Impact of Entrepreneurship Education for Self-Reliance among LIS Students in Ahmadu Bello University, Zaria

[1]Hamza Ukashatu Musa,[2]Abdulkadir M. Gana[3]M. F. Mohammad,
Yahaya Abubakar, &[4]Rachael Olubusayo Ayodele

[1]ICT Division KIL-Ahmadu Bello University, Zaria
[2]ULS-Federal University of Technology, Minna
[3]Department of Library and information Science, Ahmadu Bello University, Zaria
[4]Quality Assurance Division, Kashim Ibrahim Library
Ahmadu Bello University, Zaria
Email: hamzaukashat@yahoo.com

Abstract

This study investigated the Entrepreneurship Education for self-reliance among LIS Students in Ahmadu Bello University, Zaria. In order to achieve this objective five research questions were formulated for the study. They includes the available entrepreneurship courses registered by LIS students in A.B.U Zaria, the basis for choosing the entrepreneurship courses by LIS student in ABU Zaria, the challenges that hinder LIS Students into entrepreneurship among others. Descriptive survey design was adopted in which one hundred and forty (140) students of 300level, 400level, PGDIM, and Masters of LIS Department were purposively sampled. Structured questionnaire was used. Descriptive statistics was used to analyze data. It was discovered that 90% of LIS Students in A.B.U. Zaria were not engaged into entrepreneurship due to lack of financial support by government, other individual organization and lack of motivation by parents, peers, and lecturers. The study recommended that LIS Students should engaged in practicing skills acquired during the training and studying to make them self-employed to reduce the rate of unemployment in the country after graduation and also government and parents should support and motivate LIS Students financially and morally in acquiring and practicing entrepreneurship skills to make them self-reliant.

Keywords: Entrepreneurship: Education:Self-reliant: Entrepreneurial Opportunities:Library and Information Science Profession: ABU Zaria

Introduction

Entrepreneurship has been identified as a catalyst for economic growth of a nation and enhanced national competitiveness at the global level. Entrepreneurship started to gain ground in Nigeria as a result of the prevalence of unemployment of our youths after schooling. Many of our youths who could not embark on higher education after secondary school cannot be absorbed for paid employment both by the government and the private sector. Similarly, many graduates from the universities, after the one year compulsory National Youth services start searching for unavailable jobs.However, the present economic realities and the challenges in labour market in Nigeria justify the need to equip undergraduates with the basic skills that would enable them be self-employed after graduation.

The LIS students required entrepreneurship skills for self-reliant or otherwise for proper marketing information resources and services been recognized as information specialist or information scientist. Therefore, they need to acquire such entrepreneurship skills required for them to plan, organize and execute business enterprises after schooling or graduation this is becausethat the government cannot employ all the graduate job seekers,but the only way to tackle this problem is to be self- reliant and job employers and not job seekers.

The rate of growth of libraries and information centers in Nigeria and in other developing countries is insignificant compared with the number of graduates turning out from the discipline of library and information science (US) As a matter of fact, the problem is now a felt national

and international need (European Union, 2012, 2013; Kuratko, 2005) and has led to a call for nations, education regulatory bodies and tertiary institutions to restructure their curriculum and integrate entrepreneurship education in order to produce graduates that will think of how to create jobs instead of searching for one.

Although statistics of actual figures are unavailable, a research report posited that an increasing number of Library School graduates in Nigeria are finding themselves either unemployed, in underpaid school teaching or in dead-end jobs (Ekere and Ekere, 2012: 71). This underlines the festering graduate unemployment in Nigeria, which experts insist, has reached 'frightening proportions' (Oteh, 2009, Obiesesan, 2010 and Ehirheme and Ekpenyong, 2012).

Many reasons have been advanced to explain the rising level of unemployment amongst graduates, in general and Nigerian library professionals, in particular. One is the quality of practical and theoretical training to which these employees-to-be were exposed. This is exacerbated by the global economic melt-down which has constrained the ability of the public (government) and private sectors to employ and retain librarians and other categories of library workers. Therefore, the introduction of entrepreneurship education by the Federal Government of Nigeria represents one of the concrete efforts to stem the tide of rising graduate unemployment in the country.

Entrepreneurship education "is the process of inculcating the knowledge of creating value by pooling together a unique package of resources to exploit an opportunity"(Anyanwu, Oyenike and Ossai-Onah, 2012:226). While Adamu (2012), Seen is the expression of self-help and which is described as the act or way of helping or improving oneself without assistance from others (The Oxford Advanced Learner's Dictionary, 2001).

The entrepreneurship education is implemented in Nigerian tertiary educational institutions to equip the undergraduate with business skills that would make them self-employed rather than job seekers, at graduation. Based on the understanding that entrepreneurship education will free the enterprising and innovative spirit of the beneficiaries, the Federal Government of Nigeria has approved its incorporation into the curriculum of her higher education institutions. In essence, the agitation for government's job and assistance can be reduced to the barest minimum level if the citizens and particularly youths are very skillful and creative to be self-engaged.

It is therefore crucial for LIS schools in Nigeria to incorporate entrepreneurial librarianship into the curriculum so that undergraduates would be equipped with adequate skills for self-employment opportunities with high level of productivity and efficiency (Anyanwu, Oyenike and Ossai - Onah, 2012). Though this issue of entrepreneurship course has already been address by the Department of library and information science in Ahmadu Bello University, Zaria since 1980ᵗ The department by offered core and electiverelated entrepreneurship curses to undergraduate and postgraduate programmed to equipped their students with skill for self-reliant when study or after graduation. Such related entrepreneurship courses includes Business information system and services, marketing information system and services, Application Packages, computer information work, management information system and services, introduction to telecommunication systems, introduction to computer operating system and services, serial information editing and publishing, financial management, Digital information systems and services, publishing and advertising industries and other related entrepreneurship causes.

Entrepreneurship Education

Education can be described as the process by which knowledge, skills, values and desirable attitudes are transmitted to members of a society to enable them contribute meaningfully to its

development and sustenance. Thus, education is seen as the bedrock of any national development. Entrepreneurship education according to Gimah and Umuigbokhai (2011) seeks to prepare people, especially youths, to be responsible, enterprising individuals who become entrepreneurs. The International Labour Organization (ILO) defined entrepreneurship education as "a type of education that equips the respondent to environmental challenges".

Kuratko (2005) presents that entrepreneurship has come of age having emerged over the last two decades as a potent economic force. As such, educating people on the rudiments of the subject is not a slight stride. The European Union (2012) posits that "providing entrepreneurship education should become obligatory and should be extended to all disciplines". The demand for entrepreneurial learning has been and is steadily increasing. Entrepreneurship education seeks to prepare people, students in this case, to be responsible, and become enterprising individuals who have the attitudes, skills and knowledge necessary to achieve the goals they set for themselves. Thus, the acquisition of attitude, skills and knowledge of entrepreneurship is the competencies required for it.

Entrepreneurship education inculcates the students with necessary skills required to plan, organize and execute business enterprises. Eke, Igwesi and Orji (2011) affirm that it is in formal education that all the creativity, innovation, production and managerial skills needed in business enterprises for human capital development are inculcated in students. This, in other words, means that the ability of man to take up the risk of establishing a business enterprise is the fruit of formal acquisition of entrepreneurial skills and knowledge. Recently, the European Commission has mandated all her members States to make it compulsory for their academic institutions to study entrepreneurship education. Their funded researches recently showed that there an impact of entrepreneurship education on students' attitude, skills and knowledge to life's problem solving (European Union, 2012 and 2013). It is a welcome development, which settles the unknown end of a system of entrepreneurship education, as found in Nigeria and other developing countries, where students are only taught how to start and run a business and nobody, in the first instance, would care to know whether the education will yield results (such as, in this case, can lead to demonstrable attitude, skill and knowledge). Hence, entrepreneurship education is more than a preparation on how to run a business. It is about how to develop the entrepreneurial attitudes, skills and knowledge which, in short, should enable a student to 'turn ideas into action' (European Union, 2013).

Objectives of Entrepreneurship Education
Entrepreneurship education according to Paul (2005) is structured to achieve among others, the following objectives.
1. To offer functional education to the youths that will enable them to be self-employed and self-reliant.
2. To provide young graduates with adequate training that will enable them to be creative and innovative in identifying new business opportunities.
3. To serve as a catalyst for economic growth and development.
4. To reduce high rate of poverty.
5. Reduction in rural – urban migration.
6. To create employment generation

The aforementioned objectives of entrepreneurship education are all encompassing, and if adequately addressed in all the tiers of our educational systems, there is no doubt that young graduates would be capable of establishing a self-employed venture and thus, resulting to self-reliant. In this contemporary period, it is incumbent on any nation to discourage its citizens from over dependence or over reliance on external resources/benefits but rather internal resources. which can be referred to as self-reliance. The concept of self-reliance development as noted by

Adamu (2012) is the expression of self-help and which is described as the act or way of helping or improving oneself without assistance from others (The Oxford Advanced Learner's Dictionary, 2001) In essence, the agitation for government's job and assistance can be reduced to the minimum if the citizens and particularly youths are very skillful and creative to be self-engaged

Link betweenEntrepreneurship and Self Reliance

Entrepreneurship which involves recognizing a business opportunity, mobilizing resources and persisting to exploit that opportunity is a necessary ingredient for self- employment. Employment creation and the boosting of income – opportunity are some of Nigeria's top challenges today The Federal Government Policies and strategies are now being geared to encourage and support the private sectors in generating growth in self-employment through the introduction of entrepreneurship development. What it simply means is that if these government policies and strategies are properly implemented, our educational system will now produce graduates who will be job creators, rather than job seekers. Entrepreneurship prepares people to be responsible, enterprising individuals who become entrepreneurs or entrepreneurial thinkers and contribute to economic development and sustainable communities, and thus become self-Reliant According to Medayese (2010:1), a self- reliant person is one who is self- employed, because self- employment is one of the keys to work out of poverty. The benefit of being self-reliant through entrepreneurship can never be over- emphasized because entrepreneurship is the backbone of many great and developed nations today, such as China, United States of America, and Japan etc Consequently, self- reliance cannot be achieved in an atmosphere where entrepreneurial activities are lacking; hence entrepreneurship is strong acquisitionsprogrammed that will help people of a country like Nigeria become better and greater.

It is therefore crucial for LIS schools in Nigeria to incorporate entrepreneurial librarianship into the curriculum so that undergraduates would be equipped with adequate skills for self-employment opportunities with high level of productivity and efficiency (Anyanwu, Oyenike and Ossai - Onah, 2012) This is necessary as Aina (2013) asserts the need to restructure LIS curriculum so as to incorporate what the author regarded as "emerging market". The author further maintains that there are many LIS graduates with few available libraries. This translates to mean that there are many LIS graduates with few libraries to accommodate them employment wise As such, there is the need for courses like ICT, information repackaging, information marketing, system analysis and design, publishing, records management and journalism to be incorporated into LIS curriculum (Aina, 2013) However, the areas of entrepreneurship for librarians include: book production/printing/publishing; bindery services, photocopy and reprographic services, lamination, bookseller/book shop, telephone/GSM services, virtual service, book vendor, visual impaired service, consultancy service, organizing seminars and workshops as well as indexing and abstracting services (Dang and Yakubu, 2013).

Entrepreneurial Opportunities in Library and Information Science

Library and information science education is nowadays expected to equip its graduates with job skills that will qualify them to take up jobs - become self-employed - and progress on them Some of the self-employment windows otherwise referred to as entrepreneurial opportunities, have been examined from various angles by researchers. Afolabi (2009) and Ochogwo (1995) made a list of self-employment opportunities for LIS graduates to include book related businesses such as book selling, binding and abstracting; fee based information services such as information brokerage, courier services and compilation of guides; engagement in information and communication technology such as running of cyber cafe, engaging in film business such as cinema business, project hiring, DVD, CD-ROM sales, rent, dub, and the likes; and, event coverage such as photo and video coverage at occasions and ceremonies Meanwhile, Adimorah

(2002) asserts that LIS graduates can become information consultants, performing various kinds of roles in the information market. This submission is in agreement to a website compilation which recommends new entrepreneurial roles for LIS graduates.

(http://infospace.ischool.syr.edu/2011/09/14/job-opportunities-for-library-and-information-science-students/). The website submits that LIS graduates: are potential independent research consultant who can: support patients in medical libraries with relevant information; work with any historic collection and serve interesting historical information to people; manage an unusual collection of objects for a given people; track industry or market trends as a research analyst; do research for a business or non-profit organization; become independent research assistants to scholars and researchers in various fields.

Statement of the Problem *Bring out the problem Alright*

Entrepreneurship education is one of the ongoing efforts by the government to develop an entrepreneurial culture among the students in schools and higher learning institutions (HLI) in order to meet the objective of creating a vibrant entrepreneurial community. Thus, entrepreneurship education in Nigeria is one of the strategies implemented to increase the number of entrepreneurs who are capable of developing innovation and technology, and to promote entrepreneurship activities in an effort to achieve industrial society by the year 2020 (Hamza 2001, 2006). Entrepreneurship stimulates economic development, thus country to the transform business in to a modern one or to the economic growth of a nation and enhanced the national competitiveness at the global level.Many researcheshave shown that entrepreneurship education at the tertiary level can be used to develop entrepreneurial characteristics among potential graduates (Ab. Aziz &Zakaria, 2004; Nor Aishah, 2006; Hoe &MohdSalleh Din, 2005). However, with all effort by government inintroducing entrepreneurship education in Nigerian tertiary institution, it's unfortunate that the number of unemployment and underemployment are getting out of hand in Nigeria. Could this be attributed to the lack of awareness of the importance of entrepreneurship education? Could this be as a result of lack of interest in business? Could this be as a result of lack of financial support by Government and Parents? Could this be as a result of ambiguity in the method of acquiring the entrepreneurship skill? This brought a great challenges, therefore, the study is set out to investigates the impact of entrepreneurship skill for self-reliant among LIS Students in Ahmadu Bello University, Zaria-Nigeria

General/purpose of the study

Objectives of the Study

This study intended to achieve the following objectives:-
1. To identify the available related entrepreneurial courses in the department of library and information science A.B.U Zaria
2. To determine practical facilities for teaching entrepreneurship courses in the department of library and information science ABU Zaria
3. To investigate the basis for chosen related entrepreneurship courses by LIS students in A.B.U Zaria
4. To examine the entrepreneurship engaged by LIS student of ABU Zaria
5. To find out the challenges that hinders LIS students in engaging in to entrepreneurship

*✶*Methodology *How you got the sample size*

A survey research design was used for the study. The target population consisted comprises of 300-400level and PGDIM and MLS Students of library and information scienceAhmadu Bello University, Zaria. The total population of which is one thousand four Hundred (1400) and a sample size of 140 students was used for the study. However 140 copies of the structured questionnaire were distributed.

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Data Presentation and Analysis

Table 1

Extent of entrepreneurship coursesregistered by LIS Students in LIS Department ofA.B.U Zaria

Items	F	%
Business information system and services	55	73.3
Marketing information system and services	60	88
Application Packages	60	88
Computer information work	55	73.3
Introduction to telecommunication systems	30	40
Introduction to computer operating system and services	55	73.3
Serial information	30	40
Editing and publishing	20	26.6
Financial management	55	73.3
Digital information systems and services	55	73.3
Publishing and advertising industries	45	60
Management information system and services	20	26.6

From Table1 the study discovered thatMarketing information system and services, Business information system and services, computer operating system, Application Packages, Digital information systems and services, Computer information work and financial management were the related entrepreneurship courses registered by the respondents with higher frequency of over 70% in LIS Department Ahmadu Bello University, Zaria. This finding is in corroborates the finding of Anyanwu, Oyenike and Ossai-Onah (2012) that University of Ilorin Library School offer one credit unit courses in entrepreneurship

Table 2

Available facilities for teaching Entrepreneurship courses in LIS Department A.B.U Zaria

Items	F	%
Computers	70	93
Printers	10	13
Digital Cameras'	20	20
Scanners	10	13
Internet access (Cable and Wires)	70	93
Projectors or Smart	70	93
Public address systems	70	93

Table 2 revealed that computers, internet access (cable and Wire), projector and public address systems were the types of the available facilities for teaching entrepreneurship courses with highest frequency of over 90% responses scored by the respondents in LIS Department ABU Zaria. The finding of the present study is also not in line with the finding by Saka (2008) who discovered divergent ICT Curriculum with inadequate IT practical.

Table 3

Basis for choosing theentrepreneurship courses by LIS Student in ABU Zaria

Items	F	%
Just to increase my credit unit	25	33.3
Just to pass my exams	20	26.6
To acquire the trading skills	45	60
To become self-employee after schooling	70	93.3
To meet the global challenges	45	60
To improve my undergoing business	10	13

Table 3 shows the response of the respondents on the basis for choosing entrepreneurship courses. It was discovered that "to acquire the trading skills, to meet their global challenges and to become self-employee after schooling was the basis for choosing entrepreneurship courses with the highest frequency of over 60% and 90% responses

Table 4
Extent of Entrepreneurship engaged by LIS Student in A.B.U Zaria

Items	F	%
Managing computer centre (Typing and Printing, etc)	22	29.3
Software's installers and others	10	13.3
Web designers	10	13.3
Running of cyber cafe	15	20.
Vendor	10	13.3
Consultancy services	5	6.6
Editing and publishing	10	13.3
Financial management	8	10.6
Serial information managers	2	2.6
Information brokerage	5	6.6
Engaging in film business	5	6.6
Cinema business	5	6.6
Project hiring	8	10.6
DVD, CD-ROM sales and rent	5	6.6
Event coverage (photo and video coverage)	8	10.6

Table 4 revealed that managing computer Centre (Typing and Printing, etc) and Running of cyber café were the kind of entrepreneurship engaged by the students with highest frequency of 20% response scored by the LIS Student in ABU Zaria. This finding indicate that 80% of LIS students in ABU Zaria were not engaged in to any of the entrepreneurship business that would equip them with skills to become self-reliant.

Table 5
Challenges that hinder LIS Students in to entrepreneurship

Challenges	F	%
It is difficult to secure the financial support necessary to start a business venture	69	92
Afraid of competition and taking risks in business	55	73.3
Many lack self -confidence and encouragement and afraid of failure	44	58.6
Lack of ICT facilities and training	48	64
Security challenges in the country	60	80
Lack of motivation by parents	54	72.2
Lack of motivation by lecturers	40	53.3
Lack of motivation by peers	54	72

Table 5 revealed that most of the difficulties of securing the financial support necessary to start a business venture are: security challenges in the country, lack of motivation by parents and lack of motivation by peers, afraid of competition and taking risks in business were the major challenges that hinder LIS Students in to entrepreneurship with the highest frequency of over 50% of responses score by LIS Students in Ahmadu Bello University, Zaria This finding corroborates the finding by Telia and Issa (2012) who found obstacles to entrepreneurship and self-employment

to include: access to financial sources, physical infrastructure and basic services, access to skills training, etc.

Summary of Major Finding

Based on the data collected and analyzed for this study, the following are the major findings:

1. About 80% of LIS students in LIS Department Ahmadu Bello University Zaria were registered most of entrepreneurship courses offered by the Department due to availability of course and qualify personal taken the courses.

2. The study revealed that computers, Internet access (Wire and Cable) Projectors and Smartboard, public address system were the available facilities for teaching entrepreneurship course in LIS Departmentin Ahmadu Bello University, Zaria

3. The study found out that to acquire trading skills, to become self-employed after schooling were the major basis for choosing entrepreneurship course by LIS Students in Ahmadu Bello University, Zaria

4. Lack of financial support from the government and parent, private individuals and also Lack of motivation by parent, lecturers and peers, to meet up with the global challenges were the major challenges that hinder LIS Student into entrepreneurship

5. Over 90% of LIS student of Ahmadu Bello University Zaria were not engaged into entrepreneurship outline to them it was only fewer of them were engaged into running of cyber café and managing Computer business centre such as typing and printing

Conclusion

Entrepreneurship skills have become a matter of necessity for LIS student especially in this contemporary period of high level of underdevelopment and unemployment in the country. Therefore, the LIS Students generally requires more entrepreneurship skills for self-employment especially in librarianship. To this end, the LIS Department in Ahmadu Bello University, Zaria through those taken entrepreneurship as course should more encouragement to LIS student to engage into entrepreneurship at their undergraduate level in order to become serf-employee after schooling.

Recommendations

Arising from the finding of the study, the following recommendations were made:

1. The LIS Students should engaged in practicing skills acquired during the training and studying to make them self-employed to reduce the rate of unemployment in the country after graduation

2. Government and parents should support and motivate LIS Student financially and morally in acquiring and practicing entrepreneurship skills to make them self-reliant

3. The LIS Students should make maximum use of the facilities provided by LIS Department for the purpose of training, teaching and learning

4. The LIS Students should engage in some of the following entrepreneur activities Consultancy services, Software's installers, Web designers, Vendor, Editing and publishing, Financial manager, Serial information managers, Information brokerage, Engaging in film business, Cinema business, DVD, CD-ROM sales and rent, and Event coverage (photo and video coverage)

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