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September 2021

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Egbuchu, Chinedu C. and Udo-Anyanwu, Adaora Joy, "Assessment of Entrepreneurship Education undertaken by Library and Information Science Students in Imo State University, Owerri." (2021). *Library Philosophy and Practice (e-journal)*. 6185.

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# **Assessment of Entrepreneurship Education undertaken by Library and Information Science Students in Imo State University, Owerri.**

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## **Abstract**

This paper is tailored towards investigating the teaching and learning of Entrepreneurship as a compulsory course of study as a means of combating the high rate of unemployment among Nigerian undergraduates. It focused on assessment of entrepreneurship education undertaken by Library and Information Science students in Imo State University, Owerri. It was guided by five (5) research questions. Survey research design was adopted for the study while the 87 final students of Library and Information Science in the 2019/20 academic session was the population of the study. Rating scale was used as instrument for data collection and frequencies and percentages were used to analyse the data collected. Findings of the study showed that: the major contents of Entrepreneurship Education in Imo State University are business skills, preservation techniques, electronic resource management, strategic planning and developing business plan; the methods adopted in Entrepreneurship Education are experimental/practical learning, practical projects/presentations and interactive learning; resources available for Entrepreneurship Education are; qualified lecturers, textbooks and raw materials. It was further discovered that Inculcating the spirit of self-reliance, helping to fight unemployment, helping individuals to explore their strengths and encouraging small/medium scale enterprises are the perceived benefits of entrepreneurship Education by the students. The factors militating against effective Entrepreneurship Education are no equipped laboratories and inadequate lecture halls. It was recommended that: the course content should be tailored towards library related areas, visiting entrepreneurship centres should be adopted which will help to widen the knowledge of the students and school management should provide equipped laboratories for Entrepreneurship Education and enough lecture halls among others.

**Keywords:** Entrepreneur, Entrepreneurship, Education, Skills, Library, Students, Unemployment, Practical, Business, Assessment.

## **Introduction**

Both government and non governmental agencies had made diverse efforts as a matter of intervention in mitigating the high rate of unemployment especially among Nigerian graduates. This problem came as a result of few industries and multinational companies which some among the few existing ones are folding while others are relocating to the other neighbouring countries like Ghana and Cameroun due to harsh business environment and decay of infrastructural facilities. The Nigerian government in a bid to tackle this challenge, introduced as a compulsory course, the teaching and learning of entrepreneurship in our tertiary institutions under the leadership of President Olusegun Obasanjo. Tertiary institutions have adopted this and structured it in such a manner in the curriculum that every student must go through and pass the course as a necessary requirement. This is referred to as Entrepreneurship Education.

Entrepreneurship has been identified to be the key to innovations, inventions, creativity, ingenuity and as such the driving force of Industrial Revolution and development as evidenced in developed countries of Europe and Asia. Entrepreneurship coordinates and organizes other factors of production like land, labour and capital into productivity. This explains the role of entrepreneurship and the reason for handing over industrial development to individuals and corporate organizations to use their initiatives and acumen in identifying and maximizing business opportunities and translating such business ideas to profitable adventures that will in turn boost the economy. The concept of entrepreneurship has been defined by different authorities in various fields of studies. Nwosu (2014) sees entrepreneurship as a process of actions of an entrepreneur who is a

person always in search of something new and exploits such ideas into gainful opportunities by accepting the risk and uncertainty with the enterprise.

Entrepreneurship education is the process of inculcating the knowledge of creating value by pulling together a unique package of resources to exploit opportunity. Adesoji and Sangoleye (2017) define it as an educational intervention which is designed to inculcate in the learners entrepreneurship knowledge, skills, attitudes and competencies that would not only make them marketable in the world of work but also employable, self-reliant, create their own job and thereby becoming wealth creators and employers of labour rather than being perpetual job seekers.

Entrepreneurship involves adding value to what is already in existence whether in form of goods or products or services. It also requires putting in a lot of time and energy so as to achieve the desired result. Risk is also a major aspect of business adventure, even though the risk here is a calculated one. The reward of this risk includes: financial independence, job satisfaction and individual fulfillment.

### **Statement of the Problem**

An emergency has come upon our nation based on the number of graduates that are being turned out every year by tertiary institutions into the labour market which in its widest capacity can absorb only an insignificant percentage of the graduates. The challenge is now on tertiary institutions to partner with the government in providing effective teaching and learning of entrepreneurship in providing holistic approach to the unemployment situation.

Robert C. Ronstadt posited that the more relevant question regarding entrepreneurial education is: what should be taught and how it should be taught? He proposed that entrepreneurial programmes should be designed so that potential

entrepreneurs are thoroughly mobilized and given proper awareness on the challenges and risks associated with entrepreneurship and available means of overcoming them through proper tutelage.

In view of this opinion, the researchers will be making a thorough inquiry on the details of what is being taught and how? Is it merely to pass it in exams like any other course? Does the method of teaching it and students' attitude in response justify the original objective that warranted its adoption as a course of study? This is to say that in this case, the end must justify the means in transforming the total mindset on an average Nigerian graduate on white collar job.

### **Research Questions**

The following research questions are posed for the study:

1. What is the course content of the entrepreneurial education undertaken by students of Library and Information Science in Imo State University, Owerri.
2. What are the methods adopted in teaching the course?
3. What are the resources available for carrying out entrepreneurship education?
4. What are the perceived benefits of entrepreneurial education to the students?
5. What are the militating factors to effective entrepreneurship education in Imo State University?

### **Review of Literature**

Entrepreneurship in the first place is an interdisciplinary affair in the sense that it runs across board of all disciplines and courses/fields of study in our tertiary institutions of learning. Entrepreneurship has been defined in a number of ways by scholars of different schools of thought and each definition appears to reflect the individual's perception or understanding of the subject matter. Okpara (2002) defined

entrepreneurship as the willingness and ability of an individual to seek out investment opportunities in an environment and be able to establish and run an enterprise successfully based on the identified opportunities. He views the term broadly in connection with innovative and creative modern industrial business leaders and gave considerations to the functions which the entrepreneur performs as the man on whose shoulders it rests to perceive business opportunities and to the advantage of scarce resources to make profit. Okala (2008) saw an entrepreneur as any individual industry or business leader with innovative and creative business abilities or someone who engages in entrepreneurship. The entrepreneur uses his initiative to utilize business opportunities. He takes the risk and reaps the fruit of his labour by making profit if the business is successful. Akanwa and Agu (2011) defined the entrepreneur as a person who sees a business opportunity, obtains the needed capital, knows how to put an operation successfully and has the willingness to take a personal risk of success or failure.

From the foregoing, the researchers define entrepreneurship as the art or practice of establishing a business adventure or revitalizing an existing one, in response to identified opportunity with the aim of making profit and as well contributing to the economic growth and development of the state or nation. In other words, entrepreneurship is all about creativity, inventions, innovative activities and ingenuity. The researchers entirely view it as ability to explore and identify business opportunities based on demand and supply gap, economic trends and social change.

The act of preparing students to be entrepreneurs is referred to as entrepreneurship education. Moses and Mosunmola (2014) defined it as a practical response to rising unemployment among the graduates of different educational institutions. It is a lifelong

learning that involves creating the capacity for individuals and organizations to cope with, create and enjoy higher levels of uncertainty and complexity in all walks of life.

To prepare Library and Information Science students with the relevant skills that will make them self reliant and employable, entrepreneurship education should be effectively incorporated in the library school curriculum. Oduwaiye (2014) explained that the skills in a typical university entrepreneurship centre would include; pot making, fish farming, tailoring (fashion designing), snail farming, electrical works, cloth weaving, soap and detergent production, interior and exterior designing, printing/publishing, bread/cake making, restaurant business, etc. Ekoja and Odu (2016) stated that entrepreneurship education curriculum in library science is the total package of the content, activities, approaches, etc used in imparting entrepreneurship skills to Library and Information Science (LIS) students so that upon graduation, they become job creators rather than wait hopelessly in an already saturated economy, both in the public and private sectors, where employment opportunities are already oversubscribed. They went further to state that a good entrepreneurship curriculum in Library and Information Science should be comprehensive and dynamic to be responsive to the changing needs of the course and should include but not restricted to abstracting, indexing, database development and management, current awareness services, publishing, organization of knowledge. Abubakar and Farouk in Nwosu (2016) opined that a robust and well balanced LIS curriculum in Nigeria must include courses in entrepreneurial skills to prepare graduates to be self-reliant while suggesting courses as business skills, information brokerage, strategic planning, information literacy, publishing, multimedia application, management sciences, electronic resource

management, management of digital libraries and preservations, information management and sources in various information organizations.

Adomi (2009) opined that career opportunities for librarians are endless. Nearly every human endeavour uses information and librarians are masters of information. The tasks for a librarian who wants to work in a setting other than a traditional library is to identify an area and then convince somebody that they (their organization) need a librarian - an information professional. Today libraries are shifting their roles from the custodian of traditional information resources and services to digital. These have affected the careers and skills needed from fresh graduates of Library and Information Science (LIS) in Nigeria. Akanwa, Anyanwu and Ossai-Onah (2014) gave a comprehensive list of entrepreneurial opportunities available for LIS graduates as follows - Library equipment business, publishing and printing business, information brokerage business, courier services business, library consultancy business, rural information provision business, stationary business, reprographic business, art gallery business, vendor business freelance information business etc.

To foster effective teaching and learning of entrepreneurship education, the necessary resources should be made available. These include information resources, human resources, facilities and financial resources. Amidu and Umaru (2016) opined that teaching entrepreneurship without the key learning facilities, infrastructures and manpower can be best described as cosmetic education as the quality of it depends on the quantum and quality of lecturers, instructional and research facilities. Hence, Ekoja and Odu (2016) advocated that to impart entrepreneurial skills in students, there is need to have qualified people who can handle both theoretical and practical aspects of entrepreneurial education. The teaching method need to be more innovative than the



traditional form being used currently (Fayolle & Gailly, 2008). Moses and Mosunmola (2014) suggested that the methods of teaching entrepreneurship education should include interactive learning, case studies, experimental learning, mentoring and coaching, use of visuals such as CDs, video clips, use of entrepreneurs among others. Solomon cited in Esmi, Marzoughi and Torkzadeh (2015) also identified case study, business planning, discussions, research projects, computer simulations, visiting sites and class practice as teaching methods used in entrepreneurship education.

The importance of an entrepreneurship curriculum which contains the relevant teaching and learning activities relevant of entrepreneurial development of students cannot be overemphasized. The move by the government through the Federal Ministry of Education to make entrepreneurship education one of the compulsory general studies for students in universities across the country should be seen as a positive step in the right direction (Ojeifo, 2013). This will inculcate in the students the spirit of self-reliance and will not only address the problem of unemployment and underemployment but will also ensure an entrepreneurial human capacity for national development. Salisu (2017) was of the view that with the introduction of entrepreneurial education in our tertiary institutions, the universities will be repositioned to become centers of excellence with the equipping of technical laboratories, thereby putting the country on the path to join community of nations that have fought poverty through the strengthening of small scale business. In the view of Karanja (2017), entrepreneurship education provides a dynamic platform on which an individual can explore his strengths through practical application and not theoretical knowledge gained from basic education. Nnadozie (2014) stated that entrepreneurship education arouses the learner's interest in entrepreneurial activities. It is a gateway to self-employment, job-creation and self-reliance through ownership of

personal business. Entrepreneurship is the prime mover of industrial development all over the world. Most mega industries in Nigeria today were started from the scratch by entrepreneurs who worked tirelessly to make innovations or add value to existing products (Anyanwu, Amadi & Oparaku, 2010).

Entrepreneurship education has not been having a smooth sail. Notwithstanding the benefits of entrepreneurship education, there are some challenges that hamper their effectiveness. On the part of the students, Ifechili and Ofoegbu (2011) observed that when group projects are given, one or two students in the group might opt to carry out the project, while the names of others are just included for the award of marks. This demonstrates lack of interest in the course by students. Nnadozie (2014) discovered that there is a noticeable unseriousness on the part of students because they see it as one of the courses imposed on them to satisfy graduation requirements. The study of Offor (2013) discovered that students had favourable disposition towards entrepreneurship education although some of them expressed lack of interest which was not dependent on discipline and gender. Akpan and Etor (2013) also found out that students have poor mindset towards entrepreneurship education.

There is a shortage of competent resource persons in various educational institutions. Most lecturers in the universities are given the task of teaching entrepreneurial courses without being entrepreneurial conscious and this apparently affects their mode of teaching and such lecturers cannot impart the right knowledge to students (Anyanwu, Oduagwu, Ossai-Onah & Amaechi, 2013). Anyanwu, Amadi and Oparaku (2010) maintained that library schools lack well equipped laboratories such as audio-visuals, ICTs, printing, publishing, book selling and library equipment laboratories for effective training of entrepreneurs. Atakpa (2016) was of the view that

entrepreneurship education is not properly taught in terms of practical aspects and this gives rise to lack of relevant experience and lack of self-confidence in the students and graduates.

### **Research Methodology**

This study employed descriptive survey research method. The population of the study is 87 final year students of Library and Information Science, Imo State University. Final students of 2019/20 academic session were purposively selected for the study. The questionnaire was used to collect data. Data collected were analysed with frequencies and percentages. Out of the 87 copies of questionnaire distributed using the online Google form, 75 copies was received showing 86% return rate. Analyses were done based on that.

### **Results and Discussion of Findings**

**Table 1: Course Content of Entrepreneurship Education. N = 75**

<b>s/n</b>	<b>Course Content</b>	<b>Frequency</b>	<b>Percentage (%)</b>
1.	Information brokerage	36	48
2.	Business skills	55	73
3.	Preservation techniques	50	67
4.	Multimedia application	32	43
5.	Electronic resource management	49	65
6.	Management of digital libraries	33	44
7.	Book binding	25	33
8.	Publishing	32	43
9.	Strategic planning	46	61
10.	Developing business plan.	43	57

Data analyses in Table 1 reveal that the major contents of Entrepreneurship Education in Imo State University are: business skills (73%), preservation techniques (67%), electronic resource management (65%), strategic planning (61%) and developing business plan (57%). The other items have percentages less than 50% which is not acceptable. This implies that the core areas such as information brokerage, book binging and publishing are not adequately covered. This finding does not agree totally with the suggestion of Abubakar and Farouk in Nwosu (2016) opined that a robust and well balanced LIS curriculum in Nigeria must include courses in entrepreneurial skills to prepare graduates to be self-reliant while suggesting courses as business skills, information brokerage, strategic planning, information literacy, publishing, multimedia application, management sciences, electronic resource management, management of digital libraries and preservations, information management and sources in various information organizations.

**Table 2: Methods Adopted in Entrepreneurship Education. N = 75**

s/n	Methods	Frequency	Percentage (%)
1.	Interactive learning,	51	68
2.	Experimental/practical learning	55	73
3.	Use of visuals such as CDs	2	3
4.	Use of entrepreneurs	6	8
5.	Visiting entrepreneurship centres	1	1
6.	Practical projects/presentations	52	69
7.	Theoretical aspect only	9	12

On the methods adopted in Entrepreneurship Education in the university studied, it was discovered based on analyses in Table 2 that experimental/practical learning

ranked highest with 73% followed by practical projects/presentations with 69% and interactive learning with 68%. The least of the methods used is visiting entrepreneurship centres with 1%. The findings of this study do not align totally with the suggestion of Moses and Mosunmola (2014) that the methods of teaching entrepreneurship education should include interactive learning, case studies, experimental learning, mentoring and coaching, use of visuals such as CDs, video clips, use of entrepreneurs among others. Also that of Solomon cited in Esmi, Marzoughi and Torkzadeh (2015) who identified case study, business planning, discussions, research projects, computer simulations, visiting sites and class practice as teaching methods used in entrepreneurship education.

**Table 3: Resources Available for carrying out Entrepreneurship Education. N = 75**

s/n	Resources Available	Frequency	Percentage (%)
1.	Qualified lecturers	56	75
2.	Textbooks	43	57
3.	Manuals	14	19
4.	Audio visual laboratories	2	3
5.	Small scale business enterprises	16	21
6.	Technical laboratories.	3	4
7.	Raw materials.	46	61

The results of the analyses in Table 3 show that the resources available for Entrepreneurship Education in the Department of Library and Information Science in Imo State University are; qualified lecturers (75%), textbooks (57%) and raw materials (61%). Manuals, audio visual laboratories, small scale business enterprises and technical laboratories are not adequately available. The finding that there are qualified lecturers agree with Ekoja and Odu (2016) who advocated that to impart entrepreneurial skills in

students, there is need to have qualified people who can handle both theoretical and practical aspects of entrepreneurial education.

**Table 4: Perceived Benefits of Entrepreneurial Education to the Students. N = 75**

s/n	Benefits	Frequency	Percentage (%)
1.	Inculcates spirit of self-reliance	60	80
2.	Helps to fight unemployment	56	75
3.	Encourages Small/Medium Scale enterprises	43	57
4.	Helps in industrial development of the nation.	36	48
5.	Helps individuals to explore their strengths.	45	60
6.	It helps to reposition institutions of higher learning	21	28
7.	It is a way of increasing the purse of those in authority	11	15

Inculcating the spirit of self-reliance ranked highest as the perceived benefit of entrepreneurship Education by the students with 80%. Others are; helping to fight unemployment (75%), helping individuals to explore their strengths (60%) and encouraging small/medium scale enterprises (57%). This finding corroborates that of Karanja (2017) that entrepreneurship education provides a dynamic platform on which an individual can explore his strengths through practical application and not theoretical knowledge gained from basic education and that of Nnadozie (2014) that it is a gateway to self-employment, job-creation and self-reliance through ownership of personal business.

**Table 5: Militating Factors to Effective Entrepreneurship Education in Imo State University. N = 75**

s/n	Militating Factors	Frequency	Percentage (%)
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1.	Inadequate lecture halls	46	61
2.	Theoretically based	12	16
3.	No equipped laboratories	48	64
4.	Incompetent resource persons	11	15
5.	Inadequate time allocation in the time table.	23	31
6.	Incomprehensive course content.	5	7
7.	Lack of interest by students	34	45

Analyses in Table 5 discovered that there factors militating against effective Entrepreneurship Education of Library and Information Science students in Imo State University, Owerri. They are no equipped laboratories (64%) and inadequate lecture halls (61%). Most of the respondents did not choose the other items as strong militating factors. This finding is in tandem with the findings of Anyanwu, Amadi and Oparaku (2010) who maintained that library schools lack well equipped laboratories such as audio-visuals, ICTs, printing, publishing, book selling and library equipment laboratories for effective training of entrepreneurs but negates that of Atakpa (2016) who was of the view that entrepreneurship education is not properly taught in terms of practical aspects

## **Conclusion**

In a nation where getting government paid jobs is becoming almost impossible as evidenced by the high unemployment rate, the best bet becomes entrepreneurship. Our students need to be prepared from the onset to face the realities and hence take entrepreneurship education offered in higher institutions seriously. This will empower them to be self-reliant right from their days in the higher institutions and even when they graduate. The onus lies on all stakeholders to do all they can to make entrepreneurship education a success.

## **Recommendations**

Based on the findings of the study, the researchers recommend that:

1. The course content should be tailored towards library related areas to make them self-reliant instead of concentrating on skills such as baking, chemical production as the students are bound to learn them during the general entrepreneurship course organized the university as a GST course.
2. More methods should be adopted by the lecturers especially visiting entrepreneurship centres which will help to widen the knowledge of the students.
3. More resources should be made available. Technical laboratories are needed because ordinary classrooms may not be conducive for practicals. Audio visuals should also be used to internalize the lecture method.
4. Entrepreneurship Education should be sustained since there are perceived benefits.
5. School management should provide equipped laboratories for Entrepreneurship Education and enough lecture halls.



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