

Awareness of Entrepreneurial Opportunities and Entrepreneurial Intention of Library and Information Science Postgraduate Students in South-Western Nigeria.

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ABSTRACT

This study investigated Awareness of Entrepreneurial Opportunities and Entrepreneurial intention of Library and Information Science postgraduate students in Southwestern Nigeria. Descriptive survey of correlation type was adopted for the study. The population of the study comprised of 361 LIS postgraduate students in federal, state, and private universities in Southwestern Nigeria. Total enumeration method was adopted to allow a reasonable representation of the LIS postgraduates from the six universities that offers masters in Library and Information Science in Southwestern Nigeria. The questionnaire was the data collection instrument and data collected were analysed using descriptive statistics (frequency, mean and standard deviation). The hypothesis raised was tested using spearman correlation. The findings showed that the level of entrepreneurial intentions of LIS postgraduate students in Southwestern Nigeria is high ($\bar{x} = 3.58$, std dev. = 0.59). The result also showed that Library and Information Science (LIS) postgraduate students in Southwestern Nigeria, Awareness of Entrepreneurial Opportunities in Library and Information Science ($r = .506$; $p < 0.05$) significantly positively correlates with entrepreneurial intention to embark on. The study recommended that LIS body should raise the consciousness of students to entrepreneurial possibilities in their profession. All stake holders should identify the need for synergy among educators, lecturers in LIS departments, librarians in the university libraries and the university management in promoting the development of training support to emphasise entrepreneurship training by lecturers to students.

Keywords: Entrepreneurial Opportunities, Entrepreneurial Awareness, Entrepreneurial intentions, LIS postgraduate students, Southwestern Nigeria.

BACKGROUND TO THE STUDY

Graduate unemployment remains one of the most intractable challenges confronting Nigeria's socio-economic development, with university graduates bearing the brunt of this crisis. The National Bureau of Statistics consistently reports alarming unemployment rates among Nigerian youth, with university graduates constituting a significant proportion of the unemployed population. This precarious situation has compelled a paradigm shift in educational philosophy, prompting Nigerian universities to integrate entrepreneurship education into their curricula as a strategic intervention to foster self-reliance and job creation among graduates. Despite these policy initiatives and curricular reforms, the transition from academic training to entrepreneurial engagement remains fraught with obstacles, particularly among graduates of professional disciplines such as Library and Information Science (LIS).

Library and Information Science as a discipline occupies a unique position in the knowledge economy, equipping graduates with competencies in information organization, retrieval, dissemination, and management. These competencies theoretically position LIS graduates favorably for diverse entrepreneurial ventures in the contemporary information age, where information has become a valuable commodity. The entrepreneurial opportunities available to LIS professionals are extensive and include information brokerage, database and

website design, indexing and abstracting services, book publishing and editing, knowledge management consultancy, bibliographic compilation, information repackaging, social media management, digital publishing, current awareness services, and research services. These opportunities represent viable pathways for self-employment and wealth creation, potentially mitigating the unemployment challenges facing LIS graduates.

However, a troubling disconnect exists between the availability of these entrepreneurial opportunities and the actual engagement of LIS graduates in entrepreneurial ventures. Empirical evidence indicates that many LIS graduates demonstrate poor attitudes toward entrepreneurship, lack entrepreneurial spirit, and face numerous challenges including inadequate sources of funds, unfavorable government policies, fear of competition and failure, limited entrepreneurial awareness, and excess workload. This situation suggests that awareness of entrepreneurial opportunities may be a critical determinant of entrepreneurial intention and subsequent entrepreneurial action among LIS professionals. The extent to which LIS students are aware of the entrepreneurial opportunities inherent in their profession, and how this awareness translates into entrepreneurial intention, remains insufficiently understood.

Previous studies have examined entrepreneurial intention among LIS students in Nigeria, revealing moderate levels of entrepreneurial intention and identifying various predictors including peer influence, information literacy skills, entrepreneurial curiosity, innovativeness, and curriculum relevance. Kehinde and Afolabi (2024) investigated the impact of peer influence on entrepreneurial intentions among LIS undergraduates in South-West Nigeria, finding a high level of entrepreneurial intention and a significant positive relationship with peer influence. Chris-Israel (2022) examined the influence of information literacy skills on infopreneurship intentions of LIS undergraduates in South-West Nigeria, revealing a significant positive correlation between information literacy skills and entrepreneurial intention, with information literacy skills contributing significantly to the prediction of infopreneurship intentions. Adegbihero-Iwari et al. (2026) explored the relationship between entrepreneurial curiosity, innovativeness, and infopreneurial intention among final-year LIS students in Southwest Nigeria, finding that entrepreneurial curiosity had a stronger positive relationship with infopreneurial intention than innovativeness.

While these studies have contributed valuable insights into entrepreneurial intention among LIS students, significant gaps persist in the existing literature. First, the overwhelming majority of these investigations have focused on undergraduate LIS students, leaving the postgraduate cohort largely unexplored. Postgraduate LIS students represent a distinct and critical demographic for several reasons. They possess advanced disciplinary knowledge and research skills that could be leveraged for sophisticated entrepreneurial ventures. They are typically older and more experienced, potentially having encountered real-world employment challenges. They are positioned at a career crossroads where entrepreneurial decisions are particularly consequential, as they contemplate their professional futures upon completion of their advanced degrees. Their awareness of entrepreneurial opportunities and entrepreneurial intention merit empirical attention that has not been adequately provided in the existing literature.

Second, while previous studies have examined various predictors of entrepreneurial intention, the specific role of awareness of entrepreneurial opportunities as a predictor has received limited empirical scrutiny. Understanding how awareness of available entrepreneurial opportunities influences entrepreneurial intention is crucial for designing effective entrepreneurship education interventions. If awareness significantly predicts entrepreneurial intention, then entrepreneurship education programs should prioritize exposing LIS students to the full range of entrepreneurial opportunities available in their profession. Conversely, if awareness does not significantly predict intention, other factors such as attitude toward entrepreneurship, subjective norms, or perceived behavioural control may require greater emphasis in intervention design.

Third, the factors influencing entrepreneurial intention among LIS postgraduate students in South-Western Nigeria have not been comprehensively examined within a single study. While individual factors such as peer influence, information literacy, and curiosity have been studied in isolation, their relative and joint contributions to entrepreneurial intention among postgraduate students remain unexplored. Understanding these relationships is essential for developing targeted interventions that address the most influential determinants of entrepreneurial intention.

Fourth, the South-Western Nigeria context presents unique characteristics that warrant specific investigation. The region hosts a high concentration of universities and LIS programs, making it a significant site for LIS

education and research. However, the entrepreneurial experiences and intentions of LIS postgraduate students in this region may differ from those in other regions due to varying socio-economic conditions, cultural factors, and labour market dynamics. The limited attention paid to this population in the existing literature represents a significant gap that this study seeks to address.

The consequences of this research gap are considerable. Without empirical evidence on the awareness of entrepreneurial opportunities and entrepreneurial intention among LIS postgraduate students, policymakers, educators, and curriculum developers lack the necessary information to design effective entrepreneurship education programs for this population. The integration of entrepreneurship education into LIS postgraduate curricula may proceed without a clear understanding of what students already know, what they intend to do, and what factors influence their entrepreneurial intentions. This could result in entrepreneurship education that is misaligned with students' needs and aspirations, failing to achieve its objective of fostering entrepreneurial engagement among LIS graduates.

Furthermore, the limited understanding of entrepreneurial intention among LIS postgraduate students has implications for career guidance and counselling services in Nigerian universities. Career advisors require empirical evidence on the entrepreneurial aspirations and challenges of this population to provide relevant and effective guidance. Without such evidence, career services may continue to emphasize traditional employment pathways, overlooking the entrepreneurial opportunities that could provide viable alternatives to formal employment.

Additionally, the lack of research on this population has implications for policy formulation at national and institutional levels. The Nigerian government has invested significantly in entrepreneurship education as a strategy for addressing graduate unemployment. However, the effectiveness of this investment depends on evidence-based policy formulation that takes into account the specific needs and characteristics of different student populations. Without empirical evidence on LIS postgraduate students' awareness of entrepreneurial opportunities and entrepreneurial intention, policies may be formulated based on assumptions rather than evidence.

This study addresses these gaps by investigating the awareness of entrepreneurial opportunities and entrepreneurial intention of LIS postgraduate students in South-Western Nigeria. Specifically, the study seeks to answer the following questions: What is the level of awareness of entrepreneurial opportunities among LIS postgraduate students in South-Western Nigeria? What is the extent of entrepreneurial intention among LIS postgraduate students in South-Western Nigeria? Is there a significant relationship between awareness of entrepreneurial opportunities and entrepreneurial intention among LIS postgraduate students in South-Western Nigeria? This study contributes to the body of knowledge on entrepreneurship in LIS by providing empirical evidence on an understudied population, thereby informing curriculum development, career guidance, and policy formulation.

OBJECTIVES OF THE STUDY:

- i.** To investigate into postgraduate in Library and Information Science (LIS) level of awareness of entrepreneurial opportunities in Library Information Science
- ii.** To ascertain the level of entrepreneurial intention among postgraduate Library and Information Science (LIS) students in Southwestern Nigeria;
- iii.** To determine the relationship between awareness of entrepreneurial opportunities and entrepreneurial intention among postgraduate Library and Information Science (LIS) students in Southwestern Nigeria.

RESEARCH QUESTIONS

- i.** What is the postgraduate students in Library and Information Science (LIS) level of awareness of entrepreneurial opportunities in Library and Information Science?
- ii.** What is the level of entrepreneurial intentions of LIS postgraduate students in Southwestern Nigeria?

HYPOTHESIS

There is no significant relationship between awareness of entrepreneurial opportunities and entrepreneurial intention of postgraduate students in Library and Information Science (LIS) in Southwestern Nigeria

SCOPE OF THE STUDY

This study will only look at postgraduate students pursuing master's degrees in Library and Information Science at (all) universities offering master's degrees in Library and Information Science in Southwestern Nigeria, which includes Ekiti, Lagos, Ondo, Osun, Ogun, and Oyo states.

METHODOLOGY

The descriptive survey design of the correlation type was adopted for the study. The survey design is used in studies that seek individuals' opinions and as units of analysis (Babbie, 2001). The population of the study comprise of 361 MLIS postgraduate from all Library Schools in Southwestern Nigeria - Ekiti, Lagos, Ogun, Ondo, Osun, and Oyo are among the six states that make up Southwestern Nigeria. Total enumeration was adopted to allow a reasonable representation of the MLIS postgraduate students from the selected universities in Southwestern Nigeria. Therefore, the sample size is 361 MLIS postgraduate students in the six universities in Southwestern Nigeria. The instruments used for this study is questionnaire. The questionnaire is one of the most reliable instruments for collecting data especially when the researcher wants to obtain answers to some set of questions from several people (Yomere and Agbonifoh, 1999 cited in Edwin, 2015). In addition to familiarisation visits to each selected universities' departments of Library and Information Science, a letter of introduction signed by the Head of the Department of Library, Archival, and Information Studies was collected and submitted to each department in the universities chosen for the study to solicit assistance relevant to the administration of the questions. The researcher administered the study's questionnaire with the help of research assistants in the selected universities in southern Nigeria, one research assistant (RA) is assigned to each university.

The research assistants assisted in the distribution and collection of the questionnaire from the sampled universities. Therefore, copies of the questionnaire that was used for the study was administered to the respondents by the researcher and the research assistants.

The information was quantitatively analysed using descriptive and inferential statistics. The Statistical Package for the Social Sciences (SPSS) version 20 software was used to analyse the information gained from the data collected. The demographic information of the respondents was analysed using simple percentages. For research questions 1 and 2, descriptive statistics, frequency counts and percentages, means and standard deviation was used, while Pearson's Product Movement Correlation (PPMC) (Pearson r) was used to establish the amount of significant correlations for the hypothesis at a significance level of 0.05.

ANALYSIS AND INTERPRETATION OF RESULT

Research question 1: What is the level of Awareness of Entrepreneurial Opportunities in Library and Information Science among Library and Information Science postgraduate students in Southwestern, Nigeria?

Table 1: Level of Awareness of Entrepreneurial Opportunities in Library and Information Science among the Library and Information Science Postgraduate students

Key: VHA = Very Highly Aware, HA = Highly Aware, MA = Moderately Aware, LA = Lowly Aware

S/N	Items	VHA	HA	MA	LA		Std Dev
1.	Information brokerage	90	119	91	2	2.98	.792
		29.8%	39.4%	30.1%	0.7%		
2.	Word processing	35	105	127	35	2.46	.845
		11.6%	34.8%	42.1%	11.6%		
3.	Translation	47	107	134	14	2.62	.801

		15.6%	35.4%	44.4%	4.6%		
4	Document delivery	46	133	98	25	2.66	.834
		15.2%	44.0%	32.5%	8.3%		
5.	Loaning of information materials	58	149	80	15	2.83	.793
		19.2%	49.3%	26.5%	5.0%		
6.	Referral services	88	144	55	15	3.01	.821
		29.1%	47.7%	18.2%	5.0%		
7.	Electronic data interchange	41	48	108	105	2.08	1.023
		13.6%	15.9%	35.8%	34.8%		
8.	Video rental	91	143	56	12	3.04	.804
		30.1%	47.4%	18.5%	4.0%		
9.	Indexing & Abstracting	57	59	59	127	2.15	1.163
		18.9%	19.5%	19.5%	42.1%		
10.	Photocopying	216	84	2	0	3.71	.470
		71.5%	27.8%	0.7%	0.0%		
11.	Internet/ E-mail services	82	155	55	10	3.02	.766
		27.2%	51.3%	18.2%	3.3%		
12.	Technical writing	41	133	104	24	2.63	.816
		13.6%	44.0%	34.4%	7.9%		
13.	Book editing	70	128	73	31	2.78	.917
		23.2%	42.4%	24.2%	10.3%		
14.	CD-ROM/Database searching	107	144	33	18	3.13	.830
		35.4%	47.7%	10.9%	6.0%		
15.	Statistical data analysis	164	82	37	19	3.29	.913
		54.3%	27.2%	12.3%	6.3%		
16.	Web page design	212	73	15	2	3.64	.609
		70.2%	24.2%	5.0%	0.7%		
Weighted mean= 2.88; Std.dev. =0.82							

Table 1 explains Level of Awareness of Entrepreneurial Opportunities in Library and Information Science among the Library and Information Science Postgraduate students. The result of item-by-item analysis as presented in Table 1 explains that the respondents indicated that some of the Information Services Entrepreneurial Opportunities aware of in order of their magnitude include: photocopying (=3.71; std dev. =.470); web design (=3.64; std dev. =.609); statistical data analysis (=3.29; std dev. =.913); CD-RPOM/database searching (=3.13; std dev. =.830); video rental (=3.04; std dev. =.804); internet/email services (=3.02; std dev. =.766); referral services (=3.01; std dev. =.821); information brokerage (=2.98; std dev. =.792); loaning of information materials (=2.83; std dev. =.793); book editing (=2.78; std dev. =.917); technical writing (=2.63; std dev. =.744). It was also revealed by Table 1 that the least information services aware of includes: electronic data interchange (=2.08; std. dev. =1.023) followed by indexing and abstracting (=2.15 std dev. =1.163). The result of this analysis explains Awareness of Entrepreneurial Opportunities in Library and Information Science among Library and Information Science (LIS) postgraduate students in Southwestern Nigeria in order of their importance as photocopying, web design, statistical data analysis, CD-RPOM/database searching, video rental, internet/email services, referral services, information brokerage, loaning of information materials, book editing, technical writing among others. Given the weighted mean of Awareness of Entrepreneurial Opportunities among Library and Information Science (LIS) postgraduate students from Table 1 as 2.88; Std.dev. =0.82, it can be inferred that Library and Information Science postgraduate students have moderate awareness level of Entrepreneurial Opportunities in Library and Information Sciences.

This is in supports of the findings of Zhang, et al. (2015) who investigated the entrepreneurial inclinations of university students in the United States' southern regions. The result indicated that students who take entrepreneurship classes are more likely to desire to work for themselves in the field of information management, such as a bookseller, ICT supplier, or information broker and students that pursue entrepreneurship-related subjects or courses are more likely to pursue self-employment in the field of information management, such as a bookseller, ICT provider, or information broker. This results buttress the fact that

Research question 2: What is the level of entrepreneurial intentions of LIS postgraduate students in Southwestern Nigeria?

To be able to analyse the level of entrepreneurial intentions of LIS postgraduate students in Southwestern Nigeria, respondents were asked to indicate their agreement with items that were developed as contained in the questionnaire used to measure the construct. The results were presented in Tables 2.

Table 2: Entrepreneurial Intention of Library and Information Science Postgraduate students

S/N	Items	SA	A	D	SD		Std Dev
1.	I like to choose a career as an entrepreneur	197	79	26	0	3.57	.647
		65.2%	26.2%	8.6%	0.0%		
2.	I will prefer to be an entrepreneur than to be an employee in an organization	191	92	19	0	3.57	.610
		63.2%	30.5%	6.3%	0.0%		
3.	I have always wanted to be an entrepreneur	196	92	14	0	3.60	.577
		64.9%	30.5%	4.6%	0.0%		
4	I have very serious thought of starting a firm	198	95	9	0	3.63	.543
		65.6%	31.5%	3.0%	0.0%		
5.	I want freedom to express myself on my own business	195	85	21	1	3.57	.637
		64.6%	28.1%	7.0%	0.3%		
6.	I will rather be a boss on my own business than being under somebody	184	100	17	1	3.55	.618
		60.9%	33.1%	5.6%	0.3%		
7.	I enjoy the challenge of creating a new business of my own	188	101	12	1	3.58	.587
		62.3%	33.4%	4.0%	0.3%		
8.	I am ready to set up a business with any least opportunity	194	92	15	1	3.59	.602
		64.2%	30.5%	5.0%	0.3%		
9.	I have passion for managing my own business	182	112	8	0	3.58	.546
		60.3%	37.1%	2.6%	0.0%		
10.	I am creative and innovative resolving problems	207	83	12	0	3.65	.556
		68.5%	27.5%	4.0%	0.0%		
11.	I have enough leadership abilities to become an entrepreneur	193	99	10	0	3.61	.553
		63.9%	32.8%	3.3%	0.0%		
12.	I am determined to create a firm in the future	172	110	19	1	3.50	.630
		57.0%	36.4%	6.3%	0.3%		
13.	I have passion for independent information brokerage	197	87	18	0	3.59	.602
		65.2%	28.8%	6.0%	0.0%		
14.	I have intention for information repacking	187	101	14	0	3.57	.582
		61.9%	33.4%	4.6%	0.0%		
15.	I prefer chosen career as information consultant	189	101	12	0	3.59	.568
		62.6%	33.4%	4.0%	0.0%		
Weighted mean= 3.58; Std.dev. =0.59							

Key: SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

Table 2 presents the entrepreneurial intention of Library and Information Science (LIS) postgraduate students in Southwestern Nigeria. The result of item-by-item analysis as presented in Table 2 reveals that the respondents indicated their prevailing entrepreneurial intentions as creative and innovative ways of resolving problems ($=3.65$; std dev. $=.568$); serious thought of starting an information services firm ($=3.63$; std dev. $=.543$); becoming an entrepreneur in Library and Information services provision ($=3.61$; std dev. $=.553$); have wanted to be an entrepreneurs ($=3.60$; std dev. $=.577$); prefer chosen career as information consultants ($=3.59$; std dev. $=.568$); have passion for independent information brokerage ($=3.59$; std dev. $=.602$); ready to set up a business in Information Services with any least opportunity ($=3.59$; std dev. $=.602$); have passion for managing their own Information Services business ($=3.58$; std dev. $=.546$); enjoy the challenge of creating a new business of their own ($=3.58$; std dev. $=.587$). It was also revealed by the result on Table 2 that the least entrepreneurial intentions of the LIS postgraduate students were that they are determined to create a firm in Information Services in the future ($=3.50$; std dev. $=.630$).

To be able to establish the level of entrepreneurial intentions of LIS postgraduate students in Southwestern Nigeria, a threshold of $= 2.5$ is applied. Since the overall weighted mean 3.58 , std dev. $= 0.59$, is higher than the threshold of 2.50 . One can, therefore, conclude that the level of entrepreneurial intentions of LIS postgraduate students in Southwestern Nigeria is high.

Given a threshold of $= 2.5$ and the Weighted mean $= 3.58$; Std.dev. $=0.59$, the result of this study showed that there is high level of entrepreneurial intentions of LIS postgraduate students in Southwestern Nigeria. The study therefore conclude that the level of entrepreneurial intentions of LIS postgraduate students in Southwestern Nigeria is high. This finding supported the study carried out by Seiersberg (2019) on the entrepreneurial intent of students at the University of Benin. The findings indicated that students in the accounting and curriculum and instructional technology departments are particularly interested in learning about entrepreneurship in the areas of business plans, start-up businesses, sourcing and utilizing financing, networking, and technological innovation. Nurhidaya, et al (2019) found out that postgraduate students are quite positive about their attitude towards starting a business venture. Inyyang (2015) investigated the attitudes of LIS students in the University of Calabar towards entrepreneurship and found that postgraduate students of LIS are enterprising and have positive attitude for entrepreneurship.

Hypothesis.

The lone hypothesis for this study states that there is no significant relationship between Awareness of Entrepreneurial Opportunities in Library and Information Science and entrepreneurial intention among Library and Information Science postgraduate students in Southwestern Nigeria.

Table 3 presents the result of the test of the relationship between Awareness of Entrepreneurial Opportunities in Library and Information Science and entrepreneurial intention among Library and Information Science postgraduate students in Southwestern Nigeria.

Table 3: Relationship between Awareness of Entrepreneurial Opportunities in Library and Information Science and entrepreneurial intention among Library and Information Science postgraduate students

Variables	N	Mean	St.Dev	Df	r	P	Sig
Entrepreneurial intention	302	53.72	6.48				
Awareness of Entrepreneurial Opportunities in LIS	302	38.03	6.30	301	.506	.000	S

Table 3 depicts the association between Awareness of Entrepreneurial Opportunities in Library and Information Science and entrepreneurial intent among postgraduate students in Library and Information Science in southwest Nigeria. The results show that among Library and Information Science (LIS) postgraduate students in Southwestern Nigeria, Awareness of Entrepreneurial Opportunities in Library and Information Science ($r = .506$; $p0.05$) significantly positively correlates with entrepreneurial intention. According to this, postgraduate students Awareness of Entrepreneurial Opportunities in Library and Information Science in Southwest Nigeria have a positive linear correlation with their entrepreneurial intention. In light of this, the null hypothesis, which states that there is no connection between Awareness of Entrepreneurial Opportunities in Library and

Information Science and entrepreneurial intention among Library and Information Science postgraduate students in southwest Nigeria, is now rejected.

The results of this study showed that among postgraduate students in Library and Information Science in southwest Nigeria, there is a substantial association between information consumption and entrepreneurial inclination. The findings demonstrate the connection between information consumption and entrepreneurial desire among postgraduate students in Library and Information Science in southwest Nigeria. The results show that among Library and Information Science (LIS) postgraduate students in southwest Nigeria, information consumption has a substantial positive connection with entrepreneurial intention. This suggests that among Library and Information Science postgraduate students in southwest Nigeria, there is a positive linear correlation between information consumption and entrepreneurial inclination. The null hypothesis stating that there is no significant relationship between information awareness and entrepreneurial intention among Library and Information Science postgraduate students in Southwestern Nigeria is hereby rejected.

This result supported the outcome of Hoq and Haque (2018) who found that the resources offered to EIMW students inspire them to establish their own business. They also found that the use of e-resources has created both new opportunities and new challenges for librarians as they work to develop innovative methods and strategies for managing their electronic collections and providing dynamic library services using a range of new technologies

SUMMARY

The study investigated influence information awareness of entrepreneurial opportunity on entrepreneurial intentions of Library and Information Science postgraduate students in Southwestern Nigeria. In order to achieve the objectives of the study, research questions were raised and answered and hypotheses were tested. Findings revealed that the level of Awareness of Entrepreneurial Opportunities in Library and Information Science among Library and Information Science postgraduate students in Southwestern Nigeria was moderate. Findings of this study also showed that there is high level of entrepreneurial intentions of Library and Information Science postgraduate students in Southwestern Nigeria. It was also showed by the findings of this study that there is positive relationship between Awareness of Entrepreneurial Opportunities in Library and Information Science and entrepreneurial intention of LIS postgraduate students in Southwestern Nigeria.

CONCLUSION

The study's concluded that Library and Information Science postgraduate students in southwest Nigeria had a moderate level of Awareness of Entrepreneurial Opportunities in Library and Information Science entrepreneurial opportunities; had a high entrepreneurial intentions and that postgraduate students Awareness of Entrepreneurial Opportunities in Library and Information Science in Southwest Nigeria have a positive linear correlation with their entrepreneurial intention.

RECOMMENDATIONS

- i. The University should include entrepreneurship course in the university curriculum to enable postgraduate students become more creative in their field of study. This will allow them to be self-dependent after graduation.
- ii. All stake holders should identify the need for synergy among educators, lecturers in LIS departments, librarians in the university libraries and the university management in promoting the development of training support, providing the capacity for a university library to build its resources and to emphasis entrepreneurship training by lecturers to students.
- iii. Government and policy makers should identify challenges, strategies, programmes and activities that can facilitate entrepreneurial education in universities not only to LIS students but also for all students to foster their future independence.
- iv. Government and policy makers can derive policies to support entrepreneurial education in universities in Southwestern Nigeria.

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