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Entrepreneur Skills as Determinants to Job Opportunities Among LIS Postgraduate Students in University Of Ilorin

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**Entrepreneur Skills as Determinants to Job Opportunities Among LIS Postgraduate
Students in University Of Ilorin**

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Abstract

Entrepreneurial skills equip students with abilities that increase their employment potential and include: the abilities to solve problems, to develop social interaction, abilities to find information and to handle it for decision making, planning, communication and presentation skills. This study examined entrepreneur skills as determinants to job opportunities among LIS postgraduate students in university of Ilorin. Four objectives with one hypothesis were identified to guide the study. The target population include postgraduates students of LIS in university of Ilorin both Master and PhD students with population of 101 students (PG coordinator, 2021) There was no sample and sampling techniques as the population was not large enough for sampling as such the study adopted a purposive sampling technique with 16 item questionnaire was the instrument designed and used for the study. The study uses simple percentage, table and frequency as methods of data analysis. However, the null hypothesis for the study was tested with Pearson's product moment correlation (PPMC). The study found out that communication skills, technological/technical skills, marketing/saleable skills, management skills and financial risk skills as entrepreneurship skills on job opportunities. The study also found out that inadequate funding, poor infrastructural support, poor policy formulation, fear of failing and lack of willingness to take risk as challenges associated with entrepreneurship skills on job opportunities. However, the study recommends that Government should formulate policies that would help LIS postgraduate on entrepreneurship skills and access to credits should be given priority by government to LIS postgraduate students in university of Ilorin

Keywords Entrepreneurship, skills, Job opportunities, Library and Information Science, Postgraduates

Introduction

In Nigeria, the importance of entrepreneurship has not been fully utilized by Nigerians students. This is the move towards self- employment and will continue to become an increasingly important element to economic growth and development. This owes to the fact that it contributes to nation's wealth by creating employment opportunities, opening new markets, driving industrialization, as well as increase in productivity leading to equitable distribution of income and higher standard of living for the populace (Jahanshahi, Nawaser, Khaksar, & Kamalian, 2011). Meanwhile, skills are also very important factor that is expected of undergraduate to acquire necessary orientation and intention towards venture creation (Ogar, Nkanu & Eyo 2014).

Isa, Sanita, Nasuredin, Ma'rof, Mat and Rashkid (2012) opined that many graduates have difficulties in translating their business ideas into realities and creating new business ventures due to lack of necessary information and entrepreneurship skills needed to achieve their target

towards venture creation. This implies that the University curriculum was in the past tailored towards making graduates collar-job focused and not skills acquisition oriented for self development and this is the reason why a lot of graduates are found out there without fruitful employment (Ogar, Nkanu & Eyo 2014). Entrepreneurship skills are said to be the necessary set of skills required to be an entrepreneur (Ngozichukw, 2014). Skills are abilities or proficiencies required of a person in a position to plan and execute an action geared at accomplishing some tasks or achieving some goals (Ugwu & Ezeani 2012).

In other words, entrepreneurship skills are those necessary skills an entrepreneur needs to successfully run a business or add value to work. Agu, Chicha and Ikeme (2013) argued that entrepreneurship skills must be nurtured through proper education so that it can be directed to responsible and enriching small business endeavors that will benefit the individuals and the communities in which the entrepreneurs live. According to Ugwu and Ezeani (2012) LIS graduates need to acquire information technology skills, information literacy skills, managerial skills, personal entrepreneurship skills and technical skills of which can be achieved through entrepreneurship education.

Meanwhile, Elonye and Uzuegbu (2013) observed that LIS graduate can venture into indexing; abstracting; retrospective conversion; information brokerage, cataloging and classification (contract cataloguing); literature reviews; online literature search; print searches for users; owning a library or bookshop with the cooperation of nearby libraries in the area of interlibrary loan; packaging and repackaging of information; editing and publishing; developing hypermedia products; text translating and translation; marketing management of library; organizing of seminars, conferences, and workshops; undertaking electronic presentation services (e.g. Microsoft PowerPoint; creating data bases and website design. Henry, Jonathan and Olakunle (2017) opined that each of the entrepreneurial opportunities required LIS graduates to develop professional's knowledge and skills to provide the above services to people effectively and efficiently in the society. It is against this backdrop that this study seeks to examine entrepreneur skills as determinants to job opportunities among LIS postgraduate in university of Ilorin.

Statement of Problem

Entrepreneurial skills equip students with abilities that increase their employment potential and include: the abilities to solve problems, to develop social interaction, abilities to

find information and to handle it for decision making, planning, communication and presentation skills, etc. However, it is perceived that these skills are not fully being taught in library school and if its taught undergraduates do fully concentrate on the course with aims that white collar jobs are awaiting them after school. Meanwhile, many factors have been identified to be responsible for the situation why graduates find it difficult to secure adequate job after graduation. One of such factors is the curricula adopted by institutions in Nigeria, which is not rich in entrepreneurship skills, this has been so, because most graduates do not possess appropriate job competencies required by employers while some do not bring their personality traits to their job search behaviour through the adoption of creative and innovative strategies that could promote job security or creation. Based on the foregoing, this study examines entrepreneur skills as determinants to job opportunities among LIS postgraduate in university of Ilorin.

Research Objectives

The main objective of this study is to examine entrepreneur skills as determinants to job opportunities among LIS postgraduate in university of Ilorin. Specific objective are to:

1. identify entrepreneurship skills for job opportunities among LIS postgraduate in university of Ilorin;
2. establish impact of entrepreneurship skills on job opportunities among LIS postgraduate in university of Ilorin;
3. identify the challenges associated with entrepreneurship skills on job opportunities among LIS postgraduate in university of Ilorin and;
4. Solutions to challenges associated with entrepreneurship skills on job opportunities among LIS postgraduate in university of Ilorin.

Research Hypothesis

Null hypothesis was formulated and tested to guide the study

H₀₁: There is no significant relationship between entrepreneurship skills and job opportunities among LIS postgraduate in university of Ilorin

Literature Review

Concept of Entrepreneurship

Ejedafiru and Toyo (2015) defined entrepreneurship in library and information science as an act of developing attitudes by library and information practitioners at individual level in pursuit of profit oriented approach. Entrepreneurship is innovation, which involves a new

method of production, new markets or the establishment of a new organization or the breaking up of an existing one (Ejiogu & Nwajiaba, 2012). Therefore, innovation and job creation are some of the contributions of entrepreneurship (Majid & Ismail, 2012). Entrepreneurship is a programme that involves creative, innovative, productive and managerial skills which are necessary in business enterprises for self-reliance and national growth (Eke, Igwesi & Orji, 2011).

According to Ejedafiru and Toyo (2015), there is no hiding place for the LIS graduate of today who will not embrace the R6 solution to retrain, retool, redesigned, re-evaluate, review and repackaged him /herself in preparation for self-employment and participation in the world of work. Venture creation is therefore an important means of employment in many countries in the world, this assertion is applicable to both developed nations like the US (Harris 2013) and the less developed or developing countries like Bangladesh (Uddin & Bose, 2012) Thus, entrepreneurship plays pertinent role in changing the global socioeconomic environment (Topping & Tariq, 2010). Policy makers, higher educational institutions, government and other organizations are increasingly recognizing the need for entrepreneurial development (Owoseni, 2014).

Entrepreneurship Skills and Job Opportunities among LIS Postgraduate

Harris (2013) defined entrepreneurship skills as the ability to identify customer needs, market opportunities and pursuing them. He opined that these entrepreneurship skills are part of a broader set of leadership and management skills necessary for efficient business performance. As one of the four factors of production (the other three being land, labour and capital), entrepreneurship is defined differently by different scholars. Some think that entrepreneurs have special individual qualities, while others believe that there are some entrepreneurship skills, which successful entrepreneurs practice. Most of these different scholars each use a concept that tries to describe the qualities of an entrepreneur. For example, Olusola (2011) observed that entrepreneurship is the act of risk taking, while Kurya (2002) noted that an entrepreneur is someone who is quick to realise that an opportunity exists, seizes the opportunity and looks for the necessary ingredients or resources (land, labour, capital) to actualise it.

Owoseni (2014) further opined that entrepreneurship skills enable the entrepreneur to create value by devoting the necessary time and effort, assuming the accompanying financial, psychological and social risks and eventually receiving the envisaged returns. The need to have individuals and graduates who have adequate entrepreneurial skills influenced many countries in the world to initiate entrepreneurship education programs in their institutional curricula. These skills are of different kinds which are: communication skills; teamwork skills; decision-making skills; problem-solving skills; creative/innovative skills; planning and organizing skills; risk management skills; technological/technical skills; learning skills; initiative skills; enterprise skills; financial skills; managerial skills, marketing/saleable skills; interpersonal relationship skills; integrity skills; practical skills; self management skills; assertiveness skills; leadership skills; listening skills; adaptation to change and business recognition skills graduates of library and information science need these entrepreneurial skills to be able own and manage a private business enterprises, thereby making it possible for prospective graduates to be entrepreneurs in private business enterprises and also be managers of their own ventures after graduation.

The skills mentioned above are very important for an individual to be a successful entrepreneur. This is why entrepreneurship education programme becomes necessary to be incorporated in the universities so as to inculcate entrepreneurial skills in students. Creativity is one of the entrepreneurial skills which could be taught and acquired through entrepreneurship education Ngozichukwu (2014). Fischer and Bidell (2010) defined skill as a capacity to act in an organized way in a specific context. Entrepreneurship skills are the basic skills that are required by an individual to start, develop, finance and succeed in their own enterprise (Adeyemo 2009).

Impact of Entrepreneurship Skills on Job Opportunities among LIS Postgraduate

According to Ejedafiru and Toyo (2015), there is no hiding place for the LIS graduate of today who will not embrace the R6 solution to retrain, retool, redesigned, re-evaluate, review and repackaged him /herself in preparation for self-employment and participation in the world of work. Venture creation is therefore an important means of employment in many countries in the world, this assertion is applicable to both developed nations like the US (Harris 2013) and the less developed or developing countries like Bangladesh (Uddin & Bose, 2012) as well as Nigeria (Owoseni, 2014), and Malaysia (Sandhu, Fahmi, & Riaz, 2011). Thus, entrepreneurship plays pertinent role in changing the global socioeconomic environment (Topping & Tariq, 2010). Policy makers, higher educational institutions, government and other organizations are

increasingly recognizing the need for entrepreneurial development (Owoseni, 2014). This is seen from the efforts made by government, universities and related institutions to stimulate venture creation (Karabulut, 2014).

Kuratko and Audretsch (2009) observed that for some products and services. Entrepreneurship through the process of invention will help in improving the standard of living of the people (Owoseni & Akanbi, 2010). Henry, Jonathan and Olakunle (2017) opined that, graduates of library and information science (LIS) from higher institutions in Nigeria, must, be trained and must possess skills based on the LIS and Entrepreneurial courses during their course of study in order to serve as a springboard in the right direction towards ending the scourge of unemployment.

Dafna (2008) opined that entrepreneurs who possess leadership skills could bring about changes and innovations in their business venture. Communication skills according to Adejimola (2008) is a kind of entrepreneurial skill that helps to establish effective communication within and outside an enterprises and which also ensures the success of personal enterprises. Abbasi, Siddiqi and Rahatul Ain (2011) found out that communication skills are vital for the process of entrepreneurship, as it helps to establish trade relations and compete in the market. Adejimola (2008) argued that it is not suggested for entrepreneurs to distort relation with others in any segment, such as, customers, suppliers, other entrepreneurs or the society. An entrepreneur's ability to build and maintain healthy relationships becomes a challenging role and hence developing such roles becomes essential and primary (Adejimola, 2008). It is basically a personal skill that improves the competency of the entrepreneur, brings him success and goodwill to the firm (Ngozichukwu, 2014).

Ugwu and Ezeani (2012) evaluated the entrepreneurship awareness and skills among LIS Students in Universities in South East Nigeria. The study adopted a descriptive research design. The population comprised of all the final year masters students of library and information science students at the University of Nigeria, Nsukka Enugu state and Nnamdi Azikiwe university Akwa, Anambra State, 110 copies of questionnaires were administered to the sampled population of which 84 out of the 110 questionnaire was found useable. The research findings showed that even though students are aware of entrepreneurship through the media and the general courses they offer, entrepreneurship courses are not offered in the department. In essence, the general courses in entrepreneurship do not satisfy the specific demands of LIS

profession. This implies that students do not acquire the relevant skills that can make them compatible with and accessible to the variety of entrepreneurship opportunities in the profession. It also revealed that about 60% of the students do not possess the necessary entrepreneurial skills.

Challenges associated with Entrepreneurship Skills on Job Opportunities among LIS Postgraduate

There are many challenges that associated with entrepreneurship skills on job opportunities which include low competence of entrepreneurship education lecturers/instructors; absence of curricular capacity to support, poor Infrastructural support poor availability of infrastructure for entrepreneurship education to deliver quality and practical oriented entrepreneurship education requires huge investment in capital. However, inadequate funding is indicted in the poor infrastructural support entrepreneurship education to drive quality delivery of entrepreneurship education (Kuratko & Audretsch, 2009). (Henry, Jonathan and Olakunle, 2017) also observed that finance, inadequate equipment and technology, economic pressure from parents, education, entrepreneurial attitude, data, inadequate infrastructural facilities, cultural barriers and research and linkages are part of challenges associated with entrepreneurial skills on job opportunities.

Meanwhile, Odia and Odia (2013) consider developing entrepreneurial skills and transforming challenges into business opportunities in Nigeria. Today, the twin challenges of unemployment and poverty are facing graduates of tertiary institutions and professionals owing to the global economic meltdown and economic recessions in most countries including Nigeria. While the government braces up to these challenges through the various programmes and entrepreneurial initiatives, a key solution is the equipping of graduates and professionals with entrepreneurial skills which can make them employable and become employers of labour.

Elonye, and Uzuegbu, (2013) investigated Challenges that hinder the availability of instructional resources and acquisition of entrepreneurial skills among Business Education students in tertiary institutions, Rivers State. A descriptive survey research design was adopted in the study. The study was carried out in Rivers State, with two research questions and two null hypotheses, and a population consisting of 409 final year students offering Business Education programme drawn from the three tertiary institutions in Rivers State. Purposive sampling was

adopted as the entire population was used as the Sample size. The study used mean and standard deviation to test the two hypotheses. The study found out that not adequate and inadequate funding, lack of maintenance, poor policy formulation amongst others are challenges that hinders entrepreneurship skills.

Furthermore, Fatoki and Chindoga (2011) added that exogenous factors such as the fear of failure, lack of business skills and lack of willingness to take risk were obstacles to youth entrepreneurship in South Africa. In addition, Yeboah, Kumi and Awuah (2013) pointed out that the biggest obstacle to entrepreneurial skills among Sunyani Polytechnic marketing students in Ghana is lack of collateral security. Idam (2014) emphasize the devastating effect of poor infrastructural facilities, including epileptic power supply, poor condition of road network and inadequate water supply on emerging businesses.

Solutions to the Challenges associated with Entrepreneurship Skills on Job Opportunities

Eke, Igwesi and Orji. (2011) examined leveraging the relationship between entrepreneurship and job creation. He found out that individual talent, attitude, skills and knowledge along with several contextual variables such as social capital, access to credit, role of government technology and infrastructure, access to information and access to markets work together to drive entrepreneurial activity. Okeke and Eme (2014) point out that entrepreneurship development in Nigeria is very slow despite the entire numerous programmes and schemes that have been designed by different government at different times. Descriptive survey research method was used in this study whereby data collected from both primary and secondary sources were analyzed using percentages and mean scores, while the hypotheses were tested with Chi-square. The study concludes among others that with the introduction of business incubators into the system, proper handling of political and social economic problems, privatization and commercialization of power sector and provision of alternative source of power supply, entrepreneurship development has a lot of prospects in the country.

Owoseni, (2014) investigated the skills required by entrepreneurs for the enhancement of the performance of SMEs, find solutions to the problems facing the SMEs in Nigeria and identify the option strategies needed by new ventures as demonstration alternatives. The study used simple t-test and survey methodology through questionnaire (administered) as an instrument of primary data collection from a stratified random sample of 250 owners and employees of SMEs in major industrial cities in Nigeria. Major findings include entrepreneurial skills, proper record

keeping, access to financing, concessional taxation, longer period of operation and consistent policies were found to be significant factors required for business success and profitability in Nigeria.

Method

This study adopts descriptive survey method. The target population include postgraduates students of LIS in university of Ilorin both Master and PhD students with population of 101 students (PG coordinator, 2021) There was no sample and sampling techniques as the population was not large enough for sampling as such the study adopted a purposive sampling technique with 16 item questionnaire was the instrument designed and used for the study. The study use simple percentage, table and frequency as methods of data analysis. However, the null hypothesis for the study was tested with Pearson’s product moment correlation (PPMC).

RESULT

Variables	Frequency	Percentage (%)
Gender		
Male	60	63.8
Female	34	36.2
Total	94	100%
Age		
21 – 30 years	52	55.3
31-40 years	23	24.5
41-50 years	14	14.9
51 years and above	05	05.3
Total	94	100%

Source: Authors’ Fieldwork (2021)

Table 1 illustrates the demographic information of the respondents. It can be seen that 60 (63.8%) of the respondents were male while 34(36.2%) of the respondents were female. By implication, this means that there were slightly more male in the study than their male

counterparts. On the age distribution, results show 52(55.3%) of the respondents were between 21-20 years of age, 23(24.5%) of the respondents were between 31-40 years old, 14(14.9%) of the respondents were between 41-50 years of age and 05(5.3%) of the respondents were 51 years and above. This indicates that half of the respondents were between 21 and 40 years while the least of the respondents were 51 years and above.

RQ1: What are entrepreneurship skills for job opportunities among LIS postgraduate in university of Ilorin?

Table 2: Entrepreneurship skills for job opportunities among LIS Postgraduate in university of Ilorin

Item	Strongly Agreed		Agreed		Strongly Disagreed		Disagreed	
	N	%	N	%	N	%	N	%
Communication skills;	21	22.3	13	18.8	41	43.6	19	20.2
Technological/technical skills	12	12.7	13	18.8	29	30.8	40	42.5
Marketing/saleable skills;	26	27.6	12	12.7	26	27.6	30	31.9
Management skills;	14	14.8	21	22.3	50	53.2	19	20.2
Financial risk skills	11	11.7	16	17.0	32	34.0	35	37.2

Source: Authors' Fieldwork (2021) (N.B.: SA+A=Agreed, SD+D=Disagreed)

As shown in Table 2 34(41.3%) of the respondents agreed with communication skills as entrepreneurship skill and 60(58.7%) of the respondents disagreed. This indicates that most of the respondents agreed with communication skills as entrepreneurship skills for job opportunities among LIS postgraduate in university of Ilorin. The Table also shows that 25(31.5%) of the respondents agreed with technological/technical skills as entrepreneurship skills for job opportunities and 69(41.7%) of the respondents disagreed. This means that most of the respondents see technological/technical skills as entrepreneurship skills

It can be observed in Table 2 that 38(40.3%) of the respondents agreed with marketing/saleable skills as entrepreneurship skills and 56(59.7%) of the respondents disagreed. This shows that most of the respondents found that marketing/saleable skills are not entrepreneurship skills. Also, Table 2 indicate that 35(37.2%) of the respondents agreed that management skills are entrepreneurship skills and 69(62.8%) of the respondents were disagreed. This shows that most of the respondents disagreed with management skills as entrepreneurship skills for job opportunities among LIS postgraduate in university of Ilorin. Table 3 illustrates that

27(28.7%) of the respondents agreed with financial risk skills as entrepreneurship skills and 67(71.3%) of the respondents disagreed. This means that most of the respondents disagreed with financial risk skills as entrepreneurship skills for job opportunities LIS postgraduate in university of Ilorin

RQ 2: What is impact of entrepreneurship skills on job opportunities among LIS postgraduate in university of Ilorin?

Table 3: Impact of entrepreneurship skills on job opportunities among LIS Postgraduate

Items	Responses							
	Strongly Agreed		Agreed		Strongly Disagreed		Disagreed	
	N	%	N	%	N	%	N	%
Entrepreneurship skills enable the entrepreneur to create value.	41	43.6	28	29.7	15	16.0	09	9.5
It improves the competency of the entrepreneur	39	41.4	29	30.8	20	21.2	06	6.3
It helps to establish effective communication within and outside an enterprises	48	51.1	37	39.3	6	6.3	03	3.1
It helps to establish trade relations and compete in the market	52	55.3	31	33	09	9.5	2	2.1
It helps to bring success	50	53.1	24	25.5	14	14.8	6	6.3

and goodwill.

Source: Authors' Fieldwork (2021) (N.B.: SA+A=Agreed, SD+D=Disagreed)

Table 3 shows that 69(73.4%) of the respondents agreed that entrepreneurship skills enable the entrepreneur to create value while 24(26.6%) of the respondents disagreed. This implies that most of the respondents are of opinion that entrepreneurship skills enable the entrepreneur to create value. Also, it was shown that 78(83.0%) of the respondents agreed that it improve competency of entrepreneur and 26(17.0%) of the respondents disagreed. This indicates that most of the respondents agreed that entrepreneurship skills improve competency.

Table 3 shows that 85(90.4%) respondents agreed that it helps to establish effective communication within and outside enterprises while 9(9.6%) respondents disagreed. Moreover, 83(88.3%) of the respondents agreed that it helps to establish trade relations and compete in the market while 11(11.7%) respondents disagreed. This shows that most of the respondents are opinion that entrepreneurship helps to establish trade relations and compete in the market. Table 3 shows that 74(78.7%) of the respondents agreed that t helps to bring success and goodwill while 20(21.3%) respondents disagreed. This means that most of the respondents concur that entrepreneurship helps to bring success and goodwill.

RQ 3: What are challenges associated with entrepreneurship skills on job opportunities among LIS postgraduate in university of Ilorin?

Table 4: Challenges associated with entrepreneurship skills on job opportunities

Items	Responses							
	Strongly Agreed		Agreed		Strongly Disagreed		Disagreed	
	N	%	N	%	N	%	N	%
Inadequate funding	38	40.4	23	24.5	12	12.7	21	22.3
Poor infrastructural support	43	45.7	31	32.9	09	9.5	11	11.7
Poor policy formulation	30	32.0	40	42.5	07	7.4	17	18.1
Fear of failing	28	29.7	44	46.8	12	12.7	10	10.6
Lack of willingness to take risk	26	27.6	41	43.6	13	13.8	14	14.9

Source: Authors' Fieldwork (2021) (N.B.: SA+A=Agreed, SD+D=Disagreed)

As it is illustrated in Table 4 61(22.9%) of the respondents agreed with inadequate funding as challenge of entrepreneurship skills while 33(35.0%) disagreed. This shows that the

majority of respondent perceived inadequate funding as challenges with entrepreneurship skills on job opportunities. Also, Table 4 shows that 74(78.7%) of the respondents agreed with poor infrastructural support as challenges associated with entrepreneurship skills while 20(21.3%) of the respondents disagreed. This indicates that poor infrastructural support affect entrepreneurship skills.

It can be observed in Table 4 that 24(25.4%) respondents are opinion that poor policy formulation is one of the challenges of entrepreneurship skills while 70(74.6%) respondents disagreed. The Table also shows that 22(23.3%) respondents agreed with fear failing as challenge associated with entrepreneurship skills while 129(35.6%) disagreed. It can also be seen in the Table 4 that 27(72.4%) respondents agreed with lack of willingness to take risk as challenges associated with entrepreneurship skills on job opportunities while 85(23.5%) disagreed. This shows that most of them found that lack of willingness to take risk influence entrepreneurship skills on job opportunities among postgraduate in University of Ilorin.

RQ 4: What are solutions to the challenges associated with entrepreneurship skills on job opportunities among LIS postgraduate in university of Ilorin?

Table 5: Solutions to the Challenges associated with Entrepreneurship Skills on Job Opportunities

Items	Responses							
	Strongly Agreed		Agreed		Strongly Disagreed		Disagreed	
	N	%	N	%	N	%	N	%
Access to credit	51	54.2	23	24.5	15	16.0	5	5.3
Access to technology and infrastructure	47	50.0	28	29.8	18	19.1	1	1.1
Access to information	41	43.6	30	32.0	17	18.1	5	5.3
Access to markets	48	51.0	33	35.1	9	9.6	4	4.3
Consistent policies	36	38.3	41	43.6	10	10.5	7	7.4

Source: Authors' Fieldwork (2021) (N.B.: SA+A=Agreed, SD+D=Disagreed)

Table 5 shows response to the solution to the challenges associated with entrepreneurs skills on job opportunities. However, 74(78.7%) of respondents agreed with access to credit as solution to the challenges while 20(11.3%) of respondents disagreed. This implies that overwhelming postgraduate students are of opinion to the access to credit as solutions to the challenges associated with entrepreneurship skills on job opportunities.

Moreover, table 5 indicates that 75(79.8%) of respondents agreed with access to technology and infrastructure as solution while 19(10.2%) of respondents disagreed. This means that majority of respondents agreed with access to technology and infrastructure as solutions to the challenges associated with entrepreneurship skills on job opportunities.

It can also be observed in the table 5 that 71(75.6%) of respondents agreed with access to information as solution while 22(24.4%) of respondents disagreed. It shows that majority of respondents is in tandem with access to information as solutions to the challenges associated with entrepreneurship skills on job opportunities. Table 5 also indicates that 81(86.1%) of respondents agreed with access to market as solution while 13(13.9%) of respondents disagreed. This implies that majority of respondent agreed that access to market as solutions to the challenges associated with entrepreneurship skills on job opportunities. Conclusively, 77(81.9%) of respondent agreed with consistent policies while 17(17.9%) of respondents disagreed. This implies that majority of respondents agreed that consistent policies as solutions to the challenges associated with entrepreneurship skills on job opportunities.

Test of Hypothesis

H₀₁: There is no significant relationship between entrepreneurship skills and job opportunities among LIS Postgraduates in University of Ilorin

Table 6: Relationship between Entrepreneurship skills and Job Opportunities

Variables	Mean	SD	N	Df	R	P-value	Remark
Entrepreneurship skills	3.1469	0.82440	94	92	.875**	.000	Sig...
Job opportunities	2.7408	0.87535					

** Correlation is significant at 0.01 level (2-tailed)

Source: Author's Fieldwork (2021)

Table 6 shows that the Pearson's R is 0.875, while the p=0.000, which is lower than the common level of significance of 0.05. The null hypothesis is hereby rejected. Hence, this shows that there is significant relationship between entrepreneurship skills and job opportunities among LIS Postgraduates in University of Ilorin

Discussion of Finding

On the entrepreneurship skills for job opportunities among LIS postgraduate, it was found out that overwhelming LIS postgraduate are agreed with communication skills, technological/technical skills, marketing/saleable skills, management skills and financial risk skills as entrepreneurship skills on job opportunities. The finding of this study is supported by

Owoseni (2014) that integrity skills; practical skills; self management skills; assertiveness skills; leadership skills; listening skills are entrepreneurship skills.

On the impact of entrepreneurship skills on job opportunities among LIS postgraduate, the study revealed that entrepreneurship skill enable entrepreneur to create value, improve the competency of the entrepreneur, helps to establish effective communication within and outside an enterprises, helps to establish trade relations and compete in the market and help to bring success and goodwill. However, the finding of this study concur with Abbasi, Siddiqi and Rahatul Ain (2011) who found out that communication skills are vital for the process of entrepreneurship, as it helps to establish trade relations and compete in the market

The study also found out that inadequate funding, poor infrastructural support, poor policy formulation, fear of failing and lack of willingness to take risk as challenges associated with entrepreneurship skills on job opportunities. The finding of this study is supported by Jonathan and Chukwudi (2018) that inadequate funding is indicted in the poor infrastructural support entrepreneurship education to drive quality delivery of entrepreneurship education

The finding of the study also revealed that access to credit, access to technology and infrastructure, access to information, access to markets and consistent policies are ways out to the challenges of entrepreneurship skills on job opportunities among LIS postgraduates in University of Ilorin. This is supported by Mohammed and Obeleagu-Nzelibe (2014) that access to financing, concessional taxation, longer period of operation and consistent policies were found to be significant factors required for business success and profitability in Nigeria.

Conclusively, the study also found out that there is significant relationship between entrepreneurship skills and job opportunities among LIS Postgraduates in University of Ilorin.

Conclusion

It established in the study that entrepreneurship skill is essential for job opportunities in librarianship especially those pursuing higher degree programmes. This is shown through a holistic approach of effective communication skills, technological/technical skills, marketing/saleable skills, management skills and financial risk skills. However, it is concluded that poor financing, bad communication, ineffective policies and inability to take risk among LIS postgraduate hindering the entrepreneurship skills on job opportunities.

Recommendations

The following recommendations were made:

1. Postgraduate in Library and Information Science should endeavour to take serious entrepreneurship skills that would assist them in job opportunities.
2. Government should formulate policies that would help LIS postgraduate on entrepreneurship skills.
3. Access to credits should be given priority by government to LIS postgraduate students in university of Ilorin.
4. LIS postgraduate students should endeavour to take risk for better success.

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