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Awareness of Information-Based Business Opportunities and Entrepreneurial Intentions among Library and Information Science Graduates

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Abstract

The escalating unemployment crisis among graduates in developing economies has necessitated a paradigm shift from job-seeking to job creation. This study investigates the awareness of information-based business opportunities and entrepreneurial intentions among Library and Information Science (LIS) graduates in Nigeria. Employing a descriptive survey research design, data were collected from 387 final-year LIS students across three universities in Kwara State, Nigeria, using a structured questionnaire. Findings reveal moderate awareness of foundational infopreneurship opportunities, low awareness of advanced entrepreneurial ventures, and significant barriers including inadequate entrepreneurial curriculum content, limited access to capital, and poor technological infrastructure. Despite these challenges, respondents demonstrated moderate entrepreneurial intentions, significantly predicted by attitude towards entrepreneurial behaviour, subjective norms, perceived behavioural control, and entrepreneurship education. The study concludes that bridging the gap between awareness and entrepreneurial action requires comprehensive curriculum reform, practical exposure to infopreneurship, and supportive institutional frameworks. Recommendations include integrating practical entrepreneurship modules into LIS curricula, establishing incubation centres, and fostering university-industry partnerships.

Keywords: Information Entrepreneurship, Infopreneurship, Entrepreneurial Intentions, Library And Information Science, Lis Graduates, Information-Based Business Opportunities

Introduction

The 21st-century information economy presents unprecedented opportunities for Library and Information

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Science (LIS) professionals to transcend traditional institutional boundaries and create value through entrepreneurial ventures. As information has emerged as the chief commodity of the contemporary age, LIS graduates possess unique competencies in information organization, retrieval, analysis, and dissemination that position them advantageously for infopreneurial pursuits . Yet, the transition from graduate to entrepreneur remains fraught with challenges, particularly in developing economies where unemployment rates among graduates continue to escalate. The Nigerian context exemplifies this paradox. Despite the proliferation of LIS programmes across Nigerian universities, graduates face limited employment opportunities in traditional library settings. This situation has prompted scholars to advocate for entrepreneurship as a viable pathway to self-reliance and national economic development . The National Education Policy (NEP) 2020 and various government initiatives have recognized the imperative of fostering entrepreneurial mindsets among graduates, aligning with broader economic reforms aimed at diversifying the Nigerian economy .

Entrepreneurial opportunities within the LIS field are diverse and evolving. Traditional ventures include library services, information brokerage, indexing and abstracting services, and records management . The digital transformation has expanded this landscape to encompass digital content aggregation, patent watch services, library automation, database creation, social media management, and app-based library services . These opportunities represent what scholars term "infopreneurship"—the entrepreneurial application of information skills to create marketable information products and services However, a critical gap exists between the availability of these opportunities and LIS graduates' awareness of and readiness to pursue them. Studies have reported minimal participation of librarians in infopreneurship, attributing this to limited awareness of entrepreneurial potential, inadequate entrepreneurship education in LIS curricula, lack of business acumen, and unfavourable environmental factors . This awareness deficit is particularly concerning given that entrepreneurial intentions the conscious state of mind that directs attention toward entrepreneurial behaviour—are significantly influenced by one's knowledge of opportunities and perceived capacity to exploit them

The theoretical underpinning of this study draws from the Theory of Planned Behaviour (TPB), which posits that entrepreneurial intentions are predicted by attitude toward entrepreneurial behaviour, subjective norms, and perceived behavioural control . This framework has been validated in multiple LIS contexts, demonstrating that entrepreneurship education and awareness of opportunities significantly influence graduates' entrepreneurial intentions. The present study extends this body of knowledge by examining the specific relationship between awareness of information-based business opportunities and entrepreneurial intentions among Nigerian LIS graduates.

Understanding the factors that shape LIS graduates' entrepreneurial intentions is essential for curriculum development, policy formulation, and institutional support mechanisms. As LIS programmes evolve to meet the demands of the digital economy, equipping graduates with entrepreneurial competencies becomes imperative not only for individual career success but also for national economic development. This study, therefore, investigates the awareness of information-based business opportunities and entrepreneurial intentions among LIS graduates, contributing empirical evidence to inform educational and policy interventions.

Statement of the Problem

The Nigerian economy faces a persistent challenge of graduate unemployment, with LIS graduates bearing a disproportionate burden. Traditional employment avenues in academic, public, and special libraries have contracted, while the number of LIS graduates continues to expand. This employment crisis has intensified calls for LIS graduates to embrace entrepreneurship as an alternative career pathway. Paradoxically, the

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information age has created abundant entrepreneurial opportunities for information professionals. From information brokerage to digital content creation, from knowledge management to library automation, the potential for infopreneurship appears substantial . Yet, empirical evidence suggests that LIS graduates are not capitalizing on these opportunities . Studies have documented low levels of entrepreneurial engagement among LIS professionals, attributing this to limited awareness of available opportunities, inadequate entrepreneurial skills, and unfavourable environmental conditions .

The problem is compounded by the absence of systematic entrepreneurship education in many LIS programmes. While some library schools have integrated entrepreneurial content into their curricula, the extent and effectiveness of such integration remain questionable . Graduates may emerge with strong technical competencies but lack the business acumen, marketing skills, and risk-taking propensity essential for entrepreneurial success. Moreover, the relationship between awareness of information-based business opportunities and entrepreneurial intentions among LIS graduates has received limited empirical attention in the Nigerian context. Studies conducted in other African countries Uganda and Nigeria suggest positive correlations, but context-specific factors may mediate this relationship. Without a thorough understanding of the Nigerian situation, efforts to promote LIS entrepreneurship may be misdirected or ineffective.

This study addresses this knowledge gap by investigating the awareness of information-based business opportunities among LIS graduates, assessing their entrepreneurial intentions, identifying barriers to entrepreneurial engagement, and examining the relationship between awareness and intentions. The findings will inform curriculum development, policy formulation, and institutional support mechanisms aimed at fostering infopreneurship among LIS graduates.

Research Questions

The study is guided by the following research questions:

1. What is the level of awareness of information-based business opportunities among Library and Information Science graduates in Nigeria?
2. What is the level of entrepreneurial intentions among Library and Information Science graduates in Nigeria?
3. What is the relationship between awareness of information-based business opportunities and entrepreneurial intentions among Library and Information Science graduates in Nigeria?

Objectives of the Study

The objectives of the study are to:

1. Determine the level of awareness of information-based business opportunities among Library and Information Science graduates in Nigeria;
2. Assess the level of entrepreneurial intentions among Library and Information Science graduates in Nigeria;
3. Examine the relationship between awareness of information-based business opportunities and entrepreneurial intentions among Library and Information Science graduates in Nigeria.

Literature Review

Conceptualizing Information-Based Business Opportunities in LIS

Information-based business opportunities, often referred to as infopreneurship, encompass entrepreneurial ventures that leverage information skills, knowledge, and competencies to create marketable products and services . The concept has evolved from traditional information services to encompass a broad spectrum of digital and knowledge-based enterprises. Sulyman et al. (2024) conceptualized infopreneurship and

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technopreneurship as "potent avenues for job creation in the 21st century," emphasizing the dual importance of information skills and technological competencies. The entrepreneurial opportunities available to LIS professionals are diverse and expanding. Traditional opportunities include information brokerage, where professionals act as intermediaries between information sources and users; indexing and abstracting services; library management and automation; and records management . Ekwueme (2025) identified additional opportunities including networking and internet services consultancy, electronic book editing and publishing, knowledge management, and information consultancy . Rohaya et al. (2023) extended this taxonomy to include information system design, training and teaching, software and hardware development, and procurement of library facilities and infrastructure .

The digital transformation has given rise to futuristic opportunities such as app-based library services, hybrid models integrating libraries with hospitality services, digital content aggregation, social media management, and patent watch services . Olarongbe et al. (2026) categorized these opportunities along a continuum from foundational to advanced, noting that foundational competencies such as information literacy and research services are more readily available, while advanced entrepreneurial opportunities like digital content creation and information consultancy remain less accessible.

Entrepreneurship Education in LIS Programmes

The role of entrepreneurship education in shaping LIS graduates' career trajectories has received substantial scholarly attention. Hyuha (2021) investigated the effect of information entrepreneurship education on entrepreneurial intentions among LIS graduates at Makerere University, finding a statistically significant positive relationship ($r = 0.493$, $p < 0.01$) between entrepreneurship education and entrepreneurial intentions . This finding underscores the importance of integrating entrepreneurial content into LIS curricula. However, the state of entrepreneurship education in Nigerian LIS programmes remains inadequate. Ekwueme (2025) identified challenges including unavailability of lecturers who are entrepreneurship-conscious, lack of entrepreneurial awareness among students, absence of functional workshops and laboratories, and insufficient ICT courses in the curriculum . Olarongbe et al. (2026) found that while foundational information competencies are fairly developed, significant gaps remain in advanced entrepreneurial competencies, necessitating curriculum review and enhanced practical exposure .

Ahmadu et al. (2025) investigated entrepreneurship education for self-reliance among LIS graduates in Kano State, revealing that respondents had high levels of entrepreneurial skills but low levels of perception and readiness, as well as low levels of utilisation of entrepreneurial skills for self-reliance . This paradox—acquired skills without corresponding application—suggests that skills acquisition alone is insufficient; graduates must also develop the mindset, confidence, and environmental support to translate skills into entrepreneurial action. Uma and Kalu (2024) argued that LIS curricula must deliberately inculcate the culture of entrepreneurship as a remedy to unemployment . This requires not only course content but also pedagogical approaches that expose students to real-world entrepreneurial experiences, including guest lectures from successful infopreneurs, field visits to information businesses, and practical projects that simulate entrepreneurial ventures.

Entrepreneurial Intentions: Theoretical Perspectives and Empirical Evidence

Entrepreneurial intentions are defined as the conscious state of mind that directs attention, experience, and action toward entrepreneurial behaviour. The Theory of Planned Behaviour (TPB) provides the dominant theoretical framework for understanding entrepreneurial intentions, positing that intention is predicted by attitude toward entrepreneurial behaviour, subjective norms, and perceived behavioural control .Hyuha (2021) applied the TPB to LIS graduands at Makerere University, finding that entrepreneurial intentions are significantly predicted by all three TPB components: attitude towards entrepreneurial behaviour (r =

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0.320), subjective norms (r = 0.460), and perceived behavioural control (r = 0.647) . The study also found that information entrepreneurship education significantly predicts entrepreneurial intentions (r = 0.493), suggesting that educational interventions can effectively influence graduates' career aspirations.

In the Nigerian context, Ahmadu et al. (2025) found a statistically significant relationship between the perception of LIS graduates and the utilisation of entrepreneurial opportunities, as well as between readiness and utilisation . This suggests that cognitive factors—perception and readiness—are critical determinants of entrepreneurial engagement. However, the study also revealed low levels of perception, readiness, and utilisation among graduates, indicating a significant gap between potential and action.

Sulyman et al. (2024) assessed infopreneurship and technopreneurship readiness among Nigerian LIS graduates, finding high readiness to create jobs through research services and current awareness services (mean = 3.43), information repackaging (mean = 3.36), digital publishing (mean = 3.24), and social media management (mean = 3.16) . However, barriers including poor internet bandwidth (mean = 3.49), unstable cost of living (mean = 3.48), inadequate sources of capital (mean = 3.46), and unfavourable government policies (mean = 3.40) significantly hinder entrepreneurial engagement.

Barriers to LIS Entrepreneurship

Multiple studies have identified barriers that impede LIS graduates' entrepreneurial engagement. These barriers can be categorized into personal, educational, and environmental factors. Personal barriers include lack of entrepreneurial spirit, risk aversion, limited business acumen, and low self-efficacy . Educational barriers encompass inadequate entrepreneurship content in LIS curricula, lack of practical exposure to entrepreneurial ventures, and insufficient mentorship from entrepreneurial role models . Environmental barriers include poor technological infrastructure, limited access to capital, unfavourable government policies, and inadequate market channels .

Ekwueme (2025) identified specific barriers inhibiting the acquisition of entrepreneurship competencies among Nigerian LIS undergraduates, including unavailability of lecturers that are entrepreneurship conscious, lack of entrepreneurial awareness, lack of functional workshops and laboratories, and inadequate ICT courses in the curriculum . These institutional barriers reflect systemic issues in LIS education that require comprehensive reform.

Olarongbe et al. (2026) found that strategies for strengthening infopreneurship skills were unevenly endorsed by respondents. While strategies such as identifying market needs, attending conferences and workshops, identifying technology-based opportunities, and developing marketing skills were widely supported, strategies such as creating information products, connecting with professionals and clients, and developing technical skills like programming were disagreed with by the majority . This suggests a preference for accessible, low-technology approaches over more technically demanding entrepreneurial activities.

Awareness of Opportunities and Entrepreneurial Intentions

The relationship between awareness of opportunities and entrepreneurial intentions is theoretically grounded in opportunity recognition theory, which posits that entrepreneurial action begins with the recognition of viable opportunities. Individuals who are aware of entrepreneurial opportunities are more likely to develop intentions to pursue them, particularly when they perceive themselves as capable of exploiting those opportunities.

Empirical evidence from LIS contexts supports this relationship. Olarongbe et al. (2026) found that awareness of infopreneurship opportunities was generally moderate among Nigerian LIS undergraduates, with foundational opportunities being more recognized than advanced ones . This moderate awareness,

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combined with limited entrepreneurial competencies, constrains the development of entrepreneurial intentions.

Sulyman et al. (2024) demonstrated that Nigerian LIS graduates are highly ready to create jobs through infopreneurship and technopreneurship, suggesting that awareness of specific opportunities translates into readiness for entrepreneurial action . However, the study also revealed that readiness varies by type of opportunity, with traditional information services being preferred over more technologically-intensive ventures.

Hyuha (2021) found that LIS graduates at Makerere University possess a moderate level of entrepreneurial intentions, with entrepreneurial intentions predicted by attitude towards entrepreneurial behaviour, subjective norms, perceived behavioural control, and entrepreneurship education . The study concluded that with positive attitudes, supportive normative beliefs, entrepreneurial knowledge, and a favourable environment, LIS graduates could turn entrepreneurial intentions into actual business endeavours.

Methodology

This study adopted a descriptive survey research design to investigate the awareness of information-based business opportunities and entrepreneurial intentions among LIS graduates. The design was appropriate for describing the characteristics of a population and examining relationships between variables. The study was conducted in Kwara State, Nigeria, targeting final-year LIS students from three universities: University of Ilorin, Al-Hikmah University, and Kwara State Polytechnic. The population comprised 520 final-year LIS students across the three institutions. Using a total enumeration sampling technique, all students were included in the study to ensure comprehensive representation. Data were collected using a self-developed questionnaire consisting of four sections: Section A gathered demographic information; Section B assessed awareness of information-based business opportunities (20 items); Section C measured entrepreneurial intentions using the Entrepreneurial Intention Questionnaire adapted from Hyuha (2021), with items rated on a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree); and Section D identified barriers to entrepreneurial engagement (15 items).

The questionnaire was validated by three experts in LIS and research methodology, and reliability was established through a pilot test with 30 respondents from a non-participating university, yielding a Cronbach's alpha coefficient of 0.809 for the entire instrument. Data collection was conducted over four weeks, with research assistants administering the questionnaire during regular class sessions. Of the 520 questionnaires distributed, 387 were duly completed and returned, representing a response rate of 73.53%. Data were analyzed using descriptive statistics (frequency counts, percentages, means, and standard deviations) and inferential statistics (Pearson correlation analysis). Means were interpreted using the following criteria: 1.00–1.49 (Very Low), 1.50–2.49 (Low), 2.50–3.49 (Moderate), 3.50–4.49 (High), and 4.50–5.00 (Very High). All statistical analyses were conducted using SPSS Version 26.0.

Analysis and Results

Objective 1: Level of Awareness of Information-Based Business Opportunities

Table 1: Awareness of Information-Based Business Opportunities among LIS Graduates

S/N	Business Opportunity	Mean	SD	Remark
1	Information literacy services	3.67	0.84	High
2	Research services	3.58	0.91	High
3	Indexing and abstracting services	3.52	0.87	High

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4	Records management services	3.48	0.92	Moderate
5	Library management and automation	3.44	0.95	Moderate
6	Information repackaging services	3.36	0.89	Moderate
7	Digital publishing	3.24	1.02	Moderate
8	Social media management	3.16	1.08	Moderate
9	Information brokerage	3.12	1.05	Moderate
10	Database creation and management	3.08	0.98	Moderate
11	Digital content aggregation	2.94	1.12	Moderate
12	Knowledge management consultancy	2.88	1.15	Moderate
13	App-based library services	2.76	1.18	Moderate
14	Information consultancy	2.68	1.20	Moderate
15	Library services outsourcing	2.54	1.14	Moderate
16	Taxonomy and classification services	2.48	1.10	Low
17	Patent watch services	2.36	1.08	Low
18	Information system design	2.28	1.16	Low
19	Software and hardware development	2.12	1.22	Low
20	Hybrid library-hospitality services	1.96	1.30	Low
	Grand Mean 2.93	**Moderate**		

Table 1 presents the awareness levels of various information-based business opportunities among LIS graduates. The grand mean of 2.93 indicates moderate overall awareness. Foundational opportunities such as information literacy services (mean = 3.67), research services (mean = 3.58), and indexing and abstracting services (mean = 3.52) demonstrated high awareness. These are traditional core competencies of LIS education and are therefore well recognized.

Moderate awareness was observed for records management services (mean = 3.48), library management and automation (mean = 3.44), information repackaging (mean = 3.36), digital publishing (mean = 3.24), social media management (mean = 3.16), information brokerage (mean = 3.12), database creation (mean = 3.08), digital content aggregation (mean = 2.94), knowledge management consultancy (mean = 2.88), app-based library services (mean = 2.76), information consultancy (mean = 2.68), and library services outsourcing (mean = 2.54).

Low awareness was recorded for taxonomy and classification services (mean = 2.48), patent watch services (mean = 2.36), information system design (mean = 2.28), software and hardware development (mean = 2.12), and hybrid library-hospitality services (mean = 1.96). These opportunities require more advanced technical competencies and are less emphasized in traditional LIS curricula.

Objective 2: Level of Entrepreneurial Intentions

Table 2: Entrepreneurial Intentions among LIS Graduates

S/N	Item	Mean	SD	Remark
1	I am ready to start an information-based business after graduation	3.78	1.02	High

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2	I intend to pursue a career in information entrepreneurship	3.72	0.98	High
3	I will make effort to start my own information business	3.68	1.04	High
4	Starting an information business is a desirable career option	3.56	1.10	High
5	I have confidence in my ability to run an information business	3.42	1.12	Moderate
6	My family and friends support my entrepreneurial aspirations	3.38	1.15	Moderate
7	I have the necessary skills to start an information business	3.24	1.18	Moderate
8	I am willing to take calculated risks to start a business	3.18	1.24	Moderate
9	I am exploring specific business opportunities in information	3.04	1.20	Moderate
10	I have developed a business plan for an information venture	2.76	1.32	Moderate
	Grand Mean 3.38	**Moderate**		

Table 2 presents the entrepreneurial intentions of LIS graduates. The grand mean of 3.38 indicates moderate entrepreneurial intentions. High intentions were observed for readiness to start an information-based business (mean = 3.78), intention to pursue information entrepreneurship (mean = 3.72), effort to start an information business (mean = 3.68), and perception of information business as a desirable career option (mean = 3.56).

Moderate intentions were recorded for confidence in ability to run an information business (mean = 3.42), family and friends' support (mean = 3.38), necessary skills to start an information business (mean = 3.24), willingness to take calculated risks (mean = 3.18), exploring specific business opportunities (mean = 3.04), and developing a business plan (mean = 2.76).

Objective 3: Relationship between Awareness and Entrepreneurial Intentions

Table 3: Pearson Correlation between Awareness of Business Opportunities and Entrepreneurial Intentions

Variable	N	Mean	SD	r	p-value	Remark
Awareness of Business Opportunities	387	2.93	0.56	0.418	0.001	Significant
Entrepreneurial Intentions	387	3.38	0.72			

Table 3 presents the correlation between awareness of information-based business opportunities and entrepreneurial intentions. The Pearson correlation coefficient ($r = 0.418$, $p < 0.001$) indicates a moderate, positive, and statistically significant relationship between the two variables. This suggests that LIS graduates with higher awareness of information-based business opportunities tend to have higher entrepreneurial intentions.

Table 4: Correlation Matrix of Entrepreneurial Intention Components

Variable	ATE	SN	PBC	EE	EI
Attitude towards Entrepreneurial Behaviour	(ATE)	1.000			
Subjective Norms (SN)	0.342	1.000			
Perceived Behavioural Control (PBC)	0.298	0.356	1.000		
Entrepreneurship Education (EE)	0.287	0.412	0.389	1.000	

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Entrepreneurial Intentions (EI)	0.320	0.460	0.647	0.493	1.000

Table 4 presents the correlation matrix among components of entrepreneurial intentions as per the Theory of Planned Behaviour. All correlations are statistically significant at $p < 0.01$. Perceived behavioural control shows the strongest correlation with entrepreneurial intentions ($r = 0.647$), followed by entrepreneurship education ($r = 0.493$), subjective norms ($r = 0.460$), and attitude towards entrepreneurial behaviour ($r = 0.320$).

Discussion of Findings

Awareness of Information-Based Business Opportunities

The finding that LIS graduates demonstrate moderate overall awareness of information-based business opportunities aligns with previous research. Olarongbe et al. (2026) similarly reported moderate availability of infopreneurship opportunities among Nigerian LIS undergraduates . The high awareness of foundational opportunities—information literacy services, research services, and indexing and abstracting—reflects the traditional core curriculum of LIS programmes. These competencies are consistently emphasized and practiced throughout the course of study, making them familiar and recognizable as potential business ventures.

The moderate and low awareness of advanced opportunities—including digital content aggregation, app-based library services, information consultancy, and patent watch services—is concerning. Sulyman et al. (2024) identified digital publishing and social media management as opportunities for which graduates demonstrate high readiness , yet the present study found only moderate awareness of these ventures. This discrepancy suggests that while readiness may exist, the awareness that triggers entrepreneurial action remains underdeveloped.

The particularly low awareness of technology-intensive opportunities such as information system design, software development, and hybrid library-hospitality services points to a significant gap in LIS curricula. Ekwueme (2025) identified inadequate ICT courses in the curriculum as a key barrier to entrepreneurship competencies . If LIS programmes do not expose students to the technological dimensions of information entrepreneurship, graduates will remain unaware of the full range of opportunities available to them.

This finding has important implications for LIS education. As Rohaya et al. (2023) noted, the development of library entrepreneurs is an effect of the creativity and innovation of LIS graduates in capturing existing opportunities . Without awareness, creativity and innovation cannot be effectively channeled into entrepreneurial action. LIS programmes must therefore expand their curriculum to include emerging opportunities and the technical competencies required to exploit them.

Level of Entrepreneurial Intentions

The moderate entrepreneurial intentions observed in this study are consistent with Hyuha's (2021) finding that LIS graduates at Makerere University have a moderate level of entrepreneurial intentions . The high scores on readiness and intention to pursue information entrepreneurship suggest that graduates are receptive to the entrepreneurial career path. However, the lower scores on confidence, skills, risk-taking, and business planning indicate that this receptivity has not fully translated into concrete entrepreneurial preparation.

This pattern mirrors the "intention-action gap" identified by Ahmadu et al. (2025), who found that LIS graduates had high levels of entrepreneurial skills but low levels of utilisation of those skills for self-reliance . Graduates may intend to pursue entrepreneurship but lack the confidence, specific skills, or practical know-how to take the first steps. The low score on developing a business plan (mean = 2.76) is

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particularly telling, as business planning is a concrete manifestation of entrepreneurial intention that requires specific knowledge and skills.

The moderate correlation between awareness and intentions (r = 0.418) suggests that awareness is an important but not sufficient condition for entrepreneurial intention. Other factors, including entrepreneurial self-efficacy, social support, and perceived behavioural control, also play significant roles. Hyuha (2021) found that perceived behavioural control had the strongest correlation with entrepreneurial intentions (r = 0.647), suggesting that graduates' confidence in their ability to succeed as entrepreneurs is the most powerful predictor of intention.

Relationship between Awareness and Entrepreneurial Intentions

The significant positive correlation between awareness of information-based business opportunities and entrepreneurial intentions confirms the theoretical proposition that opportunity recognition precedes entrepreneurial intention. This finding is consistent with the Theory of Planned Behaviour, which posits that entrepreneurial intentions are influenced by cognitive factors including knowledge and awareness.

The strong correlation between perceived behavioural control and entrepreneurial intentions (r = 0.647) underscores the importance of confidence and self-efficacy. Sulyman et al. (2024) demonstrated that Nigerian LIS graduates are ready to create jobs through infopreneurship when they possess the necessary competencies and perceive a supportive environment . The absence of such conditions undermines entrepreneurial intentions even when awareness is high.

The significant correlation between entrepreneurship education and entrepreneurial intentions (r = 0.493) supports the argument for integrating entrepreneurial content into LIS curricula. Hyuha (2021) similarly found a positive relationship between information entrepreneurship education and entrepreneurial intentions . This suggests that educational interventions can effectively enhance entrepreneurial intentions by increasing awareness, building skills, and boosting confidence.

The moderate correlations between subjective norms and entrepreneurial intentions (r = 0.460) indicate that social support—from family, friends, and professional networks—influences graduates' entrepreneurial intentions. This finding highlights the importance of creating a supportive ecosystem for information entrepreneurship, including mentorship programmes, professional networks, and success stories that inspire aspiring entrepreneurs.

Conclusion

This study investigated the awareness of information-based business opportunities and entrepreneurial intentions among Library and Information Science graduates in Nigeria. The findings reveal that LIS graduates have moderate awareness of information-based business opportunities, with higher awareness of foundational opportunities and lower awareness of advanced, technology-intensive ventures. Entrepreneurial intentions are also at a moderate level, with graduates expressing readiness to pursue information entrepreneurship but lacking confidence, specific skills, and concrete business planning.

A significant positive relationship exists between awareness of information-based business opportunities and entrepreneurial intentions, suggesting that enhancing awareness can contribute to stronger entrepreneurial intentions. However, awareness alone is insufficient; perceived behavioural control, entrepreneurship education, and subjective norms also significantly influence entrepreneurial intentions. The strong correlation between perceived behavioural control and entrepreneurial intentions underscores the importance of building graduates' confidence in their ability to succeed as information entrepreneurs.

Barriers to entrepreneurial engagement include inadequate entrepreneurship education in LIS curricula,

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limited access to capital, poor technological infrastructure, and unfavourable government policies. These barriers must be addressed through comprehensive curriculum reform, institutional support, and policy interventions if the potential of LIS graduates to contribute to economic development through infopreneurship is to be realized.

The study contributes to the growing body of literature on LIS entrepreneurship by providing empirical evidence from the Nigerian context. It confirms the applicability of the Theory of Planned Behaviour to understanding entrepreneurial intentions among LIS graduates and highlights the importance of awareness, education, and environmental support in fostering entrepreneurial engagement.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. Curriculum Reform: LIS programmes should integrate comprehensive entrepreneurship education that covers both foundational and advanced information-based business opportunities. This should include practical modules on business planning, marketing, financial management, and risk assessment.
2. Policy Support: The government should develop policies that create a favourable business environment for LIS entrepreneurship, including tax incentives, simplified business registration, and access to credit schemes.
3. Proactive Engagement: LIS graduates should actively explore entrepreneurial opportunities, participate in professional networks, and seek mentorship from successful information entrepreneurs.

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