new technologies available, he understands the nitty gritty of his work and is fully in control of his business. An example of such entrepreneur is Carnegie, a descendant of Scottish family who invented nothing but developed new technologies in the creation of products to achieve economic vitality. In the 20th century, our understanding of entrepreneurship owes much to the work of economist Joseph Schumpeter in the 1930s. Precisely in 1934, Schumpeter, otherwise called the father of entrepreneurship described an entrepreneur as one who carries out new combinations by introducing new products or processes, identifying new experts, new markets or even creating new businesses. In Schumpeter's view, an entrepreneur leads the way in creating new businesses. He is of the view that 21st century entrepreneurship is all about structural changes and economic growth.

21st Century Entrepreneurship Education for Economic Development

Entrepreneurship education is a process aimed at providing learners with entrepreneurial spirit, knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. The objectives of entrepreneurship education are very clear. Functional education aims at empowering learners to create employment opportunities by equipping them with specific skills for self-employment, independence and economic development. It creates all kinds of skills and experiences that give learners the ability to access, as well as transform opportunities within and outside their society. The concept of entrepreneurship education goes beyond business creation. It includes improving the ability of students to anticipate and respond to social changes and economic development.

Nigerian educational system is a colonial heritage and as such, does not have much consideration for Entrepreneurship Education. The colonial education was designed to assist colonial masters in breaking communication gap between them

and Nigerians. Emphasis was placed on producing clerical and administrative officers, teachers, clergy and other liberal arts graduates who would facilitate the westernization process. The post independence governments did not do much to restructure our education curricular right from the primary, secondary through the tertiary stage (Ahiauzu and Emmanuel 2022). Dana (2001) in Ahiauzu and Emmanuel (2022), notes that our educational institutions, few as they were, remained factories for producing white collar jobbers with no special profession nor was entrepreneurial skills envisaged in the educational system.

Okojie, (2009) in Ahiauzu and Emmanuel (2022), The Federal Government, being worried by the high level of unemployment, deteriorating per capita income, youths agitation in various parts of the country, directed all tertiary institutions in the country to run Entrepreneurship Studies as a compulsory course for all students irrespective of their disciplines with effect from 2007/2008 academic session. Although the Federal Government made Entrepreneurship Education compulsory, some universities are yet to commence it with a degree of seriousness. By making Entrepreneurship Studies compulsory, government is aiming at producing opportunity or knowledge-based entrepreneurs who are expected to be critical growth drivers of our economy. From the foregoing, it can be deduced that Entrepreneurship Education is still at infancy in Nigerian universities, the fact remains that one of the LIS goals on Education, is the development of entrepreneurial skills among undergraduates. The essence of it all is for LIS professionals to demonstrate entrepreneurial capabilities in their offerings, targeted at training graduates that would be job creators rather than employment seekers for economic and national development.

Entrepreneurship Skills for LIS Students

Entrepreneurship Education Salami (2011) as cited in Adamu (2015) explained that entrepreneurship education has been embraced by almost all the developed countries so it is important to develop the spirit and culture of entrepreneurship education also in the developing countries. Entrepreneurship education is the type of education that shapes people's mindset and also provide the skills and knowledge that one requires to develop an entrepreneurial culture. Entrepreneurship education should be available to all university students regardless of their courses. In order to enhance competitive advantage, it is important to introduce entrepreneurial education into existing education since education is internationally accepted as an index of development. The relationships between education and development have since been established and are mutual. Alberti, Sciascia and Poli (2004) in Adamu (2015) described entrepreneurship education as the structured formal conveyance of entrepreneurship competencies which in turn refer to the concepts, skills and mental awareness used by individuals during the process of starting and developing their growth oriented ventures. Entrepreneurship education goal is to promote creativity, innovation and self-employment by developing personal attributes and skills that form the basis of an entrepreneurial mindset and behavior. According to Babalola and Abifarin (n.d) as cited in Adamu (2015), the highlight of skills required by Information entrepreneurs is given below. The list is not exhaustive:

- **Technical knowledge and Training:** In today's web avalanche of information, the information specialist is more and more the key to information in a digital format. To be proficient in technology and computer is essential to being a successful librarian or information professional.
- **Organisational and evaluation skills:** The ability to multitask and juggle different jobs is a major part of the reference information' repertoire. Often information specialists are asked to perform many tasks, from assistance in the search for information for patrons to ordering or discarding library materials, to preparing presentations about the library for the community or a board of directors. Without organisational skills, a librarian or information professional would falter under the amount of and different types of work they had. Along with the ability to multi task and organise within the workings of the information specialists as a whole, comes the organisational and evaluation skills that come with working one on one with a user seeking to answer a specific question.
- **Marketing /Interpersonal skills:** it is very important for librarians and other information professionals to be able to communicate with users who come to search for information. They should be able to relate well with other colleagues far and near and even with their employers. As for library patrons, the reference interview is a key to any successful interaction between a reference librarian or information scientist and a user. This interview enables a librarian or information scientist to glean what the user wants, and in what form they want it.
- **Managing money:** A library and information professional who wants to succeed must talk about money always. He/She should learn to spend money wisely. He must not be a waster.
- **Public speaking:** A library and information science professional who is afraid of talking in public would find it difficult to succeed as an entrepreneur. Therefore he/she needs public speaking skills.
- **Managing Time:** No time must be wasted. For one to succeed as an entrepreneur in library and information science profession, one must value, keep and protect time.

- Risk taking: This is an important skill that an entrepreneur in library and information profession must develop. He/she must develop the ability of taking risk, managing risk and making profit at the end of the risk. Any entrepreneur who cannot take risk will find it difficult to succeed.
 - Learning: Learning is an important entrepreneurial skill that all Information professionals must adopt. Learning new skills in information and communication technology (ICT) in this information driven world is compulsory. Other new skills that are necessary should be made seamless as much as possible to daily routine. Learning is part of Life. Learning is growth. All information professionals should avail themselves of the learning potentials that are provided by technology world and other media of learning.
 - Hard work: Any library and information science professional that desires success in his/her entrepreneurial business must be hard working. No short-cut to success than hard work.
 - Currency and Information Smart: Information professionals that will break through in an entrepreneurial activity must be current with happenings in the world of business. He must be prudent and smart with information.
 - Innovation and Creativity: Innovative and creative minded library and information science professional would generate new ideas, solve current problems in the information world and possibly create customer friendly information products.
- Entrepreneurship Education for Economic

Entrepreneurship Education and Library and Information Science Curriculum

We are in a generation where the future is uncertain. In the words of Emmanuel (2020) in Ahiauzu and Emmanuel (2022), the world has never been in need of students and graduates who want to make a difference than it is today. This is because the world belongs to creators and innovators, "The Entrepreneur". According to Davis (2015), Shane and Venkataraman (2000) as cited in Ahiauzu and Emmanuel (2022), entrepreneurship is the creation and running of one's own business. It was emphasized that it is a "nexus" that involves entrepreneurial individuals seizing and exploiting lucrative opportunities: "The field involves the study of sources of opportunities; the processes of discovery, evaluation, and exploitation of opportunities; and the set of individuals who discover, evaluate, and exploit them". Entrepreneurship therefore, can be seen as a process that leads to discovery.

Pittaway & Cope (2003); Emmanuel (2021) in Ahiauzu and Emmanuel (2022), described an entrepreneur as someone who commercializes his or her innovation while in her work concluded that an entrepreneur is:

- A person who identifies business opportunities that will fill gaps in the market
- A person who undertakes the risk of starting a new business venture.
- A person who creates a firm, which aggregates capital and labour in order to produce goods or services for profit.
- One who is an important driver of economic growth and innovation.

Librarians are increasingly encouraged to be entrepreneurs. An entrepreneur is skilled in the use of available resources to create something new and which can sustain the individual or provide him a means of livelihood. The inclusion of Entrepreneurship Education in the curriculum of Library and Information Science is meant to increase innovation and creativity level in students, so that at the end of their study in the institution they will be able to provide for themselves a means of living, create job opportunities for others, add value to lives, communities and also, assist in the development of the nation.

Many reasons have been pointed out to justify the inclusion of Entrepreneurship Education in LIS curriculum. According to Paul (2005) in Ahiauzu and Emmanuel (2022), Entrepreneurship Education stands to achieve the following objectives:

- Offers functional skills for LIS graduates that will enable them to be self-employed and self-reliant;
- Provide them with adequate training that will enable them to be creative and innovative in identifying novel business opportunities;
- Serves as a catalyst for economic growth and development;
- Offers LIS graduate with adequate training in risk management to make certain bearing feasible;
- Reduce high rate of poverty;
- Employment generation;
- Provide the young graduates with enough training and support that will enable them to establish a career in small and medium size business;
- Inculcate the spirit of perseverance in the youths and adults that will enable them to persist in any business venture they may embark on;
- Create smooth transition from traditional to a modern industrial economy.

In Nigeria, the overcrowded job market is forcing thousands of graduates into unemployment and its associated consequences of kidnapping, drug addiction, youth restiveness and general poor standard of living. This has made it imperative that graduates be equipped with skills that are required to achieve self-reliance. With appropriate skills, LIS students as information professionals will be at the vanguard of information generation and reaping its employment opportunities in libraries, companies and corporate organizations.

Bedford, Donley and Lensenmayer, (2015) in Abdullahi, Barkindo & Chioma (2021) The schools of LIS in Nigeria are part and parcel of the economic transformation process of the country. Transformation and improvement in the society influence what librarians do, how they work, where they work, how they are perceived and what competencies they need to succeed in the information and knowledge environment. The LIS schools are responsible for imparting skills and competencies to their students for survival in the 21st century knowledge economy. For this reason, therefore, they must deliver what librarianship as a profession signifies and advocates so that to shape the future entrepreneurship life of their students or perhaps have a source of acquiring the basic means of livelihoods after graduation. This responsibility is an essential avenue of encouraging the students to develop interest and participate in entrepreneurship as economic development strategy and equally ensure best practices. According to the International Institute for Educational Planning (2006); Onuma, 2016 and Akinboade, 2014) in Abdullahi, Barkindo & Chioma (2021) skills development together with other social protection measures can certainly constitute a powerful tool for poverty reduction. Hence, the LIS skills and competencies are vital components that can help build human capital for the realization of entrepreneurship in Nigeria thereby alleviating poverty and other social vices. In 2006 the Federal Government of Nigeria directed all the Higher Institutions of Learning to introduce Entrepreneurship Education as a compulsory course for all students irrespective of area of specialization. This effort according to Yahya (2011) in Abdullahi, Barkindo & Chioma (2021) aims at fostering entrepreneurship culture among students, address problem of growing graduate unemployment and under employment, generate and manage knowledge and other competencies for building the requisite entrepreneurial human capital for national 4 development.

Yahya further expanded that, LIS is key to the development of Higher Educational Institutions in Nigeria as they develop gradually towards addressing the country's development agenda. Therefore, the LIS education must of necessity derive its contents from the philosophy of the Nigeria's National Policy on Education as follows:

- 1) Acquisition, development and inculcation of proper value-oriented for survival of the individual and society.
- 2) Development of the intellectual capacities of individuals to ensure good and proper understanding and appreciation of the environment.
- 3) Skills acquisition for useful life and society.

Interestingly, entrepreneurship and innovation are vital factors of development in the 21st century and has reached clear status within LIS education. Haruna (2011) as stated in in Abdullahi, Barkindo & Chioma (2021) considered entrepreneurship education in LIS to be instructions given or knowledge imparted to a group or group of persons with a view to developing their careers in librarianship so as to be business – oriented or self-employed. It aims at developing skills acquisition among students and encouraging them to be self-employed like their counterparts in developed nations. By inference, entrepreneurship education develops enterprising people and inculcates an attitude of self-reliance, using appropriate learning processes. Going by this, therefore, many LIS schools are now incorporating entrepreneurship skills in to their curriculum. In the present time, there is an interesting debate on the role of Nigerian LIS schools in preparing their students to the task required by the information economy.

Abdullahi (2014) asserted in in Abdullahi, Barkindo & Chioma (2021) that the country needs innovative LIS graduates that can utilize information and knowledge to produce goods and services or high quality creativity and output to compete satisfactorily at both national and global market places. Entrepreneurship and innovation activities demand hard work and creativity output among LIS graduates in Nigeria. Certainly, the LIS education will provide modern techniques for improving performance in a work place or business situation in the 21st century.

Entrepreneurship and Library and Information Science (Infopreneurship)

Infopreneurship refers to the entrepreneurial pursuit of creating, marketing, and selling information products or services (EdisonOS, n.d). Driving Changes and Growth in Nigeria LIS graduates can serve as agent of economic growth and change. Having acquired the LIS training, a graduate can move to start an innovative venture at small medium or 7 big enterprise level depending on the adequacy of the resources involved. Innovation is a technique of transforming an idea or invention into a good or service which can produce value in which customers will pay (Business Dictionary, 2014) in Abdullahi, Barkindo & Chioma (2021). It also involves the purposeful use of information, imagination and initiative in getting greater or different values from resources by including all the method of which new ideas are generated and transformed

into useful products. Whereas, a venture is as an enterprise or initiative whether small, medium or big aims at providing products and services to customers with the aim of making profit. From the foregoing, innovative venture in LIS can clearly refer to establishing an information and document delivery enterprise for the purpose of serving variety of clients. It can be an information brokerage firm, consultancy outlet, publishing and book trade or any related agency that deliver fee based information resources and services. Innovative ventures having entrepreneurship potentialities in LIS are many.

Igbeka (2008) in Abdullahi, Barkindo & Chioma (2021) enumerated work of LIS entrepreneurs in Nigeria as follows: Indexing services, Abstracting services, Retrospective conservation, Cataloging and classification, Literature Reviews, Online literature search, Print searches for clients, Private library services, bookshop and interlibrary loan, Packaging information, Editing and publishing, Developing hyper media-products, Translation, Marketing management, Organizing seminars, conferences and workshops, Presentations, Creating databases and website design. Besides, there are several other areas of revenue generation in LIS that meet the requirement of Nigeria's economic development as pointed out below by Malumfashi (2011) in Abdullahi, Barkindo & Chioma (2021) like Service to Special Group, Compilation, Bindery and Lamination Services, Newspaper Distribution, Internet Café Services, Facility and Event Management, Short Message Service (SMS) and Stationery Store Services. Also, Obinyan (n.d) added to the list of the services of LIS entrepreneurs as Databases design and management, Information retrieval services/metadata mining, Programming, Bibliometrics, Information audit, Systems analysis and design, Skills acquisition in programming, Electronic resources acquisition and management, Managerial studies, Document procurement services, Publishing and printing using POD facilities.

Role of library schools in entrepreneurial development of LIS Students

The Nigeria educational system is in serious crisis and there is frequent cases of youth restiveness, armed robbery, Prostitution, Kidnapping, Cattle rustling, Drug abuse, Oil bunkering, and most current Insurgency. The social maladies are not far from being associated with unemployment which is as a result of youths not being given necessary skills either in School or Employees of Institution. Ehirrname and Ekpeyong (2012) in Musa&Tsafe (2019) revealed that majority of Nigerian graduates who completed the mandatory National Youth Corps (NYSC) in the last five years are unemployed.

Ekere and Ekere (2012) in Musa&Tsafe (2019) posited that this situation portrays failure of the nation's Educational system and underlines an inherent mismatch between the type of education received by Nigerian graduates and the needs of governments agencies, private, industrial establishments and other employers of labour. These analyses have necessitated the introduction of entrepreneurial education in the curricular of all higher institution in Nigeria by the National Universities Commission (NUC) and the National Board of Technical Education (NBTE). Therefore, there is urgent need to prepare the upcoming graduates of LIS in Nigeria's higher institutions for the challenges and benefits of self-employment. This can only be achieved if the concerned stakeholders like the Departments of Library and Information Science in our universities, polytechnics and colleges of education, library schools, the Librarian Registration Council of Nigeria (LRCN), the Nigerian Library Association (NLA) can systematically accommodate entrepreneurship education courses in their curriculum as this will help greatly in the production of sound graduates of LIS. Furthermore, the advent of ICT in librarianship had open new forms of information packages and packaging thereby, uplifting the frontiers of library and information science profession. Entrepreneurship education will equip the students of library and information science with much needed skills to focus and drive the realization of profit maximization opportunities. After graduation, they can, as professionals, acquire entrepreneurial skills through conference, seminar and workshop attendance as this will expose them to the numerous business opportunities available in the profession.

Entrepreneurship education provides a framework for Library and Information Science graduates for the development of knowledge, skills and attitude for success in business librarianship and at the same time a key to job creation, self employment, self empowerment, self reliance and sustainable economic development. It is a clarion call to public private partnership in the area of job creation and employment to reduce the army of unemployed youths in the labour market which the government alone can no longer carry out (Ogwo, 2022).

Challenges to Entrepreneurship Education among LIS Students

- Lack of functional workshops and laboratories. Most of the Nigerian library schools lack functional entrepreneurship workshops and laboratories.
- seminars, conferences and workshops are not conducted on regular basis by LIS schools in Nigerian Universities
- Nigerian Association of LIS Entrepreneurs under the umbrella of the Nigerian Library Association (NLA) is not available
- Scarcity of Textbook on LIS entrepreneurship
- The LIS schools in Nigerian Universities do not reinforce practice-based teaching and learning of entrepreneurship (Abdullahi, Barkindo & Chioma, 2021)

CONCLUSION

In this knowledge economy and digital age, there is need for wealth-building ventures as government job or employment in industries and companies are scarce globally compare to the numbers of millions of graduates and professionals in the labour market at the national and international level. Thus, entrepreneurship is a key, crucial and deciding factor for employment and economic growth. This should span into all fields where trainings and retraining will be offered on entrepreneurship which boils down to integrating it into the curriculum of all disciplines, library and information science inclusive. Hence, there should be a nexus between Library and Information Science Students in Nigerian Library Schools and entrepreneurship whereby they will be adequately trained on the subject for relevance and sustainability in the 21st century to ensure a balanced economic development and growth for national security.

RECOMMENDATIONS

- Government should provide functional workshops and laboratories in the Nigerian library schools for functional entrepreneurship training and retraining. The entrepreneurial education should not just be theory based but students should be exposed to practical aspects of the course in order to see for themselves a real situation. Library and information science is a discipline designed to produce information professionals that will completely serve different stakeholders for development. The graduates of library and information science need to be empowered through practical entrepreneurship skills. They ought to be given core entrepreneurship training in relation to library and information services so that upon graduation, they can become self-employed and self-reliant instead of depending wholly on paid jobs. That is to say, the potential graduates should be adequately trained in theory and practical knowledge of the profession as well as entrepreneurship skills so that upon graduation they will be self-employed (Tondo & Ugba, 2023).
- Seminars, conferences and workshops are should be conducted on regular basis by LIS schools in Nigerian Universities for current skill development and knowledge update
- Nigerian Association of LIS Entrepreneurs under the umbrella of the Nigerian Library Association (NLA) should be created to bring LIS entrepreneur together for sharing of ideas on national platform
- Modern Textbook on LIS entrepreneurship should be written by LIS lecturers that specializes in infopreneurship and international ones should be imported from foreign countries.
- A well rounded and unified curriculum should be provided to ensure standards and professionalism for LIS entrepreneurship in Nigeria.

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