ASSESSMENT OF ENTREPRENEURSHIP OPPORTUNITIES AND PREFERENCES AMONG LIBRARY AND INFORMATION SCIENCE GRADUATES IN UNIVERSITY LIBRARIES IN NORTH CENTRAL STATES NIGERIA.

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Abstract
This study assessed Entrepreneurship Opportunities and Preferences Among Library and Information Science Graduates in North Central States of Nigeria. Survey research desig was used to, find out the type of entrepreneurial opportunities available to LIS graduate in the University libraries studied, ascertain the type of entrepreneurial opportunitie LIS graduates prefer and to determine the extent to which graduates of the LIS satisfied with t entrepreneurial education and training acquired. A proportionate sample was used to col data in Ten University Libraries from 138 Library and Information science Graduate who constituted the population of the study through the use of close ended questionnaire. the collected copies of the questionnaire were analyzed using descriptive statistics expressed in percentages, frequency distribution and mean scores for the three research question, that guided the study. The findings of the study revealed that the available entrepreneuship opportunities in the University libraries studied included lecturing, research in Library an Information Science, and library automation.LIS graduates prefer entrepreneuirship opportunities in lecturing, library networking and digitization. The study amongst other things recommends that Entrepreneurship development centres should be establish to promote skills acquisition and there is the need for Library and Information science graduates to translate the entrepreneurial skills they have acquired by establishing small a medium enterprises and make the best use of the available entrepreneurial opportunities in their respective university libraries for effective and efficient service delivery.

Keywords: Entrepreneurship opportunities, Library and information science graduates,
University libraries.

Introduction

The concept ''entrepreneurship'' has been conceived and defined in different perspectiv different scholars depending on their background, orientation and circumsta Entrepreneurship is the art and science of systematic application of ingenious met processes, strategies, and approaches to initiate, nurture, manage, administer, and sust system, an enterprise, an Endeavour, or vocation especially through utilization o

senses and power of thought, curiosity, cleverness, goal-orientation, innovation, initiation, adoption, imagination, change, transformation, diversification, creativeness, skillfulness, tactfulness, adoption, modification, paradigm-shift, ventures, risk taking and persuasion (Mohammed, 2011). The word entrepreneurship originated from the French word "entreprendre" meaning to undertake. Entrepreneurship encompasses activities that attract extra income to the service provider. The basic element of entrepreneurship is the identification of gainful opportunities within and outside ones immediate environment. Entrepreneurial activities are basically aimed at promoting access to extra income and the provision of social services from both social and economic perspectives. Entrepreneurship is the creation and running of one's own business. It involves using initiatives and bringing together the factors of production which include land, labour and capital so as to provide a product or service for public consumption (Nwangwu, 2008). On the other hand, Egwu (2011) stated that the concept of entrepreneurship is better understood by looking at its characteristics rather than agreed definition since there is none. An entrepreneur behaves in unique ways which include penchant for demonstrating initiative, creative thinking and imagination, ability to organize social and economic mechanisms, ability to turn resources and situations to practical use and account, seeing opportunities where others do not see and accepting risk and failure. Commenting on the scope of entrepreneurship, Kuratko (2004) revealed that entrepreneurship is more than mere creation of business. It is a process of vision, change and creation. It requires the application of energy and passion towards the creation and implementation of new ideas and creative solution. The essential ingredient of entrepreneurship include the willingness to take calculated risk in terms of time, equity or career, the ability to formulate an effective venture team, the creative skill to marshal needed resources and fundamental skills of building solid business plan and the vision to recognize opportunity where others see chaos, contradiction and confusion.

Entrepreneurship is taught in the universities in order to prepare graduates for entrepreneurial opportunities thus enhancing the individual ability to act entrepreneurially. Mohammed (2011) affirmed that entrepreneurship stimulates promotes effectiveness, efficiency, progress and goal achievement using optimally the available scarce resources to succeed. Issa, M'bashir and Saka (2011) view entrepreneurship as a set of organized activities aimed at providing a range of information needed by users for stipulated fees. An entrepreneur is a person who sees opportunities where others cannot. (Egwu, 2011). Yusufu (2014) remarked that entrepreneurship represent activities of providing goods and services for a cost. Ihua (2009) noted that about 97% or the entire enterprises in Nigeria are micro and small enterprises employing about 50% of the working population as well as contributing up to 50% to the country's industrial output.

From the foregoing, entrepreneurs can come from or could be found in all professions as long as they possess entrepreneurial characteristics. Entrepreneurial characteristics could be exhibited by Librarians, Archivists, Information Scientists, Information Officers, Information Managers, Doctors, Artists, Lawyers, Politicians, Social Workers, Educators, etc. Expectedly, the entrepreneurship education imparted to the Library and Information Science Graduates in the Nigerian Library and Information Science schools is aimed at producing entrepreneurs in various areas of specialization in LIS programmes. For example, courses such as Abstracting and Indexing, Cataloguing, Publishing, Networking, Telecommunication, Library Application packages, Information systems design, Media Services, and Communication Studies among others offer exciting entrepreneurship opportunities for LIS graduates in Nigeria. Igbeka, (2008), Ekere and Ekere (2012), Adimorah (2002) and Levine (2002) underscored the need for LIS professionals to launch out into the business world by floating businesses in LIS sector in Nigeria and beyond. LIS graduates need not to wait in endless search of white collar jobs that are not easy to come by.

The Internet and other Information and Communication Technologies (ICTs) could be a very good source of business opportunity. Through the Internet, potential entrepreneurs, such as Library and Information Science (LIS) graduates, can identify the needs of customers because it will offer them a platform that would connect them to prospective buyers and sellers. Interestingly, LIS graduates with profound entrepreneurial skills and competencies have greater opportunities and prospects of becoming successful entrepreneurs in various business enterprises beyond the library walls. There is no doubt that Information and Communication Technologies have provided wide entrepreneurial opportunities for prospective LIS entrepreneurs.

Relevance of Entrepreneurship to Library and Information Work

Entrepreneurship helps in developing ideal information workers who are capable of providing effective and efficient information services within and outside their workplaces. It helps information workers to use their talents and capabilities in information service provision to the consumers. Mohammed (2011) emphasized that entrepreneurship should not be conceived to be applied solely on and for economic purposes. Rather, it should also be applied for social purposes especially on the issue of social services by agencies such as library and information outfits that are prone to creativity, innovations, entrepreneurism, risk taking, goal orientedness and achievers. Essentially, Libraries and Information Science graduates need to be resourceful, inspirational, strategic, creative, artistic, innovative, resilient, diplomatic and responsive to provide their clients with the necessary information resources and services especially using appropriate technologies.

Statement of the problem

It is expected that the objectives and the philosophy of Nigerian LIS schools should also be geared towards producing graduates that are fully equipped to explore various entrepreneurial opportunities around their communities. But this seems not to be true as most graduates rely on government for employment. Thus, only few of LIS graduates translate the entrepreneurial skills they have acquired for the establishment and the management of small and medium businesses. The Nigerian economy is predominantly driven by white collar jobs, not by self employment. Yet, some of the fastest growing and most popular businesses in Nigeria are small and medium enterprises. There is no gain saying the fact that for quite some time now, Nigeria has been facing the worsening situation of unemployment. It is a matter of great concern that the phenomenon is not only common among the illiterates and poor people but also affect Library and Information Science graduates. Analysts and scholars contend that the greatest threat to Nigeria corporate existence is traceable to the alarming rate of unemployment and its attendant consequences of youth restiveness, terrorism, crimes, drug abuse prostitution, cultism etc. According to the National Bureau of Statistics (2012) graduates unemployment is estimated at 25%. Mohammed (2011) stated that Nigeria's revenues from crude oil from oil boom era to date have been on the increase but Nigerians have been experiencing high rate of poverty. This has led to over dependence on Government at all levels for employment generation and socio-economic development of the country. It is in view of the foregoing that this study assess the entrepreneurship opportunities and preferences among Library and information science graduates in university libraries in north central Nigeria

Research Questions

This study seeks to provide answers to the following research questions.

1. What type of entrepreneurial opportunities are available for the graduates of Library and Information Science in North central States of Nigeria?

2. Which entrepreneurial opportunities do the LIS graduates prefer?
3. To what extent are the graduates of the LIS satisfied with the entrepreneurial education and training acquired?

Research Objectives

The objectives of the study are as follows:

1. To find out the type of entrepreneurial opportunities available to LIS graduates in North Central States of Nigeria.
2. To find out the type of entrepreneurial opportunities the LIS graduates prefer.
3. To ascertain the extent to which LIS graduates are satisfied with the entrepreneurial education and training acquired.

Review of Literature

Studies on entrepreneurship have provided insights on the need for the identifying and developing available entrepreneurship opportunities in Nigeria. Mohammed (2011) remarked that the emergence and subsequent promotion of entrepreneurship education in Library schools could be said to be a by-product of the National Policy on Education in 2004 which saw the entrenchment of entrepreneurship and the subsequent Federal Government directive in 2007 to include it in the curriculum of educational institutions at all levels. Anyawu, Onyemike and Onah (2012) reported that many library schools in Nigerian universities and polytechnics have incorporated entrepreneurship in their curriculum. Rowley (2000), Alhassan and Akor (2011) underscored the relevance of entrepreneurship in library and information work. Warner, as cited by Eke, Igwesi and Orji (2011) stated that many library and information centres operate enterprises that charge fees for information related services and products.

Ekere and Ekere (2012) noted that entrepreneurship promotes information brokerage. Igbeka (2008) outlined some entrepreneurial opportunities in LIS to include indexing, abstracting, information repackaging, information/document delivery, compilation of bibliographies, directories and bibliographies, clipping services, publishing and marketing library and information services, information consultancy, content management, data administration etc. Nnadozie (2013) itemized some entrepreneurial opportunities in librarianship to include publishing, bookselling, information consultancy, information brokerage, internet center/ cyber café, establishment of museums and art galleries, floating a public relation firm, start an abstracting / indexing firm, library equipment manufacture, freelance writing, ownership of telephone /GSM call centre, establish a business centre, running a stationery store, newspaper distributorship and web design. She further noted that LIS graduates can establish profitable businesses and create employment for others rather than wait for scarce or non- existence white – collar jobs in library and information centres.

Aduku (2003), Ikyembe (2011) and Momoh (2011) outlined the following entrepreneurial titles for LIS graduates ; Librarians, Archivists, Information Officers, Communication Officers, Content Managers, Data Administrators, e-Content Managers, Editorial Consultants, Systems Analysts, Web Editors, and Web page designers, among others

Methodology

The survey research design was used to assess the available entrepreneurial opportunities and preferences among the LIS graduates in the university libraries studied. The population of the study consisted of 169 LIS graduates in the ten selected university libraries in the six States and the Federal Capital Territory (FCT) Abuja. Structured close ended questionnaire was used for data collection. The questionnaire contained information related to

the research questions. The data collected for this research were presented and analysed using descriptive statistics expressed in frequency distribution, percentages and mean scores.

Data Analysis and Discussion

Response Rate

Out of the 169 questionnaires distributed to the respondents, a total of 138 copies representing 81.3% were returned, duly completed and found usable for this study. The high response rate was achieved due to the fact that the researcher gave the respondents up to three weeks within which to complete and return the filled questionnaire. The response rate of the respondents according to their respective University libraries is shown in Table 1.Table 1: Distribution of the Response Rate According to University Libraries.

S/N	Name of Library	Number of Questionnaire Distributed	No of Questionnaire Returned	% of Returned Questionnaire
1	University of Ilorin Library	15	13	7.6
2	Benue State University Makurdi.	15	15	8.8
3	Nasarawa State University Keffi.	6	5	3.0
4	University of Jos .	37	30	17.7
5	Federal University Lokoja .	14	11	6.5
6	Federal University Lafia	6	6	3.5
7	University of Agriculture Makurdi.	18	15	8.8
8	University of Abuja.	14	11	6.5
9	Federal University of Technology Minna.	29	22	13
10	IBB University Lapai	15	10	5.9
	Total	169	138	81.3

Table 1 has shown that University of Jos Library recorded the highest number of respondents with the frequency score of 30 (17.7%), followed closely by the Federal University of Technology, Minna Library with a frequency score of 22 (13%). The University with the least response was the Nasarawa State University Library with the frequency score of 5 (3.0%). The differences in the response rate are largely due to the unequal population of the respondents in the University libraries studied.

Table 2: Type of Entrepreneurial Opportunities Available to LIS Graduates in the University Libraries Studied

S	Types of	UNIVERSITY LIBRARIES

/ N	Entrepreneurial Opportunities Available	UIL		NSUK		BSU		FUTMINNA		UJ JOS		FU U		FUL LKJ		UAM		UABJ		IBB		TOTAL	
		F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
1	Indexing & Abstracting	1	8	1	2 0	0	6 7	1 5	6 8	1 9	6 3	9	8 2	4	6 7	13	8 7	8	7 3	2	2 0	82	59
2	Information Document Delivery	2	1 6	3	6 0	9	6 0	1 5	6 8	2 2	7 3	8	7 3	3	5 0	12	8 0	8	7 3	3	3 0	85	62
3	Compilation of Bibliography	3	2 3	3	6 0	8	5 3	1 3	5 9	2 0	6 7	6	5 5	4	6 7	9	6 0	6	5 5	3	3 0	75	54
4	Compilation of Book Index	3	2 3	2	4 0	6	4 0	1 5	6 8	2 3	7 7	6	5 5	2	3 3	10	6 7	6	5 5	2	2 0	75	54
5	Clipping Services	3	2 3	1	2 0	5	3 3	3	5 9	1 9	6 3	4	3 6	3	5 0	10	6 7	6	6 4	2	2 0	67	49
6	Publishing Information	8	6 2 3	3	6 0 8	3	2 0 4	1 3 1	5 9 7	1 8 2	6 0 7	7	6 4 5	3	5 0 5	7	4 7 6	9	8 2 6	2	2 0 5	73	53
7	Consultancy Content	5	3	4	2 0 2	7	4 7 4	7 1	7 5	3 2	7 8	6	5 4	3	0 6	10	7 5	7	4 7	5	0 5	87	63
8	Management Data Administration	4	1 3	1	0 8	6	0 3	3 1	9 6	5 2	3 7	5	6 4	4	7 6	8	3 6	8	3 7	5	0 4	79	57
9	Serials and Books	4	1 7	4	0 4	5	3 4	4 1	4 7	1 2	0 7	5	6 5	4	7 3	10	7 3	8	3 6	4	0 5	79	57
10	Jobbing Library	0	7	2	0	6	0	7	7	2	3	6	5	2	3	5	3	7	4	5	0	82	59
11	Architecturing	7	5 4	2	4 0	3	2 0	1 5	6 8	1 6	5 3	3	2 7	5	8 3	7	4 7	6	5 5	3	3 0	67	49
11	Freelance		6		6		4	1	6	1	6		7		1		4		6		5		
12	Writing Books & Journal	9 1	9 7	3	0 6	6	0 4	4 1	4 5	8 2	0 7	8	3 5	1	7 3	7	7 6	7	4 6	5	0 5	78	57
13	Editing Library	0	7	3	0	6	0	3	9	2	3	6	5	2	3	10	7	7	4	5	0	84	61
14	Systems Analysis	1 1	8 5	3	6 0	5	3 3	1 5	6 8	2 3	7 7	8	7 3	2	3 3	9	6 0	9	8 2	3	3 0	88	64
15	Web Design	2	9 2	2	4 0	3	2 0	1 5	6 8	1 6	5 3	4	3 6	3	5 0	4	2 7	8	7 3	3	3 0	70	51
16	Library Automation	1 2	9 2	4	8 0	4	2 7	1 4	6 4	2 3	7 7	6	5 5	5	8 3	7	4 7	9	8 2	5	5 0	89	64
17	Library Digitization	1 2	9 2	4	8 0	3	2 0	1 4	6 4	2 2	7 3	5	4 6	3	5 0	6	4 0	10	9 1	5	5 0	84	61
18	Library Networking	1 1	8 5	4	8 0	3	2 0	1 3	5 9	2 2	7 3	5	3 6	4	6 7	5	3 3	10	9 1	4	4 0	81	59
19	Contract Cataloguing	7	5 4	1	2 0	5	3 3	1 5	6 8	2 4	8 0	4	3 6	4	6 7	5	3 3	7	6 4	2	2 0	74	54
20	Contract Classification	7	5 4	2	4 0 1	5	3 3	1	5 0	2 4	8 0	4	3 6	4	6 7 1	6	4 0	6	5 5	2	2 0 1	71	51
21	Lecturing	1 2	9 2	5	0 1 0	1 0	6 7	1 9	8 6	2 7	9 0	6	5 5	6	0 1 0	10	6 7	7	6 4	10	0 8 0	112	81
22	Research	1	8	5	0	8	3	9	6	8	3	7	4	6	0	11	3	9	2	8	0	102	74

Table 2 indicated that lecturing with a frequency score of 112(81%) dominated the entrepreneurial opportunities available in the University libraries studied, followed by research and library automation with mean score of 102 (74 %) and 89(64) respectively. On

the other hand, the table revealed that library architecturing and clipping services with frequency score of 67 (49%) each were the least entrepreneurial opportunities available to LIS graduates in the University libraries studied.The findings aligned with that of Igbeka (2008) who remarked that there are many entrepreneurial opportunities for the library school graduates in Nigeria. The finding is also in agreement with that of Ugwu and Ezeani (2011) who affirmed that there is a corresponding market for library and information professionals in Nigeria.

TABLE 3: TYPE OF ENTREPRENEURIAL OPPORTUNITIES LIS GRADUATES PREFER IN UNIVERSITY.

S/N	Type of Entrepreneurial Opportunities LIS Graduates Prefer	UNIVERSITY LIBRARIES																				TOTAL	
		UIL		NSUK		BSU		FUTMINNA		UJOS		FUL		FULKJ		UAM		UABJ		IBB			
		F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
1	Indexing & Abstracting	5	9	2	40	0	7	19	86	11	0	5	6	4	7	9	0	10	11	5	0	90	65
2	Information Document Delivery	5	9	3	6 0	0	6 7	18	82	2 4	8 0	6	5 5	3	5 0	1 1	7 3	10	9 1	7	7 0	97	70
3	Compilation of Bibliography	5	9	3	6 0	8	5 3	18	82	2 1	7 0	8	7 3	5	8 3	1	7 3	9	8 2	5	5 0	93	67
4	Compilation of Book Index	6	4 6	1	2 0	6	4 0	18	82	1 7	5 7	5	4 6	3	5 0	9	6	9	8 2	5	5 0	79	57
5	Clipping Services	6	4 6	1	2 0	2	1 3	13	59	1 4	4 7	5	4 6	4	6 7	6	4 0	8	7 3	6	6 0	65	47
6	Publishing	9	6 9	2	4 0	7	4 7	14	64	2 1	7 0	7	6 4	5	8 3	8	5 3	7	6 4	8	8 0	88	64
7	Information Consultancy	1 0	7 7	4	8 0	1 0	6 7	18	82	2 2	7 3	7	6 4	6	0 1	1	7 3	9	8 2	10	0 0	10 7	78
8	Content Management	9	6 9	3	6 0	6	4 0	17	77	1 8	6 0	7	6 4	4	6 7	9	6 0	9	8 2	8	8 0	90	65
9	Data Administration	1 0	7 7	3	6 0	6	4 0	16	73	2 6	8 7	5	4 6	6	0 1 0	9	6 0	9	8 2	10	1 0 0	10 0	72
10	Serials and Books Jobbing	1	8 5	2	4 0	7	4 7	13	59	1 6	5 3	6	5 5	3	5 0	7	4 7	8	7 3	8	8 0	81	59
11	Library Architecturing	8	6 2	3	6 0	5	3 3	16	73	1 9	6 3	7	6 4	6	0 1 0	1	7 3	7	6 4	6	6 0	88	64
12	Freelance Writing	1 0	7 7	2	4 0	5	3 3	15	68	1 6	5 3	6	5 5	5	8 3	8	5 3	9	8 2	6	6 0	82	59
13	Books & Journal Editing	1	8 5	2	4 0	9	6 0	17	77	1 8	6 0	7	6 4	5	8 3	9	6 0	9	8 2	6	6 0	93	6
14	Library Systems Analysis	1	8 5	3	6 0	8	5 3	16	73	2 0	6 7	8	7 3	3	5 0	1	7 3	9	8 2	8	8 0	97	7
15	Web Design	1	8 5	4	8 0	8	5 3	19	86	2 0	6 7	8	7 3	5	8 3	0	7	9	8 2	8	8 0	10 2	7
16	Library Automation	1	8 5	5	10 0	2	8 0	17	77	2 2	7 3	9	8 2	5	8 3	0	1 7	9	8 2	9	9 0	9	7
17	Library Digitization	0	7 7	5	10 0	1	7 3	18	82	1 1	7 0	0	9 1	5	8 3	1	7 3	10	9 1	9	9 0	11 0	8
18	Library Networking	0	7 7	5	10 0	0	8 7	20	91	1 3	6 7	7	6 4	5	8 3	1	7 3	10	9 1	9	9 0	11 0	8
19	Contract Cataloguing	8	6 2	3	6 0	3	8 7	13	59	2 7	9 0	8	7 3	4	6 7	6	4 0	10	9 1	7	7 0	99	
20	Contract Classification	1	8 5	3	6 0	2	8 0	12	55	2 2	7 3	8	7 3	4	6 7	5	3 3	10	9 1	7	7 0	94	
21	Lecturing	2	9 2	5	10 0	0	6 7	18	82	2 2	7 3	9	8 2	6	0 1 0	4	9 3	9	8 2	9	9 0	11 4	
22	Research	2	9 2	4	8 0	0	6 7	18	82	3	7	9	8 2	6	0	1	7 3	9	8 2	9	9 0	11 1	

Table 3 indicated that majority of the respondents prefer lecturing with frequency score of 114(83%), followed by research, library networking and digitization of library materials with frequency scores of 110(80%) each. However, clipping services and compilation of back of book index with mean scores of 65 (47%) and 79(57%) respectively were the least preferred entrepreneurial opportunities in the University libraries studied. The implication of this result is that LIS graduates could conduct research in order to enhance efficient and effective service delivery and management of library and information work.

Table 4: Extent to Which LIS Graduates are Satisfied with Entrepreneurial Education and Training Acquired in University Libraries Studied.

		Level of Satisfaction								
		Very Satisfied		Satisfied		Fairly Satisfied		Not Satisfied		
S/N	LIS Courses	F	%	F	%	F	%	F	%	Mean
1	Classification	32	23	63	46	28	20	15	11	2.8115
2	Cataloguing	41	30	58	42	26	19	13	9	2.9202
3	Indexing and Abstracting	27	20	51	37	40	29	20	14	2.6159
4	Information Resource Management	36	26	67	49	16	12	9	13	2.8695
5	Collection Development	35	25	68	49	21	15	14	10	2.8695
6	Reference and Information Services	34	25	67	49	26	19	11	8	2.8985
7	Information Technology	30	22	60	43	37	27	11	8	2.7898
8	Records and Archives Management	28	20	53	38	36	26	21	15	2.6376
9	Serials Editing	21	15	49	36	41	30	27	20	2.4637
10	Electronic Publishing	25	18	48	35	36	26	29	21	2.5000
11	Desktop Publishing	22	16	52	38	36	26	28	20	2.4927
12	Library Automation	26	19	62	45	30	22	20	14	2.6811
13	Library Networking	22	16	62	45	30	22	24	17	2.5942
14	Digitization of Library Materials	22	16	61	44	39	28	16	12	2.6449
15	Web Design	24	17	49	36	37	27	28	20	2.5000
16	Telecommunication	26	19	42	30	45	33	25	18	2.5000
17	Research in LIS	33	24	51	37	35	25	19	14	2.7101
18	Compilation of Bibliography	19	14	51	37	40	29	28	20	2.4420
19	Library Administration and Management	44	32	55	40	25	18	14	10	2.9347

Table 4 showed that the LIS graduates were satisfied with entrepreneurial education and training acquired in library administration and management, cataloguing and information resource management with mean scores of 2.9343, 2.9202 and 2.8695 respectively. However, the finding revealed that LIS graduates were least satisfied with entrepreneurial education and training in compilation of bibliography and serials editing with mean scores of 2.4420 and 2.4637 respectively. Inferences drawn from the findings in Table 4.4 suggested that despite all the efforts made in the provision of ICT facilities in Nigerian LIS schools so as to enhance efficient teaching and learning, there is the need for the provision of additional infrastructures, recruitment of qualified personnel in serials editing in order to develop the writing skills of LIS graduates. The findings also justified the need to provide the LIS graduates with skills for research in an electronic information environment.

Summary of findings

1. Lecturing, research and library automation were found to be the common entrepreneurial opportunities available to the LIS graduates in the University libraries studied. On the other hand, library Architecturing and clipping services were the least entrepreneurial opportunities available to the LIS graduates in the University libraries studied.
2. Lecturing, research, library networking and digitization of library materials were discovered to be the entrepreneurial opportunities the LIS graduates prefer in the University libraries studied. However, compilation of back of book index and clipping services were the least preferred entrepreneurial opportunities in the University libraries studied.
3. Library and Information Science graduates were found to be satisfied with the entrepreneurial education and training acquired in Library Administration and Management, Cataloguing, and Information and Resource Management Conversely, the LIS graduates were least satisfied with the entrepreneurial education and training acquired in compilation of bibliography and serials editing.

Conclusion and Recommendations

Based on the findings of this study, it could be concluded that entrepreneurship is key to poverty reduction, employment generation, wealth creation, service provision and facilitate effective management of public and private institutions. The alarming rate of unemployment in Nigeria with its multiplier negative effects on poverty, crimes, prostitution and over dependence on the government at all levels for employment generation leaves much to be desired. The advent of ICT has given the LIS graduates the opportunities to practice their profession like their contemporaries in other professions, such as Medicine, Pharmacy Survey, Law, among others. The study had identified the type of entrepreneurial opportunities available to the LIS graduates and ascertained the type of entrepreneurial opportunities LIS graduates prefer.

Recommendations

Based on the findings and conclusion of this study, the following recommendations were made:

1. In view of the need to reduce the burden of poverty, unemployment and overdependence on government for employment, LIS graduates should translate the available entrepreneurial opportunities in their universities into wealth creation and social service provision enterprises by establishing small and medium enterprises such as bookshops, computer and photocopy centers, photo and recording studios, sales of cell phones and accessories, establishment of printing press, bindery and Computer training centres among others.
2. LIS graduates should diversify their interests and passion for entrepreneurial opportunities by engaging in businesses within the purview librarianship and outside the library walls in areas such as agro allied businesses in poultry production, fisheries production, bakery, transportation businesses, sales of building materials, estate management, events management, interior decoration, establishment of private primary and secondary schools among others.
3. LIS schools and library and information centres should make the establishment of entrepreneurship skills acquisition centres a priority area. Government should allocate adequate fund, equipment, facilities, employ addition

qualified personnel to manage such centres. LIS schools and information centres should ensure that the centres are well managed to ensure the realization of the goals for which they are established.

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