Acquisition of Entrepreneurial Skills by Library and Information Science Students

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Abstract

The descriptive research survey design was used for this study. The population for the study consisted of total of 429 HND I and HND II 2017/2018 students of library and information science of Federal Polytechnic, Oko, Anambra. Purposive sampling technique was used since they have all finished OND and the mandatory Industrial Training Programme. Hence, 429 questionnaires were distributed and 410 questionnaires were returned and found usable. These numbers constitute 95% of the sample size. Data from the study were analyzed using descriptive statistics of mean scores. While arithmetic mean was used to answer all the research questions. Decision rule for positive (agreed) response was set at mean score of 2.50 and above, while a mean score of below 2.50 set as negative and rejected. The major findings of the study are that there is low level of entrepreneurial skills acquisition by the LIS students. Out of the sixteen skills examined, they only agreed to have 6. The study reported a general agreement by the respondents on the challenges affecting their acquisition of entrepreneurial skills, prominent among them are lack of entrepreneur courses and practical ICT training in the curriculum of LIS. Recommendation for curriculum update or review was made and provision of necessary learning and ICT facilities for practical experiences.

***Keywords:** Entrepreneur, Entrepreneurship, Entrepreneurship Education, Skills, Library School, Acquisition*

1.1 Introduction

White collar jobs have over the years been the desire of every graduate in Nigeria. After the National Youth Service Corps, Nigerian graduates who were produced in several thousand begin to roam the streets of Nigeria in search of few available white collar jobs, some even try to leave the country through the hard way and ended up in prisons of foreign countries, while some even die in the Mediterranean Sea. The un-mopped graduates on yearly basis add to our ever growing youth unemployment pool, which according to Nigeria Data Portal (2018) is 23.1**%**in Q3 2018. Realities of the day have shown that Government alone cannot provide jobs for all her ever growing job seekers. An unemployed youth is certainly a hungry man,

hence an angry man. High poverty rate, youth restiveness, high rate of criminality like Boko Haram, armed banditry, kidnapping, drug abuse/addiction, militancy etc have become our trade mark as a nation because of unemployment.

However, economic self-reliance appears to be the only recourse in addressing these associated problems. Hence, the increased interest in entrepreneurial careers and education in higher institutions of learning all over the world. The study of entrepreneurship has relevance today not only because it helps entrepreneurs better fulfill their personal needs but because of economic contributions of the new venture. According to Nwankwo and Unachukwu (2010) entrepreneurship education prepares the receiver, especially youths to be self-reliant, job creators and risk takers. The term entrepreneurship" has been viewed from different conceptual perspectives although all revolves around innovational creativity, competency, risk taking, self-reliance and rewards. In the context of this work, entrepreneurship may be considered as the process through which entrepreneur create, nurture, and grow enterprises using a reasonable degree of initiative, skills and competencies necessary to transform change of opportunities thereby deriving personal satisfaction, monetary rewards and independence.

Federal Government of Nigeria (2013) listed among its educational objectives, acquisition of appropriate skills, abilities and competencies both mental and physical as necessary tools for an individual to live by and contribute positively to the national development. Most of the skills required in LIS were talked about before the dawn of this century. These skills cut across librarianship to marketing, management to ICT etc. In line with this Ugwuand Ezeani (2012) discussed some set of entrepreneurial skills which include: Information Literacy Skills; Information technology skills; Managerial Skills; personal Entrepreneurial Skills; they concluded that the combination of some or all of these skills with the right support turns ideas from dreams to real and viable businesses.

Exposing LIS students to Entrepreneurship education and skills endues the students with some values. Some of these values according to UNESCO in Akpomi (2010:64) include:

i.   It helps in the orientation of the individual towards innovation. It also produces individuals who are capable of foreseeing the future needs as a result of new thinking.

ii. It creates awareness to the fact that the key to development is human resources. T further emphasizes the need to develop human abilities, change their values and attitudes in order to accelerate the process of development…

Library and Information science graduates are expected to possess entrepreneurship skills in order to be relevant in the new information era which is skills driven. Library and Information science education in Nigeria today cannot be relevant without effective preparation of new librarians to effectively use information and communication technology in their professional practices. Going by the above, graduates-to-be should be adequately repositioned in theory and practical knowledge of the profession as well as trained to be entrepreneurial in mind and reasoning as this is the one of the major ways through which unemployment in Nigeria can be reduced drastically. It is therefore, in this light that this study seeks to investigate the entrepreneurship skills acquired by library and information science students of Federal Polytechnic Oko, Anambra State, Nigeria.

Brief Background of Federal Polytechnic Oko

The Institution which is today known as Federal Polytechnic, Oko, was approved by the Anambra State Government in 1979 as a College of Arts and Science. In June, 1980 it was upgraded to a College of Arts, Science and Technology. And in 1985, an Edict of the Anambra State Government formalized the status of the College as a Polytechnic and named it Anambra State Polytechnic, Oko. The polytechnic is situated within Oko town in Orumba North Local Government of Anambra State.

Statement of the Problem

After graduation, one is expected to get a good job to take care of himself, his family and contribute to national development. But jobs are scarce and big companies are either folding up or reducing their levels of productivity and services because of economic situation, thereby throwing people back to the unemployment/labour market. This creates the dire need for small businesses. Furthermore, it has become obvious that government alone cannot provide jobs for her teeming undergraduates. The unemployment situation resulted in graduates getting involved in some social vices like armed robbery, banditry, terrorist acts like Boko Haram, kidnapping etc. This sorry situation gave rise to increased agitation for skills and competency based education through which graduates can acquire skills necessary for entrepreneurship.

If librarians do not acquire skills, they cannot become entrepreneurs in their field. Failure to equip students with entrepreneurship education, skills and motivation will undermine their ability to embrace entrepreneurship and achieve self-reliance. According to Nwankwo and Unachukwu (2010), acquisition of these skills enables students to live a functional and useful life in the society. If this is not the case, there is bound to be a continuous increase in the spate of unemployment and its associated ills in Nigeria. To the best knowledge of the researchers no such study has been carried out in any LIS School in this part of the country, hence the need to fill the gap. It is therefore in the light of this that the researchers seek to investigate the entrepreneurial skills acquired by library and information science students of Federal Polytechnic Oko, Anambra State, Nigeria.

1.2 Purpose of the Study

The purpose of the study is to investigate the acquisition of entrepreneurial skills by library and information science students of Federal Polytechnic Oko, Anambra State, Nigeria.

Specifically, the study sought to:
1. Find out the Entrepreneurial Skills acquired by Library and Information Science students of Federal Polytechnic Oko, Anambra State.
2. Determine Challenges of acquiring Entrepreneurial skills in LIS School
3. Examine strategies for enhancing the acquisition of Entrepreneurial Skills in Library and Information Science

1.3 Research Questions

The following research questions guided the study:
1. What are the entrepreneurial skills acquired by Library and Information Science students of Federal Polytechnic Oko, Anambra State?
2. What are the Challenges of acquiring Entrepreneurial skills in Library school?
3. What are the strategies for enhancing entrepreneurial skills acquisition in Library and Information science?

Review of Related Literature

Entrepreneurial skill acquisition is a topical issue in Nigeria at present, but only

very few empirical works has been written on it, especially in LIS profession. Hence, this study becomes crucial and timely to increase the literature of LIS for the overall development of the profession and the professionals. According to Pleshette (2009), there are four main stages involved in the process of acquisition and development of entrepreneurial skills. They include:

1. To objectively analyze and identify the current and foreseeable skills needed in business, in terms of management, administrative and technical skills and the relative importance of these.

2. To identify the entrepreneur's own personal goals and objectives and accurately analyze and evaluate his or her own skills and resources in relation to these.

3. To produce a realistic personal development plan for potential entrepreneur.

4. To monitor the on-going performance of the entrepreneur once the business has started and progress made towards developing the new skills that has been previously identified as necessary for the success of the business. This applies both to the entrepreneur's personal needs and to the process of assisting employees to develop new skills that will also benefit the business.

On the importance of entrepreneurship skills as a panacea to growing unemployment in Nigeria, Edewor and Omosor (2012), opined that it is pertinent for librarians training to emphasis entrepreneurial thinking amongst librarians and graduates of LIS. This is because some of them may not be engaged in paid jobs but ready to take care of their needs through knowledge and skills acquired from librarianship education. According to Omekwu (2009) in Edewor and Omosor

(2012), librarians are content managers who find and organize information for online commodities, having knowledge of designing, developing and maintaining digital content and access, evaluating, recommending as well as test various methodologies and standards for utilizing computer software in the process of creating and preserving digital collections and resources. They are also database administrators, who organize and store data using extensive programming skills. As taxonomists, they work for data processing and e-commerce companies by classifying information in appropriate categories. They can also become web masters who design, maintain and program websites (Omekwu 2009 in Edewor and Omosor (2012),

For Govan, (2008), librarians in book publishing use their knowledge of books to choose and edit manuscripts. They engage in the supply of software and other products to libraries and own bookshops with the co-operation of a nearby library for inter-library loan as well as electronic publishing.

Ekuoye (2007) and Igbeka (2008) identified the following businesses LIS professionals can do to include: business services, consultancy, book repair, Book Publishing and Trading; Email Publishing, Web Publishing and Desktop Publishing; Information Brokerage; establishing and maintaining Libraries for Organizations; organization of a Private Library; compilation of directories; compilation of bibliographies; Information Services to the Visually Impaired; Indexing and Abstracting Services; freelancing; Document Description Skills; packaging information, etc.

Librarians have edge over most professions in this century which is characterized by Information and communication Technology. This is attested to by the list of the different businesses they can engage in. Therefore, apart from having

these skills in library school curricula, librarians in the making and practitioners should attend entrepreneurship seminars, conferences, workshops and other forms of trainings to acquire skills that will turn them into job and wealth creators rather than seekers.

However, according to NUC (2004), University education in Nigeria does not adequately prepare graduates on labour market expectations. What this means is that the call to incorporate entrepreneurship education and skills into school's curriculum is yet to be fully answered by all our tertiary institutions. This is in line with positions of various studies including, Lawal, 2009, Mohammed 2003, and Ochogwu, 2007 in Edewor and Omosor (2012) clearly highlighted the lack of entrepreneurship content in the Nigerian library and information science curricular. But on the contrary, the study of Gbaje and Ukachi (2011), reported that Library schools have reviewed their curricula to include components of information technology which LIS graduates bring to the employment market. Yet, many library schools do not have functional ICT infrastructural facilities for proper teaching and training of entrepreneurs (Entrepreneurs). Most library schools do not have well equipped audio-visual laboratories. ICT laboratory, printing, publishing, book selling and library equipment laboratories that will arm the students with relevant skills that will prepare them to become entrepreneurs.

In view of this, Igbeka (2008) agreed that the curriculum of Universities in Nigeria does not contain courses in entrepreneurship and practical ICT. Anyakoha, (2007) further stated that there is gross deficiency of entrepreneurship skills among Nigerian graduates and this corroborates the position of Ama while (in Igbeka,2008) who stated that training for entrepreneurship development are not being well articulated by the Nigerian Universities and other educational institutions. However, NUC (2018:1), reported a positive action for entrepreneurship education in Nigeria when the Executive Secretary of the Commission, Prof Rasheed, on Wednesday 28 February, 2018 inaugurated a nine-member NUC Advisory Committee on Skills Development in the Nigerian University System. He further charged them to develop a curriculum for entrepreneurship education and skills development to be used in the Nigerian university system. Prof Rasheed, agreed that skills were core to improving employment situations and increasing productivity, stating that, Nigeria with an unemployed and underemployed youths of about 17.6 million urgent action that will develop the local skills that will engage our youth is a necessity.

According to Mohammed (in Edewor and Omosor, 2012), there is no doubt that library schools in Nigeria have not developed to the level of having a host of information technologies as learning apparatus. He pointed out that what is more disturbing is the lack of well-equipped ICT laboratory by a majority of the library and information science schools for teaching, research and learning by both staff and students. Daniel (2003) stated that even most practicing librarians do not know how to effectively use the computer to access e-resources. Omouankhanlen (in Elonye and Uzuegbu, 2013) argues that the lack of framework for entrepreneurship awareness and education in Nigerian universities is responsible for the unending debate as to "how the old curriculum would be changed to integrate entrepreneurship? What should constitute the scheme? Whose responsibility is it to teach entrepreneurship?" and more questions.

Moreover, some scholars like Ugwu and Ezeani (2012), Molaro (2013) and Farkas (2006) in Elonye and Uzuegbu (2013) agreed on some factors like fear of competition and failure; lack of entrepreneurial spirit; lack of specific skills; Lack of knowledge on how to

interact with entities that make businesses succeed; problem of generating compelling business ideas as hindrances to LIS professionals from engaging in entrepreneurship. Also, many entrepreneurs have a difficult time bridging the gap between science and the market place and creating new ventures. Perhaps, they lack managerial skills, marketing capability or financial resources which of course discourages and not motivate them to start a new business. In addition, most often, entrepreneurs do not know how to interface with all necessary entities, such as the banks, suppliers, customers, venture capitalists, distributors and advertising agencies. There is lack of entrepreneurial spirit and culture among many university graduates. Schumpeter (2000) identified a major entrepreneurial challenge as discovering and implementing new ideas.

However, most university graduates focus their minds on job search without thinking of how they could use the knowledge they have acquired to create jobs. Even with the available opportunities created by the government through small and medium enterprises and some micro credit initiatives to support them, many Nigerian graduates do not have the zeal to try their hands on self-employment. They lack the confidence and determination to go into entrepreneurship for fear of competition or failure. Those fears arose out of their inability to undergo basic entrepreneurship training which would enable them to identify and harness the abundant opportunities available in their environment. They also lack adequate support, motivation and financial assistance from parents and guardians.

Furthermore, it has been observed that a major factor militating against the acquisition of IT equipment in library schools is lack of funds. The funding of universities in Nigeria has not improved as one would expect, thus making it necessary for library schools like other departments to make

difficult choices. Other challenges include fear of recession, inflation, high interest rates, and lack of infrastructure, economic uncertainty and high probability of failure. Awojoola and Ikegune (2018) advised that the entrepreneurship education should not just be theory alone, that efforts should be made to provide adequate facilities that will enable the students to have practical experience and real life situations must be included in their course/programme so that the students can gather as much skills as necessary to start up on their own. Kasperek (2003) observed that lack of continuing education for librarians is a major factor contributing to their inability to meet newly emerging user demands. This is supported by the fact that not much access is available in library schools to support theoretical work in information technologies and related courses.

Elonye and Uzuegbu (2013) recommended ways of enhancing entrepreneurial skills acquisition by LIS professionals. Their recommendations include; that LIS professionals should develop entrepreneurial culture and mindset. Entrepreneurship is all about innovation, creativity, competency, risk taking and rewards. LIS professionals should have the entrepreneurial mindset to embark on any business enterprise in order to achieve self-employment and become relevant in the society; LIS professionals should acquire specific skills in ICT in order to exploit the entrepreneurial opportunities in the profession so that other professionals from computer science and engineering do not step into their core areas of specialization which is information management and usurp their opportunities in the digital age.

In the tertiary institutions, curriculum should be restructured and articulated to accommodate entrepreneurship not only as a general, but also as a departmental course to take care of the managerial and professional components of entrepreneurship respectively.

As such, it has become necessary for the university lecturer to retool and re-equip himself with modern technological tools in order to give practical orientation to every lecture and make students active participants in order to strike a balance between theories and practice Foot &Mannan (2001).

As information professionals, the library and information science departments, all forms of information and communications technology (ICT) equipment should be put in place to enhance the training and acquisition of skills in knowledge and information management, book publishing, bibliography, abstracting and indexing, keeping a book shop, directory compilation, editing and proofreading, collection management e t c. this agreed with the view of Brennan (2007) who noted that practicing librarians should know how to use and apply ICT to library operations because employers are not ready to interview applicants who do not meet their requirements. The only way to make students familiar with ICT and be able to use them is to have a computer laboratory for students. Revitalizing the students industrial work scheme which has been distorted by multiplicity of problems is another strategy for students to acquire practical industrial training.

3.1 Research Methods

The descriptive research survey design was used for this study. The population for this study consisted of total of 429 HND I and HND II 2017/2018 students of library and information science of Federal Polytechnic, Oko, Anambra. Purposive sampling technique was used since they have all finished OND and the mandatory Industrial Training Programme. Hence, 429 questionnaires were distributed and 410 questionnaires were returned and found usable. This number constitute 95% of the sample size. Data from the study were analyzed using descriptive statistics of mean scores. While arithmetic mean was used to answer all the research questions. Decision rule for positive (agreed) response was set at mean score of 2.50 and above, while a mean score of below 2.50set as negative(rejected).

4.1 Presentation of Results

Research Question 1: What are the entrepreneurial skills acquired by library and information science students?

Table1: Mean score rating on the entrepreneurial skills acquired by library and information science students.

S/N	ITEM	MEAN	DECISION
1.	Information Literacy Skills	3.30	Agreed
2.	Online cataloguing	3.13	Agreed
3.	Information Brokerage	1.87	Rejected
4.	Digitization Skills	1.95	Rejected
5.	Creating a web (Web design)	3.01	Agreed
6.	Establishing & maintaining libraries for organizations	1.80	Rejected
7.	Knowledge Management Skills	1.85	Rejected
8.	Desktop Publishing	3.09	Agreed
9.	Bibliotherapy & Library consultancy services	1.90	Rejected

10.	Abstracting & indexing	2.79	Agreed
11.	Hardware/software selection & analysis	2.11	Rejected
12.	Editing &Proofreading	2.00	Rejected
13.	Other Information Technology skills	1.77	Rejected
14.	Networking/internet services	3.50	Agreed
15.	Managing a bookshop	1.77	Rejected
16.	Compilation of Directory and Guides	2.08	Rejected

The result in table 1 shows the entrepreneurial skills acquired by LIS students and the ones they do not have. The result showed that they have positive mean score of 2.79 for abstracting and indexing, for online cataloguing they scored 3.13, Desk top publishing has 3.09, networking/internet services scored 3.50; while creating webpage (Web design) and Information Literacy Skills scored 3.01, and 3.30 respectively. This shows that their abilities on those seven items/skills are significant. The result also revealed significant weaknesses on the rest of the items/skills. This is evident in their low mean score below the 2.5 decision rule on items 3, 4, 6, 7, 9, 11, 12, 13, 15 and 16 which examined their acquisition of skills on information brokerage (1.87), digitalization skills (1.95),

establishing & maintaining libraries for organizations (1.80), knowledge management (1.85), bibliotherapy and library consultancy services (1.90), hardware/software selection and analysis (2.1), editing and proofreading (2.0), other information technology skills (1.77), managing bookshop (1.77), compilation of directory and guides(2.08). However, Knowledge management skills, Information brokerage, editing and proofreading, compilation of directory and guides, digitalization skills, hardware / software selection and analysis have the least values and are said to be the areas of major weaknesses in competencies among students.

Research Question 2: What are Challenges of acquiring Entrepreneurial skills in Library school?

Table 2: Mean score rating on Challenges of acquiring Entrepreneurial skills in Library school?

S/N	ITEM	MEAN	DECISION
17.	Inadequate ICT facilities for teaching and training.	3.26	Agreed
18.	Many lack self-confidence and encouragement and so are afraid of failure.	3.10	Agreed
19.	Students are more interested in paid employment & do not want to develop entrepreneurship spirit and culture.	2.15	Rejected
20.	Inadequate curricula provisions do not prepare students for entrepreneurship.	3.38	Agreed
21.	Inadequate qualified educators and lack of suitable professional experience.	2.05	Rejected
22.	Fear of competition and taking risks in business by graduates.	3.37	Agreed
23.	Students lack interest in paid employment and do not want to develop entrepreneurship spirit and culture.	2.15	Rejected

24.	Large sum of money is needed for further entrepreneurial training after graduation.	2.19	Rejected
25.	Difficulty in securing financial support required to start a business venture.	3.26	Agreed
26.	Requirement of collateral by financial institutions before offering loan to a business owner.	3.40	Agreed

Table 2 shows the mean value on the problem associated with the acquisition of entrepreneurial skills. Six items recorded positive mean scores. The result showed that the statements that financial institutions do require collateral before giving loans to business owner 3.40, it is difficult to secure the financial support required to start a business venture 3.26, inadequate ICT facilities for teaching and training 3.26. It also showed that lack of confidence and encouragement 3.10, and inadequate curriculum provisions at 3.38 are serious challenging factors. Inadequate qualified educators recorded the least mean value of 2.05,

Research question3: What are the strategies for enhancing entrepreneurial skills acquisition in library and information science?

Table3: Mean score rating on the strategies for enhancing entrepreneurial skills acquisition in library and information science.

S/N	ITEM	MEAN	DECISION
27.	The students industrial work scheme should be revitalized to include entrepreneurship issues.	3.27	Agreed
28.	Students must avail themselves to training opportunities (seminars, workshops etc) in the environment.	3.24	Agreed
29.	Financial institutions, NGOs & private sector organizations should offer free entrepreneurship training to students.	3.22	Agreed
30.	Government, Financial institutions, NGOs etc should provide loans to graduates who are worthy to be entrepreneurs.	3.39	Agreed
31.	Students must recognize changes and needs in their environment & be able to identity business opportunities from them.	3.39	Agreed
32.	LIS curriculum should be updated regularly to accommodate identified entrepreneurial skills	3.40	Agreed
33.	Students should be encouraged and motivated from their first year in school to graduation to acquire skills	3.38	Agreed
34.	School management should provide enough ICT facilities for practical training.	3.39	Agreed

Table 3 shows a unanimous agreement amongst the respondents on the strategies that will enhance the acquisition of entrepreneurial skills in LIS. The result shows that LIS curriculum being updated regularly to accommodate identified entrepreneurial skills has the highest mean value of 3.40 and therefore is identified as the most important of all the listed strategies. Financial institutions, NGOs & private sector organizations should offer free entrepreneurship training to students with the least mean value of 3.22 is the lowest strategy but equally important because it will provide practical experience and motivation for students.

5.1 Discussion of Results

The place of entrepreneurial skills is central and crucial to self-reliance of graduates. It also guarantees the success of an entrepreneur. Unfortunately, the result of this study on the acquisition of entrepreneurial skills by LIS showed low skills acquisition. Out of sixteen skills listed only six skills were chosen. This poor level of acquisition is largely because of their non-inclusion in the school curriculum. This finding supports the positions of scholars like Anyakoha, (2007), Igbeka (2008) and Amawhule (in Elonye and Uzuegbu, 2013), whose all agreed to non-skills oriented university education in Nigeria. The findings of this study showed that the students were more deficient in skills such as information brokerage, owing a bookshop, digitalization skills, hardware\software selection and analysis, editing and proofreading, directory and bibliographic compilation, information technology skills etc. unfortunately, these skills are money spinners which should have imparted our graduates and create additional jobs for others.

There is also a high level of agreement on the challenges associated with the acquisition of entrepreneurial skills in LIS. Financial institutions were found to require collateral from the young graduate entrepreneur to give him/her loan to start business. It then raises the question of where can such a person get a collateral. This of course is enough to discourage such a person from venturing into self-business. Other important problems such as lack of ICT facilities, fear of competition and failure etc, in experienced educators are believed to exist as a result of inadequate education and motivation. No one gives what he does not have, therefore all relevant facilities that will enhance practical teaching and learning of entrepreneurial skills in our Library Schools should be put in place. This is in line with the positions of Anyanwu, Oduagwu, Ossai-Onah, and Amaechi, (2013) that non-challant attitudes of students, lack of fund, lack of ICT skills, lack of functional workshops and laboratories, unavailability of entrepreneurial conscious lecturers militate against entrepreneurship education in library schools.

With the respondent's strong agreement on all the strategies for enhancing the acquisition of entrepreneurial skills in LIS, it has become pertinent to adopt these strategies in light of the need for entrepreneurship education for students in tertiary institutions in Nigeria. Of utmost importance is restructuring of the LIS curriculum to contain practical courses in entrepreneurship and provision of necessary infrastructure for practical training in ICT.

In the light of this, it means that much need to be done by various stakeholders like Government, education managers and regulators, tertiary institution managements, Library school heads, Nigerian library Association, Nigerian Librarian Registration Council and students to make acquisition of practical and tradable skills by any students on graduation a reality.

5.2 Implications of the study

Unless the identified challenges are adequately addressed, LIS graduates will continue to remain deficient in both professional and managerial skills (competencies) they need to establish personal business and or remain relevant at work places, create their own business so as to reduce the pool of unemployed Nigerians, we will continue to have increase in unemployment, general poor standard of living and its associated social ills/vices like banditry, terrorism, kidnapping, armed robbery, drug addicts etc. These are all impediments to a sustainable individual and national development.

Conclusion

The ever rising rate of unemployment

in Nigeria necessitated this study. It investigated the extent of entrepreneurial skills acquisition by LIS students of Federal Polytechnic Oko. It was discovered that there is a general agreement and acceptance with the research questions with the exception of research question one on the entrepreneurial skills acquired by LIS students. The finding showed low entrepreneurial skills acquisition among the respondents, thereby indicating a high level of deficiency in competencies among the students. There is also a general agreement from the literature that our entrepreneurship education is still at its lowest ebb. Emphasis on theory still prevails over practical. Lack of training facilities and educators/trainers were also observed. If our tertiary institutions are to produce job/wealth creators instead of seekers, student's acquisition of entrepreneurial skills should be taken seriously. This will create variety of self-employment opportunities for our teeming unemployed graduates and LIS students whose stock in trade is information, need to be put in proper perspective on entrepreneurial skills available to them in this information age.

Recommendations
i.   That relevant Government and agencies responsible for educational development should as a matter of urgency and necessity embark on the restructuring of the tertiary institutions of learning (LIS) curriculum to include entrepreneurial courses.
ii.   Provision of necessary infrastructure needed in LIS for practical training, especially in ICT.
iii.   LIS should ensure that qualified and entrepreneurial oriented lecturers and trainers are employed.
iv.   That government and other stakeholders should work out modalities of guaranteeing our young entrepreneurial graduates to acquire loans/start up capitals or grants.
v.   That the SIWES programme should be strengthened to ensure that student's carryout the training in their field of study.

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