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DEMOGRAPHIC VARIABLES AND LIBRARY AND INFORMATION SCIENCE (LIS) STUDENTS' ATTITUDE TOWARDS ENTREPRENEURSHIP EDUCATION IN PUBLIC UNIVERSITIES IN SOUTH-EAST, NIGERIA

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ABSTRACT

The present research investigated the factors that influence LIS students' attitude to EE in public universities in South-East, Nigeria. Three research hypotheses and questions guided the study. The study utilized a descriptive survey approach and it was carried out in public universities in South-East Nigeria offering LIS program at undergraduate level. The study's population was 281 LIS graduating students in 2024/2025 academic session. Multistage sampling was adopted. Data was obtained with a structured questionnaire developed by the researchers. Analysis was achieved using mean and standard deviation scores, including t-test statistics. Results showed eleven ways age influences LIS students' attitude towards EE; seven ways gender influence the attitude of LIS students towards EE; and nine ways socio-economic status (SES) influences LIS students' attitude towards EE. Furthermore, there were no significant differences ($P > 0.05$) for the average responses of the respondents on the influences of age, gender and socioeconomic background on LIS students' attitude towards EE. The study concluded that empowering students through robust EE can enhance their critical thinking, creativity, business oriented and well-rounded professionals in the changing landscape of LIS. It was recommended that universities' curriculum planners should develop EE curriculum that considers the diverse demographic backgrounds of students.

KEYWORDS: Attitude, Demographic Variables, Entrepreneurship Education, Influence, Library and Information Science Student, South-East Nigeria., Gender, Socio-Economic Status, Educational Background.

1. INTRODUCTION

The global evolution of modern economies and the increasingly competitive job market have placed the role of Entrepreneurship Education (EE) in Higher Education Institutions (HEIs) under significant scrutiny. Presently, there is a proliferating emphasis on equipping students with both foundational academic knowledge and the entrepreneurial competencies necessary to innovate across various domains, including Library and Information Science (LIS). In Nigeria, the rapid proliferation of Information and Communication Technologies (ICTs) has catalyzed a demand for creative graduates capable of sustainably navigating the complexities of a modern economic reality (1). Globally, EE is recognized for fostering creativity, critical thinking, and the pragmatic application of ideas. In the Nigerian context, promoting EE is vital for economic transformation and mitigating prevalent systemic unemployment.

EE serves as a cornerstone of contemporary curricula, making sure that students possess the knowledge, skills, and attitudes requisite for effectiveness and efficiency in entrepreneurial ventures. For LIS students who are traditionally viewed as future librarians or information managers, the integration of EE broadens career horizons, allowing them to leverage information resources innovatively. This shift is particularly pertinent given the rising trend of startups and self-employment among Nigerian graduates. However, the efficacy of these programs is often mediated by Demographic Variables (DVs) such as age, gender, Socio-Economic Status (SES), and educational background. Research indicates that these factors are pivotal in shaping entrepreneurial attitudes (2). For LIS students, understanding these influences is essential for developing curricula that foster an entrepreneurial mindset, particularly in regions like South-East Nigeria, where the educational terrain yet undergoes rapid evolution.

In South-East Nigeria, there is a pressing need to investigate how DVs of age, gender, SES, and cultural attitudes affect how LIS students perceive and engage with EE (3). Stakeholders require insights into the barriers and enablers of entrepreneurial intentions in order to move beyond the generic, non-contextualized training. Historically, the LIS domain has been overlooked in EE literature (4). Preliminary evidence suggests an unenthusiastic attitude towards EE among LIS students, for instance a 2021 American Library Association survey revealed that less than 10% of LIS programs included entrepreneurship-focused courses (5). Locally, 70%

of LIS students in South-East Nigeria reported inadequate access to resources like mentorship and funding (6), while only 15% of those in public universities expressed strong entrepreneurial intentions (7). This raises critical questions about the underlying factors influencing their perceptions. One of such factors may be DVs such as gender, age, SES, and parental occupation which have been found to affect students' academic interests, career goals, and openness to innovation (8).

Entrepreneurship could be defined as the process of designing, launching, and running a new business; emphasizing the extraction of economic value and the management of risk and uncertainty (9). It remains a vital engine for national growth through job creation and rural development (10). EE, conversely, is the structured curriculum designed to instill the mindset and competencies necessary to exploit commercial opportunities (11, 12). In LIS, this includes developing practical skills like problem-solving and digital resource management to launch information-based ventures.

On the other hand, LIS is an interdisciplinary field managing the dissemination of information through technology, management, and social science (13). Modern LIS education extends beyond traditional libraries to encompass digital curation and user experience design (13, 14). While LIS programs aim to foster information literacy and ethical responsibility (15, 16), EE integration is intended to make graduates self-reliant (17, 18). Despite these benefits, many Nigerian students remain predisposed toward "white-collar" employment rather than job creation (19).

Demographically, attitude is a learned predisposition or psychological tendency to evaluate EE with favor or disfavor (14). Age wise, younger students often show higher enthusiasm for innovation due to tech-exposure (20, 21), while older students may prioritize job security. Regarding gender, societal norms often result in male students exhibiting more favorable attitudes toward risk-taking and entrepreneurship than their female counterparts (22, 23). Lastly, socio-economic status dictates access to the networks and resources (mentorship, capital) that foster positive entrepreneurial attitudes (24, 25).

The study is anchored on the Theory of Planned Behavior (TPB) and Social Learning Theory (SLT). The TPB as Proposed by Ajzen (1985), posits that behavior is driven by intentions, which are shaped by attitudes, subjective norms, and perceived control. This theory helps explain how DVs like gender or age influence a student's perceived control over starting

a business (26-28). In the same vein, the SLT as propounded by Bandura (1977), emphasizes observational learning. LIS students' attitudes are shaped by the presence (or absence) of entrepreneurial role models within their demographic or socio-economic circles (29-31).

2. STATEMENT OF THE PROBLEM

In recent years, Nigeria has faced rising graduate unemployment, prompting the Federal Government to introduce EE as a core component of tertiary curricula to ensure students are equipped with skills for self-employment and innovation. For LIS students, this educational reform presents an opportunity to expand their career horizons beyond conventional library settings into entrepreneurial ventures such as information consultancy, digital archiving, knowledge management, and content creation.

Despite these efforts, several studies have shown that many LIS students demonstrate lukewarm or indifferent attitude towards EE (4). This raises critical questions about the underlying factors influencing their perceptions. One of such factors may be DVs such as gender, age, SES, and parental occupation which have been found to affect students' academic interests, career goals, and openness to innovation.

Moreover, there is limited empirical research examining how these demographic factors specifically influence attitude toward EE among LIS students, particularly those in South Eastern Nigerian public universities. This knowledge gap hampers the ability of curriculum developers, lecturers, and policymakers to tailor entrepreneurship training in a way that resonates with students from diverse backgrounds. Without such data, universities may continue to implement EE in a generic, non-contextualized manner, which may fail to yield the desired impact in terms of student engagement and employability.

The foregoing highlights a gap in empirical research regarding how DVs specifically influence LIS students in South-East Nigerian public universities (8). In order to conduct empirical findings on how to bridge this gap, the following alternate hypotheses were formulated for testing at 0.05 level of significance: age significantly influences the attitude of LIS students towards EE; gender significantly influences the attitude of LIS students towards EE; and SES significantly influences the attitude of LIS students towards EE.

Consequently, the study seeks to address the following research questions:

1. How does age influence LIS students' attitude

towards EE?

2. How does gender influence LIS students' attitude towards EE?
3. How does SES influence LIS students' attitude towards EE?

3. METHOD

A descriptive survey research design was adopted for the study. The study was conducted in public universities in South-East, Nigeria that offer LIS at undergraduate level. The universities are University of Nigeria, Nsukka (UNN) (GPS: 6°51'24"N 7°23'45"E); Nnamdi Azikiwe University, Awka (UNIZIK) (GPS: 6°14'53"N 7°05'34"E); Michael Okpara University of Agriculture, Umudike (MOUUA) (GPS: 5°29'N 7°32'E (approximate range: 5°28'N-5°30'N, 7°31'E-7°33'E)); Abia State University (ABSU), Uturu (GPS: 5°49'41"N 7°23'46"E (often cited as 5.8281748, 7.3960036)); Imo State University (IMSU), Owerri (GPS: 5°30'28"N 7°02'26"E); and Chukwuemeka Odumegwu Ojukwu University (COOU), Uli (GPS: 5°46'51"N 6°51'33"E).

The total population for the study was 281 LIS 4th year students in 2024/2025 academic session selected from three public institutions offering LIS at undergraduate level- UNN, MOUUA and IMSU. Stratified random sampling was used in selecting three universities out of the six universities. The selected Universities were UNN, MOUUA and IMSU. Purposive sampling technique was used to select 4th year students of LIS. The reason for selecting only final year students is that, the students at this level have passed through compulsory EE courses. The information about the population was obtained in the LIS department Secretary's office across the three institutions.

A structured questionnaire designed by the researchers was employed in data collection. The questionnaire was divided into two main sections: Part I focused on collecting demographic information of the respondents, while Part II contained 37 items organized into three subsections (A, B, and C), each aligned with one of the study's three research questions. A four-point Likert scale was used for item responses: Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1).

To ensure the instrument's validity, three academic experts from UNN reviewed the questionnaire. These experts included two lecturers from the Department of Library and Information Science and one lecturer from the Department of Science Education (Test, Measurement and Evaluation Unit). For reliability, a pilot test was conducted with 30 final year students of LIS from

University of Benin, Benin City. The resulting data from the pilot testing were analyzed using the Cronbach Alpha method, and it yielded a reliability coefficient of 0.85, which confirmed the internal consistency of the instrument.

Data collection was carried out by the researchers alongside with three trained assistants. Out of the 281 questionnaires distributed to the respondents, 270 were successfully retrieved comprising 104 male and 166 female students of LIS. Descriptive statistics, including mean scores and standard deviation and inferential statistic such as t-test statistic were used to analyze the data. Mean was applied to answer the research questions. A mean value of 2.50 or higher was considered as agreement with the item, while

values below 2.50 were interpreted as disagreement by the respondents. T-test statistics were employed to test the null hypotheses at a 0.05 significance level. If the calculated p-value was less than 0.05, the null hypothesis was rejected; if equal to or greater than 0.05, it was retained. All the data were analyzed through the help of Statistical Package for Social Sciences (SPSS), Version 25.

4. RESULTS AND DISCUSSION

The result of the analyses of data retrieved from the respondents are in accordance with the hypothesis of the study. The data in Table 1 reveals the influence of age on EE.

Table 1: Mean Responses and Standard Deviation Analysis on How Age Influence LIS Students' Attitude Towards EE In Public Universities in South-East Nigeria.

Influence of age on LIS students' attitude toward EE include:	Mean	SD	Remarks
Older students often approach entrepreneurship with more seriousness and focus due to life experience	2.88	0.85	Agreed
Older students may have job experience that enhances their entrepreneurial insight	3.00	0.82	Agreed
Age of students influences the risk-taking ability as younger students may take higher risks than older ones	3.08	0.70	Agreed
Older students with dependents or family obligations may view entrepreneurship as a financial necessity	2.99	0.87	Agreed
Age affects decision-making as older students may likely make more positive decision towards entrepreneurship engagement than the younger students	2.70	0.88	Agreed
Older students may prefer self-employment over traditional employment	2.05	0.55	Disagreed
Older students might feel more economic pressure, increasing interest in income-generating activities like entrepreneurship	2.81	0.81	Agreed
Age influences future planning, with older students prioritizing entrepreneurship as a viable career	3.01	0.99	Agreed
Older students may be more aware of the saturated job market, thus favouring entrepreneurship	2.13	0.88	Disagreed
Older students might better balance academic and entrepreneurial pursuits	2.80	0.89	Agreed
Older students might have more savings or financial literacy to support business ventures	2.90	1.02	Agreed
Older students may show higher engagement during entrepreneurship classes or seminars	2.95	0.89	Agreed
Older students may have intrinsic motivation for learning entrepreneurial skills than the younger students	3.10	0.59	Agreed

Key: SD = Standard Deviation, Male LIS Students = 104, Female LIS Students = 166; Total = 270

The analysis presented in Table 1 highlights the mean scores and standard deviations associated with the influence of age on LIS students' attitude towards EE in public universities in South-East Nigeria. The findings indicate that eleven (11) among the thirteen items obtained mean values above the benchmark

value of 2.50; indicating that the respondents affirmed that the items are ways age influence LIS students' attitude towards EE. Also, the SD values, ranging from 0.55 to 1.02, reflect a relatively high level of agreement among respondents.

Table 2: T-Test Analysis on the Mean Responses of Male and Female Students of LIS On the Influence of Age on the Attitude of LIS Students Towards EE In Public Universities in South-East Nigeria.

Respondents	N	Mean	SD	df	t-cal	p-value	Remarks
Male students	104	2.85	0.88	268	-2.101	0.070	Not Significant
Female students	166	2.75	0.82				

Key: N = No of Respondents, SD = Standard Deviation, Df = Degree of Freedom, T-Cal = Calculated Value, P-Value = Probability Value, N.S = Not Significant

Table 2 presents the outcome of the t-test comparing the responses of male and female LIS students on the influence of age on their attitudes towards EE in public universities in South-East

Nigeria. The p-value obtained was 0.070, which is higher than the significance threshold of 0.05. This means there is no statistically significant difference between the views of male and female LIS students

on the influence of age on their attitudes towards EE. Hence, the hypothesis of significant difference is rejected. The data in Table 3 summarizes the average responses and standard deviations of male and female students' responses on the influence of gender on LIS students' attitude towards EE in public universities in South-East Nigeria. Out of the 11 items assessed, 7 received mean scores above the acceptance threshold of 2.50, indicating that

respondents agreed these 7 items are the ways gender influences LIS students' attitude towards EE in public universities in South-East Nigeria. The remaining three items fell below the cut-off, showing disagreement by the respondents. The SD values, which range from 0.50 to 0.92, indicating the respondents' responses were fairly consistent and clustered closely around the mean.

Table 3: Mean Responses and Standard Deviation Analysis on How Gender Influence LIS Students' Attitude Towards EE In Public Universities in South-East Nigeria.

Influence of gender on LIS students' attitude toward EE include:	Mean	SD	Remarks
Male students are more likely to embrace EE than female students	2.55	0.50	Agreed
Female students face unique challenges in participating in EE	2.17	0.80	Disagreed
Male students are more confident about starting their own businesses after graduation than female students	3.10	0.87	Agreed
Male students naturally have more passions for EE than female students	2.45	0.83	Disagreed
Societal gender roles influence students' perception towards EE	2.90	0.83	Agreed
Male students are more likely to perceive EE as a way to achieve financial independence than female students	3.05	0.79	Agreed
Male students participate more in entrepreneurship programs than female students	2.45	0.89	Disagreed
Male students dominate leadership positions in entrepreneurship-related activities	2.60	0.74	Agreed
Female students are more likely to receive mentorship opportunities in EE than male counterparts	2.40	0.77	Disagreed
Societal expectations discourage female students more than male students from pursuing entrepreneurship	2.71	0.88	Agreed
Male students are more likely to have access to entrepreneurship resources (e.g., funding, networks) than female students	2.88	0.92	Agreed

Key: SD = Standard Deviation, Male LIS Students = 104, Female LIS Students = 166; Total = 270

Table 4: T-Test Analysis on the Mean Responses of Male and Female Students of LIS On the Influence of Gender on the Attitudes of LIS Students Towards EE In Public Universities in South-East Nigeria.

Respondents	N	Mean	SD	df	t-cal	p-value	Remarks
Male students	104	2.61	0.84				
				268	-5.011	0.1023	Not Significant
Female students	166	2.69	0.79				

Key: N = No of Respondents, SD = Standard Deviation, Df = Degree of Freedom, T-Cal = Calculated Value, P-Value = Probability Value, N.S = Not Significant

Table 4 presents the outcome of a t-test analysis comparing the views of male and female students of LIS on the influence of gender on the attitude of LIS students towards EE in public universities in South-East Nigeria. The analysis yielded a p-value of 0.1023,

which exceeds the 0.05 ($P > 0.05$) level of significance. This indicates that there was no significant difference in between the responses of the two groups. As a result, the hypothesis of significant difference is rejected.

Table 5: Mean Responses and Standard Deviation Analysis on How SES Influence LIS Students' Attitude Towards EE In Public Universities in South-East Nigeria.

Influence of SES on LIS students' attitude toward EE include:	Mean	SD	Remarks
Students from high SES may aspire to careers that incorporate entrepreneurship	3.01	0.72	Agreed
Students from wealthy families have more interest in EE	2.44	0.73	Disagreed
Students from low-income backgrounds are more motivated to become entrepreneurs	2.42	0.98	Disagreed
Students from low-income backgrounds face more challenges in accessing entrepreneurship resources like funding or mentorship	3.11	0.89	Agreed
Students' family's financial status has influence on their willingness to take entrepreneurship seriously	2.90	0.77	Agreed
SES affects students' participation in EE workshops and trainings	2.71	0.88	Agreed
Students from wealthy background have better networking opportunities for starting a business	3.30	0.62	Agreed
Students' financial situation affects their ability to participate in entrepreneurship programs	2.98	0.75	Agreed
SES affects students' confidence in starting their own business	3.19	0.76	Agreed

Students from higher-income families have better access to resources and entrepreneurial opportunities	3.08	1.01	Agreed
Cost of starting a business discourages students from low-income families from pursuing entrepreneurship	3.13	0.80	Agreed
Entrepreneurship education curriculum at your university addresses the financial realities of students from all socioeconomic backgrounds	2.24	0.78	Disagreed

Key: SD = Standard Deviation, Male LIS Students = 104, Female LIS Students = 166; Total = 270

Table 5 presents the mean responses of LIS students on how SES influences their attitude towards EE in public universities in South-East Nigeria. The result showed that 9 among the 12 items obtained mean scores exceeding the benchmark of 2.50, signifying that the participants collectively

endorsed the 9 items as the influences of SESs on LIS students' attitude towards EE in public universities in South-East Nigeria. The SD values, ranging from 0.62 to 1.01, suggesting that the respondents' responses were clustered closely around the mean.

Table 6: T-Test Analysis on the Mean Responses of Male and Female Students of LIS On the Influence of SES On LIS Students' Attitude Towards EE In Public Universities in South-East Nigeria.

Respondents	N	Mean	SD	df	t-cal	p-value	Remarks
Male students	104	2.70	0.77	268	0.370	0.141	N. S
Female students	166	2.60	0.80				

Key: N = No of Respondents, SD = Standard Deviation, Df = Degree of Freedom, T-Cal = Calculated Value, P-Value = Probability Value, N.S = Not Significant

The data in Table 6 revealed the t-test analysis comparing the views of male and female students of LIS on the influence of SES on the attitude of LIS students towards EE in public universities in South-East Nigeria. From the analysis, 0.141 probability value was obtained, which is greater than 0.05 ($P > 0.05$) level of significance. This suggests that there was no significant difference in the mean responses between the two groups. As a result, the hypothesis of significant difference is not accepted.

5. DISCUSSION

The findings on Table 1 revealed eleven (11) ways age influences LIS students' attitude towards EE; among which can be older students often approach entrepreneurship with more seriousness and consciousness due to lifestyles enjoy; older students may additionally have process enjoy that complements their entrepreneurial insight; age of students influences the risk taking ability as more youthful students may additionally take better risks than older ones; older students with dependents or own family duties can also view entrepreneurship as a monetary necessity; age impacts choice-making as older college students may probable make more positive selection toward entrepreneurship engagement than the more youthful students; older college students might experience more monetary strain, increasing hobby in income-producing activities like entrepreneurship; and older students may additionally have intrinsic motivation for gaining knowledge of entrepreneurial capabilities than the more youthful students.

The corresponding hypothesis results in Table 2 confirmed that there was no statistically good-sized

difference between the views of male and female LIS students on the impact of age at the attitude of LIS college students towards EE. The findings on older students may additionally have job revel in that complements their entrepreneurial perception aligns with a study that revealed that older students can also have extra life reviews or practical exposure to the arena of labour, leading to a greater perception of the importance of EE (32). Age plays crucial roles in the entrepreneurship as younger individuals often possess a greater willingness to engage in entrepreneurial activities, likely influenced by their educational environment and peer norms (26). LIS students' adulthood might result in a greater serious mind-set towards the blessings of beginning their personal groups. The findings that age of college students impacts the risk-taking potential as more youthful students can also take better risks than older ones aligns with a study that revealed that the more youthful students may be extra inclined to take dangers on the subject of entrepreneurship, even as older college students may exhibit higher degrees of warning prompted with the aid of their duties, which includes own family or financial responsibilities (33). Younger college students like LIS students normally have extra effective view of entrepreneurship training as they are looking for relevant competencies that align with the dynamic labour marketplace (21). Age can influence LIS college students' motivations for pursuing EE. however, older students of LIS might also have encountered eventualities that highlight the importance of entrepreneurial capabilities, thereby fostering an effective mindset towards EE.

The information in Table 3 found seven (7) ways

gender affect the attitude of LIS students closer to EE. The impact of gender includes: male students are more likely to embrace EE than female students; male students are greater confident approximately beginning their own organizations after commencement than female students; societal gender roles have an impact on students understanding towards EE; male students are more likely to understand EE as a task to reap economic independence than female students; male college students dominate leadership positions in entrepreneurship-associated sports; societal expectancies discourage girls college students greater than male college students from pursuing entrepreneurship; and male students are much more likely to have get admission to entrepreneurship resources (e.g., investment, networks) than female students.

The corresponding hypothesis end result on Table 4 indicated that there has been no full-size distinction in the responses male and female students of LIS at the influence of gender on LIS college students' attitude towards EE. Gender plays a pivotal role in shaping attitudes toward entrepreneurship. Studies show that women often exhibit lower entrepreneurial intentions compared to men, influenced by societal norms and self-perception of entrepreneurial capabilities. The result on male college students are much more likely to embody EE than women students is in guide with a study that observed that male college students in higher schooling had been much more likely to pursue entrepreneurial sports and exhibit a chance-taking mindset in comparison to their women opposite numbers (23). Male LIS college students may additionally exhibit more favourable attitudes in the direction of EE as a result of societal norms and expectancies whilst compared to female LIS students. Additionally, the finding on societal gender roles have an effect on college students' understanding towards EE aligns with a study that revealed that societal stereotypes about gender roles can lead to special attitudes towards EE, as male college students may be more encouraged to take dangers and pursue enterprise opportunities while girls' counterparts can be socialized to reflect on consideration on extra traditional career paths (34). Conventional gender roles in Nigerian society often emphasize home obligations for ladies, which can be fighting with entrepreneurial pursuits. Such cultural expectancies may also discourage female students from embracing EE in fullness just like the male counterparts. moreover, the final results on male students are more likely to have get right of entry to entrepreneurship

sources (e.g., funding, networks) than ladies students is in keeping with a research finding that revealed that gender can have an impact on get entry to sources crucial for entrepreneurial interests, as male students may have better get right of entry to investment, mentorship, and networks as compared to female students, and this would affect their attitudes closer to EE (35). Male LIS students may additionally in all likelihood be concerned in extraordinary jobs and sports simply to raise cash to start up their personal businesses. In addition, the finding on male students is greater assured about beginning their personal agencies after commencement is in conformity with a study that found that male college students regularly have higher self-assurance degrees of their entrepreneurial capabilities in comparison to female students. Similarly, self-belief can have an effect on their attitudes closer to EE, as assured people are much more likely to interact in entrepreneurial activities (36).

The data in Table 5 recognized 9 approaches SES impacts LIS students' mind-set in the direction of EE; they encompass: college students from excessive SES may also aspire to careers that incorporate entrepreneurship; students from low-income backgrounds face extra demanding situations in getting access to entrepreneurship resources like funding or mentorship; SES influences college students' participation in EE workshops and trainings; college students from rich background have better networking opportunities for starting an enterprise; SES affects college students self-assurance in beginning their own commercial enterprise; college students from higher-income families have higher access to assets and entrepreneurial possibilities among others.

The corresponding hypothesis result in Table 6 found out that there was no tremendous distinction inside the mean responses between the two companies (male and female LIS students). SES significantly impacts students' access to resources and opportunities, thereby influencing their attitudes toward entrepreneurship. Students from higher SES backgrounds often have greater exposure to entrepreneurial role models and resources, which can foster more positive attitudes. The locating on college students from high SES might also aspire to careers that contain entrepreneurship aligns with research finding which opined that students from wealthier households' heritage may intend to move for careers that contain entrepreneurship, resulting in an extra beneficial mindset toward EE (37). This could foster a mind-set that values entrepreneurial

abilities as fundamental for success. The locating on students from higher-earnings households have higher get right of entry to assets and entrepreneurial opportunities also indicates assist with a study who found that scholars from higher SES regularly have higher get entry to financial resources, era, and academic materials (38). This access can foster a wonderful mindset of LIS students in the direction of EE, as students are much more likely to interact in entrepreneurial sports after they have the tools and guide to be had for them to achieve this. students from low-profits fame face greater challenges in having access to entrepreneurship assets like investment or mentorship. College students from lower SES may additionally face fewer educational opportunities, restricting their publicity to entrepreneurship packages. this might lead to a lack of interest or self-assurance in pursuing EE, reducing the probability of nice attitudes according to (12). Further, the result on students from rich heritage have better networking possibilities for beginning a business confirms the finding from a study that revealed that better SES offers college students with networking possibilities that may enhance their interest in entrepreneurship (39). Furthermore, it was discovered that scholars from better SES had more get entry to assets, networks, and mentorship possibilities (25). This disparity can have an effect on LIS students' attitudes in the direction of EE. However, access to mentors and industry contacts can foster a favourable mindset of LIS students closer to EE and entrepreneurial activities.

6. CONCLUSION

The present study provides empirical evidence that age, gender, and socioeconomic status (SES) shape Library and Information Science (LIS) students' attitudes toward entrepreneurship education (EE) in public universities in South-East Nigeria. While respondents acknowledged multiple ways in which these demographic variables influence motivation, confidence, access to resources, and perceptions of entrepreneurial opportunities, inferential analysis revealed no statistically significant differences between male and female students across the examined variables. This suggests that although demographic factors frame students' experiences and perceptions, they do not

create rigid or divisive attitudinal gaps. Rather, they operate as contextual influences that interact with broader institutional and social environments, consistent with the assumptions of the Theory of Planned Behavior and Social Learning Theory.

The study therefore underscores the need for more inclusive, demographically responsive, and practically oriented EE frameworks within LIS programmes. Curriculum planners and university administrators must move beyond uniform approaches and design entrepreneurship education that addresses disparities in access to mentorship, funding, networks, and financial literacy support—particularly for students from lower SES backgrounds. Strengthening institutional support systems and embedding real-world entrepreneurial exposure within LIS training will better position graduates as innovative professionals, capable not only of managing information resources but also of creating sustainable ventures in Nigeria's evolving knowledge economy.

7. RECOMMENDATIONS

In line with the research findings, the researchers recommend the following:

- a) Universities management and policy makers should implement targeted outreach programs that encourage students, particularly underrepresented demographics, to engage in EE as well as entrepreneurial activities.
- b) Curriculum planners at university should develop EE curriculum that considers the diverse DVs (age, gender, SES etc.) of students.
- c) Tertiary institutions management should encourage gender-inclusive activities and programs that foster entrepreneurship among students in LIS.
- d) Universities administrations should provide entrepreneurship and financial literacy workshops to assist students from lower SES to develop a more favourable attitude towards entrepreneurship.

Universities management and policy makers should introduce mentorship programs in which young successful entrepreneurs are invited to talk with the students in order to stir up their passion for entrepreneurship.

Abbreviations: Library and Information Science: LIS, Entrepreneurship Education: EE, Higher Education Institutions: HEIs, Demographic Variables: DVs, Theory of Planned Behaviour: TPB, Social Learning Theory: SLT, Socioeconomic Status: SES, University of Nigeria, Nsukka: UNN, Michael Okpara University of Agriculture, Umudike: MOUAU, Imo State University, Owerri: IMSU

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Informed Consent: The researchers declare that there is no conflict of interest regarding the publication of this study. All data were collected and analyzed objectively without any bias or undue influence from any external organization or individual.

Ethical Approval: This study involved Library and Information Science students as respondents to the questionnaire instrument. All the participants were properly briefed that their response will be treated with strict confidentiality and used for research purpose only. No experiments or clinical trials were conducted.

Data Availability: The data that support the findings of this study are available on request from the corresponding author, [Enidiok, M. S.]. The data, which contain information that could compromise the privacy of research participants, are not publicly available due to certain restrictions.

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