

University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

---

Library Philosophy and Practice (e-journal)

Libraries at University of Nebraska-Lincoln

---

Summer 2-20-2020

## Survey of Information Literacy and Entrepreneurship for Employment Opportunities in Nigeria.

AJU David Tyongi (PhD)

*Benue State University, Makurdi*, [ajudave@yahoo.com](mailto:ajudave@yahoo.com)

TOFI Simon Ternenge (CLN)

*Benue State School of Nursing, Makurdi*, [ternengetofi@gmail.com](mailto:ternengetofi@gmail.com)

Follow this and additional works at: <https://digitalcommons.unl.edu/libphilprac>



Part of the [Library and Information Science Commons](#)

---

Tyongi, AJU David (PhD) and Ternenge, TOFI Simon (CLN), "Survey of Information Literacy and Entrepreneurship for Employment Opportunities in Nigeria." (2020). *Library Philosophy and Practice (e-journal)*. 4043.

<https://digitalcommons.unl.edu/libphilprac/4043>

**SURVEY OF INFORMATION LITERACY AND ENTREPRENEURSHIP FOR  
EMPLOYMENT OPPORTUNITIES IN NIGERIA**

**BY**

**DAVID T. AJU (PhD)**

(Senior Lecturer)

**DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE**

**BENUE STATE UNIVERSITY, MAKURDI**

**EMAIL: [ajudave@yahoo.com](mailto:ajudave@yahoo.com)**

**PHONE: 08135383344**

**&**

**TOFI, SIMON TERNENGE (CLN)**

(Librarian II)

**BENUE STATE SCHOOL OF NURSING, MAKURDI**

**EMAIL: [ternengetofi@gmail.com](mailto:ternengetofi@gmail.com)**

**PHONE: 07036431885**

## **Abstract**

*Many Nigerian graduates and non-graduates are unemployed in Nigerian society which has become a national problem that is threatening the security, unity, political and economic development of Nigeria, in effect, the situation has resulted to insurgency, tribal conflicts and fundamentalism among other social challenges which this paper believes that if undergraduates students in institutions of higher learning are educated along information literacy and entrepreneurship skills programmes, the situation could have been different. The paper has surveyed information literacy and entrepreneurship for employment in Nigeria and identified various information literacy skills for entrepreneurship and employment opportunities in Nigeria. There are many reasons for unemployment and under-employment, lack of information literacy skills have been identified as one of them. The paper therefore, reviewed the relevance of information literacy skills in the society as well as the need for acquisition of entrepreneurship skills, highlighting the relationship among information literacy, entrepreneurship and employment. The article exposed the challenges of acquiring information literacy skills for employment, in spite of challenges, the paper made cogent recommendations and drew its conclusion.*

**Keywords:** Information literacy, entrepreneurship, employment

## **Introduction**

The Nigerian society is in a turbulent state. Nigeria is faced with a number of problems such as insurgencies, kidnapping, human trafficking and high rate of unemployment among other indices of under-development. These inhibitors have negative impact on the Nigerian society traceable to bad governance, failed economy, lack of priority to the education of the citizens on the part of government. This situation is alienated to Nigerian citizens. Obvious indicators of the situation presented above is violence insecurity, instability, failed system of education and youth unemployment and restiveness among other hardships in Nigeria.

Insurgencies, unemployment, kidnapping, fundamentalism, human trafficking is prevalent in many countries such as Mexico, Turkey, Brazil, Syria, Cuba. In Africa, countries such as Sudan, Malawi, and Kenya are living with them. However, in Nigeria, the situation is worse given the complexities of Nigerian state, multi-ethnic nationalities, the problem of bad governance and the fact that many Nigerians do not appreciate the value of information literacy skills and entrepreneurship skills as key to individual and national development. These skills are acquired through formal education in tertiary institutions, but many Nigerian youths in tertiary institutions do not consider and take these courses or skills as relevant which in turn render many of them unemployable after university education. As the situation is, if immediate and decisive action is not taken to avert unemployment, insecurity, insurgencies, etc. the Nigerian state will fail. It is against this premise that this paper is determined to survey information literacy and entrepreneurship for employment opportunities in Nigeria to alleviate the eminent escalations of the problems.

## **Clarification of Constructs**

### **Information Literacy**

In our contemporary environment, technology has changed our “world” and our way of thinking and doing things. For instance, rapid technological changes has brought proliferation of information resources in different formats which has come to bear on us to the extent that the abundance of information resources is now a threat to our choices to array of information resources in our studies, work place and on issues relating to our personal lifestyle.

Individuals are required by the circumstance to acquire a set of abilities to recognize when information is needed and the abilities to locate, evaluate and use effectively the needed information. Information literacy as maintained by Ochogwu, Ugah, Abah and Ugannaya (2016) is the ability of an individual to locate or access, process and use information effectively. According to the authors, information literacy is the basis for lifelong learning and it cut across disciplines in learning environments.

The Chattered Institute of Library and Information Practitioners (CILIP) in Arau, Azuegba and Ugah (2014) defined information literacy as a state that involves an individual, knowing when and why information is needed, when to find it, and how to evaluate, use and communicate it in an ethical manner. According to Chattered Institute of Library and Information Practitioners (CILIP), an information literate person is one who can understand the need for information, the resources available, how to find information, the need to evaluate results, how to work with or exploit results, ethnics and responsibility of use, how to communicate or share one’s findings and how to manage the findings effectively.

## **Entrepreneurship Literacy**

In Nigeria, the concept of entrepreneurship is relatively new; however, in developed societies of the world such as Germany, Japan, India, the concept is known and used commonly like air by individuals and organizations. Entrepreneurship as a concept is a cutting edge concept that is defined in various ways across disciplines by scholars such as Kuratko (2004). According to Kuratko, entrepreneurship is a dynamic process that permeates an individual's business in an innovative manner.

In another way, entrepreneurship is seen as the willingness and ability to navigate a business environment with the intension of exploring and investing in a business or venture. Apart from that, entrepreneurship as maintained by Ugwuoke, Onmererso and Abide (2014), is a process of using private initiative by an individual or groups to transfer a business concept into a new venture or to grow and diversify an existing venture or enterprise with high growth potential.

Akinwumi in Arua, Uzeegbu and Ugah (2014) sees entrepreneurship as the act of identifying, initiating, organizing and bringing a vision to life, be it a new product, service, process, organizational strategy and or promotional strategy or a niche market. In this paper, entrepreneurship literacy is operationalized as formal education or training one receives in a tertiary institution which equips him with the ability to initiate, develop, maintain and sustain an enterprise for his sustenance and the employment of others.

## **Employment Opportunity and Rate**

Employment opportunity in this paper means having a chance to work for an individual, private organization or government for a wage or pay or a chance to work to earn money as when due. It is the opposite of unemployment, a situation where one is able and willing to work but the opportunity and the work is not available. Unemployment is a developmental index associated

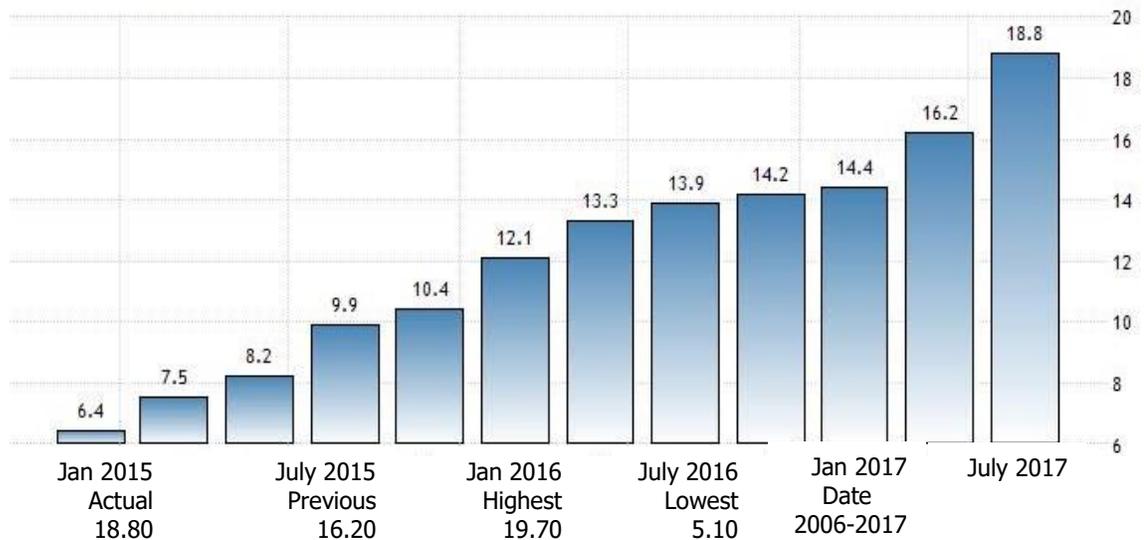
with any developing economy such as Nigeria. The proportion of unemployment in a country is a reflection of the state of a nation's economy as evident in Nigeria.

However, Kale and Doguwa (2015) sees employment or employed persons as people in the working-age population who work for pay or profit in the context of an employee or employer relationship or self-employment. In other words, National Bureau of Statistics (NBS) in Kale and Doguwa (2015) defines persons in employment as all labour force members that work for pay or wage in formal sector or those members that work in the informal sector. Kale and Doguwa further averred that unemployed persons are those in the labour force cluster but are not in paid jobs and had actively sought for work in the past years.

Below is unemployment rate in Nigeria since 2006-2018. The information was sourced from [Tradingeconomic.com/National Bureau Statistics, Nigeria](http://Tradingeconomic.com/National Bureau Statistics, Nigeria)

#### **Nigeria Unemployment Rate**

<b>Nigeria Labour</b>	<b>Last</b>	<b>Previous</b>	<b>Highest</b>	<b>Lowest</b>	<b>Unit</b>
Unemployment rate	18.80	16.20	19.70	5.10	Percent
Population	190.89	185.99	190.89	45.14	Million
Living wage family	131700.00	131700.00	131700.00	131700.00	NGN/Month
Living wage individual	40100.00	40100.00	40100.00	40100.00	NGN/Month
Employed persons	69090.00	70354.90	70665.90	66951.00	Thousand
Employment change	187226.00	155444.00	499521.00	79465.00	Jobs
Employment rate	81.20	83.80	93.60	81.20	Percents
Unemployed persons	15998.00	13585.20	15998.00	4672.00	Thousand
Wages high skilled	57200.00	57200.00	57200.00	57200.00	NGN/Month
Wages low skilled	25500.00	25500.00	25500.00	25500.00	NGN/Month
Youth unemployment rate	33.10	29.50	33.10	11.70	Percent



In Nigeria, unemployment rate measures the number of people actively looking for a job as a percentage of the labour force. Unemployment rate in Nigeria increased in the third quarter of 2017 from 16.20 percent to 18.80. from 2015 until 2017, unemployment rate in Nigeria averaged 10.63 percent, reaching an all time high of 19.70 in the fourth quarter in 2018 and a record low of 5.10 percent in the fourth quarter in 2010 (Trading Economics.com/National Bureau of Statistics, Nigeria, 2018).

A fallout from the National Bureau of Statistics (NBS) report in the fourth quarter of 2014 maintained that the problem of unemployment is more prevalent among the 15-24 and 25-35 age groups. In the fourth quarter, unemployment rates are of 11.7 and 6.9 percent respectively was recorded. These rates are higher than the national rate of 6.4 percent recorded in the quarter. It is worth noting that the 15-24 and 25-35 age groups form youth population which represents a very important stakeholder in the Nigerian society. The prevalence of unemployment in these age groups has implication on the security, stability and well-being of the nation.

## **Relevance of Information Literacy in Nigeria**

Based on our earlier definition of the concept of Information Literacy, it is needful to know its relevance to the Nigerian society. Given the fact that our contemporary environment has been reshaped by technological advancement which results to our ways of doing things and the proliferation of information resources in the universe in different formats that authenticity, validity and reliability of it have become a big issue to an information literate person who stands to struggle with overtime. For instance, due to the proliferation of information resources and their sources, one may not easily achieve study targets or attain an intended height or goal without practicing and acquiring information literacy skills. This implies that information literacy skills could empower people including students with the critical skills to become independent lifelong learners. Information literacy skills helps students, teachers, information professionals and other practitioners to apply their acquired knowledge from the familiar environment to the unknown.

Furthermore, owing to information overload, it has become clear that students cannot learn everything they need to know in their course of study within a few years of schooling at the university level. Information literacy, if properly taken advantage of by the learners could help to equip them with the critical skills necessary to become independent lifelong learners and practitioners.

The American Library Association (2009) maintain that information literacy assist people to learn. The association further buttressed that such people know how to learn because they know how knowledge is organized, how to find information and how to use information in such a way that others can learn from them. The people are prepared for lifelong learning because they can always find the information needed for any task or decision at hand.

In addition, literacy is developed to address phenomena such as information explosion or overload caused by rapid technological or digital technologies; the needs of competent information

consumers in the information society and to meet the requirement of information society or knowledge economy in an efficient and effective manner have become imperative (Andretta, 2009). Interestingly, information literacy is important owing to the amount of available information resources in the universe, simply being exposed to a great deal of information will not make meaning in the true sense of it to people who need to learn how to use the available information effectively (ACRL, 2000). The relevance of information literacy can be explained on and on. For instance, the society is faced with the challenge of Data Smog. This concept means, too much information can create a barrier in our ways of doing things and indeed our lives especially students and other information practitioners. As such, the society needs special skills to handle the rapidly growing information in our educational and technological environment among other areas of our needs. Information literacy allows information literate people to cope with the Data Smog by equipping them with the necessary skills to recognize when information is needed, where to locate it and how to use it effectively and proficiently. In the social economy domain in addition, information literacy could assist in decision making and productivity which is significant to the larger society.

Furthermore, information literacy skills are vital and critical success factors in education, occupational activities and communication. For instance, lifelong learning is emphasized in the institutions of higher learning in our education sector; that means students needs to be educated with regard to the required skills and abilities to learn or learning by developing reasoning capabilities and critical thinking. It therefore means information literacy could assist students to achieve this goal in a broader perspective if students are inculcated with information literacy skills by their teachers.

Ogunsola, Akindojutimi and Omoike as cited in Uzuegbu (2014) appraised that information literacy is in general, crucial to national development, having a huge significance on

unemployment, poverty, hunger, disease in the society, the authors maintained that this may only come true when potential victims have right information resources and knowledge on how to avoid being victims in the circumstances.

Finally, information literacy is needed by everyone but it is not everybody that is aware of his or her information literacy skills needs. For instance, information literacy skills are helpful to “students” in the higher institutions of learning in order to succeed academically and as well become relevant in future job opportunities. Teachers, lawyers, lecturers, engineers are in need of information literacy skills in order to be productive, relevant and effective in their occupations as well.

### **Need for Entrepreneurship Literacy Skills**

It is evident that many Nigerian undergraduate and post-graduate students are badly handicapped with lack of entrepreneurship literacy skills to enter the labour market as indicated by high rate of unemployment as a result of lack of job opportunities. There are many reasons for this inadequacy and lack of entrepreneurship skill is identified as one of them. Entrepreneurship skills are acquired by students through resource based and teacher-student centred learning methods which directs them towards self-reliance and self-sustenance. Thus, entrepreneurship literacy skills are significant determinants in the development of individual and the larger society.

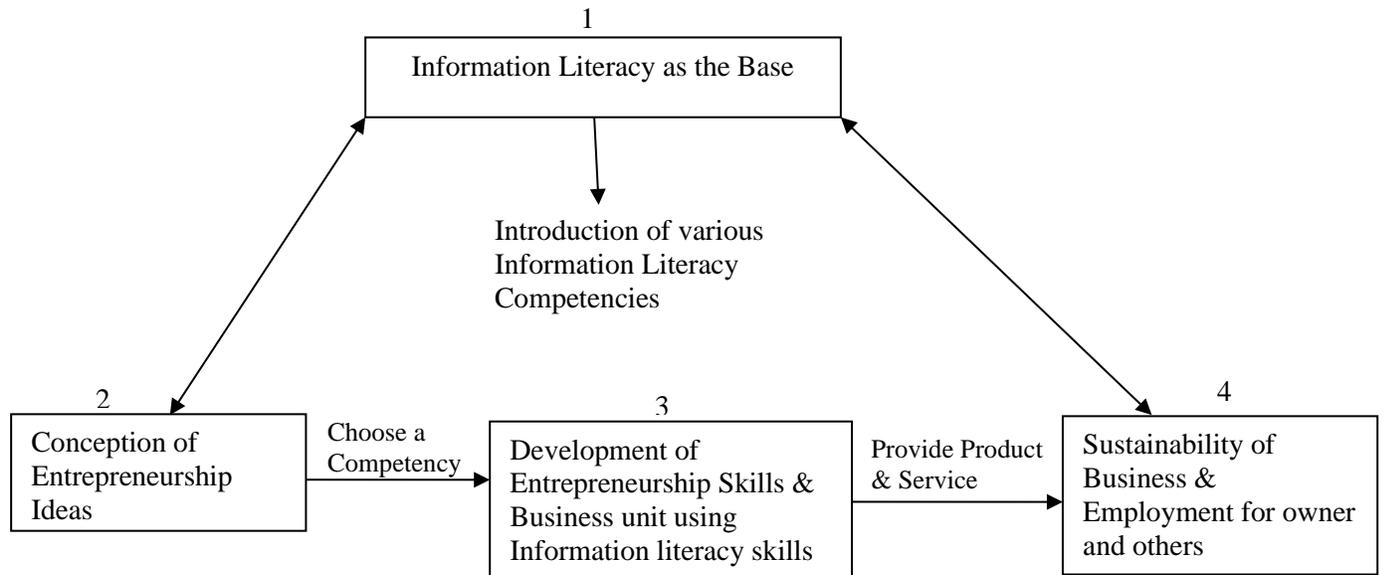
Various scholars such as Igbeke (2008), Aimola (2010), Mkpka (2014), Galyuon (2016), Aju and Ochogwu (2017), have found and maintained that entrepreneurship literacy skills are widely accepted as a significant means of addressing unemployment situation of a country based on the role it plays in economic development by enhancing the creation of new jobs, serves as a means through which graduates can exercise their inherent talents and convert their formal education into meaningful ventures.

Collaborating the above position, Emene U.D. (2010) and Osuala (1993) earlier upheld that entrepreneurship literacy skill has in many situations acted as a positive force in economic growth by serving as a bridge between innovation and market place. In addition, the authors opined that entrepreneurship literacy skill helps graduates to convert their acquired knowledge in entrepreneurship into intellectually productive ventures and create platform for students to develop the insight needed to create entrepreneurial opportunities and expertise to start and manage their own business, which means entrepreneurship literacy skills are indispensable means of promoting employability of graduates by helping them attain self-reliance status in the society.

According to Aju (2018), entrepreneurship literacy can provide an individual with the skills, attitudes, competencies, beliefs and the perspective of conceiving, planning, starting an enterprise for sustained benefits not just for the innovator but for the benefit of a larger society. The author emphasized that entrepreneurship skill is a “most” skill for all Nigerians, at least those in the tertiary institutions in Nigeria.

## Relationship between Entrepreneurship Literacy Skills and Information Literacy Skills for Employment

There is a symbiotic relationship between information literacy and entrepreneurship skills for employment. This relationship can be diagrammatically explained below:



The model started with information literacy which is a lifelong endeavour provided to students and others who acquire knowledge that will enable them to be independent and self-reliant. This model concerns all disciplines of studies, it is in this regard that Saka and Ahmed (2014), Aju and Ochogwu (2017) respectively maintained that “the survival of any nation to a great extent depends on the degree of information literacy provided to its learners or citizens. As stable economy and a high level of development can be achieved in a nation that accords high prominence to information literacy education provided in the tertiary institutions of learning. This paper as well collaborates the above assertions and opined that with proper information literacy skills in place, individual members of a society would certainly develop entrepreneurship skills. This could result to the conception of entrepreneurship ideas as diagrammatically represented

rectangle (2); the chances are that through information literacy skills acquired, individual would choose corresponding entrepreneurship skills and as expressed in the second rectangle.

In the third rectangle, because of the environment created as a result of information literacy, individuals will develop entrepreneurship skills and business units that will create opportunities for products and services in the society. This would come true because individuals could convert information literacy skills ideas into a chosen entrepreneurship business units which will eventually result into sustainability of business and employment for others. The last rectangle 4 is a successful relationship which should results in sustainability of many others as well.

If these businesses are realized and sustained to a great extent, the seventeen sustainable Development Goals in Nigeria will also be realized to an appreciable level. Thus, poverty, hunger, food security, quality education, full and productivity employment and the other aspects of the Sustainable Development Goals (SDGs) will be problems of the past Nigeria (Aju & Ochogwu, 2017).

### **Challenges of Acquiring Information Literacy and Entrepreneurship Literacy Skills in Nigerian Institutions of Higher Learning**

Although there is relationship between information literacy and entrepreneurship skills in Nigeria, there are obvious challenges. These are traceable to certain indicators.

The inclusion of entrepreneurship education in various programmes in Nigerian universities has been compounded because entrepreneurship education and training is capital intensive and technological driven. Entrepreneurship training requires a periodic allocation of enough funds to institutions of higher education in Nigeria. As a result of paucity of funds, most institutions do not have the financial capacity to hire qualified staff and procure the necessary technologies for effective teaching and learning of entrepreneurship skills in Nigeria. This collaborate Olarumolu and Agbede (2012) who also maintained that funds are critical to the

success of any system of education as the provision of facilities and equipment is dependent on availability of funds.

On the other hand, the librarians and library educators are responsible for training other lecturers and students in other disciplines, they too- need to train themselves to be competent in information literacy particularly in the use of relevant sources, searching strategies, ethical issues and technologies, rather than source location and retrieval.

Resources for information literacy and entrepreneurship skills need to be made available to implement the initiative or change. These would include paper-based resources and electronic resources. For instance, internet and CD-ROM access from lecture theatres, laboratories and telecommunication infrastructure to support student's activities is increasingly difficult given the economic situation presently. For example, appropriate licenses from electronic data providers needs to be negotiated for to enable distribution and access is independent learning would be encouraged by accessing resources from student's hostel or their homes (Hepworth, 2004).

In recognition of this fact, Aju and Ochogwu (2017) had earlier contended that in many universities and other institutions of higher learning in Nigeria, entrepreneurship and information literacy skills are not taught as departmental or faculty based courses rather many universities offer them as general study (GST). As a result, many students do not consider them as important courses at best some manage to score pass marks. This observation is in consonance with Amawhule (1993), Anyakoha (1995), Igbeka (2008) and Ochogwu (2014) who asserted that curriculum of most Nigerian Universities do not contain courses in entrepreneurship and information literacy skills at department and faculty levels and that training for entrepreneurship development is not well articulated by the Nigerian universities.

The teaching and learning of skills in information literacy is globally situated in the library and information profession. However, there is lack of effective cooperation or networking among

library and information science educators and students, researchers and institutions. Efforts to create network globally for example, as reported by Hepworth (2015), the library and information schools network in Eastern, Central and Southern Africa (LISNET-ECSA) and the standing conference of library schools (SCAL) did not lived beyond formation stage. This situation certainly has negative effects on the teaching and learning of skills in information literacy programmes in other countries in Africa.

Another huge challenge in acquiring information literacy is lack of regular, well planned and executed human resource development programmes where ideas and innovations are brainstormed and shared by participants unfortunately, in Nigeria where these exist, limited participation is the recorded due to insecurity, funding and apathy, etc. Krueger (2005) collaborated the above and stressed that lack of continuing education is a major factor that contributed to library educator's inability to meet emerging technologies.

According to Kolawole and Omolayo (2006), many individuals have the difficulties of developing business ideas and translating them into realities and creating new business ventures because of lack of information literacy skills needed to achieve their targets. In most cases, this is because the curriculum of many tertiary institutions where these people graduate from is oriented towards making their graduates suitable only for white collar jobs. The tendency to change institutional curriculum to realign with knowledge economy is receiving gradual attention.

## **Conclusion**

In this presentation, attempt was made to provide a conceptual clarification of information literacy, entrepreneurship, employment opportunities in Nigeria and unemployment rate indicate the labour workforce highly affected (youths 15-24 and 25-35 years), the relevance of information literacy to education and practitioners, the need for entrepreneurship literacy skills as a bridge to development, the paper as well revealed the symbiotic relationship between entrepreneurship and

information literacy skills for sustainable business and employment for the owner and others, the presentation also alluded a number of challenges of acquiring information literacy and entrepreneurship literacy skills in Nigeria which include lack of periodic allocation of funds to institution of higher learning in Nigeria, recommendations were made based on empirical evidence reviewed.

### **The Way Forward/Recommendations**

Based on the discussion made, the following recommendations were presented:

One of the challenges of acquiring information literacy skills was identified as lack of human resource development for educators. In real situation, the educators and other stakeholders in the disciplines should attend programmes such as seminars, conferences, workshops, symposium where ideas, initiative, innovations are discussed or shared by participants. These programmes are designed to sharpen, refresh, resurrect or and acquaint participants with current trends and innovations in the field of their interest. This should be encouraged and sustained in all institutions of higher learning in Nigeria.

From empirical literature alluded earlier, it is evident that unemployment rate in Nigeria is high. Kole and Doguwa (2015) maintained, this is as a result of lack of job opportunities or employment. Lack of entrepreneurship literacy skill was identified as the cause. This paper recommend that all tertiary institutions in Nigeria should aggressively modify their institutional curriculum to include information literacy and entrepreneurship literacy skills as compulsory or core courses for all students at all level of study. This is because the concept have symbiotic relationship and can create space for employment of many.

The Nigerian economy is identified with underemployment and high rate of unemployed youths within the age group of 15-24 and 25-35 years most of these youths are those coming out from our tertiary institutions without information literacy skills and entrepreneurship skills. These

concepts are pillars of development and sustainability in the western world that should be adopted by the Nigerian education system.

One huge problem of acquiring entrepreneurship skills in Nigerian institutions of higher learning is inadequate funds. Funds is a global problem, however, it's a critical success factor economic planners, Federal Ministry of Education and all relevant agencies responsible for educating Nigerians at the tertiary level must be prudent, transparent accountable to the extent that education sector is not denied her allocation to the advantage of other sectors.

## References

- Aimola, A. (2010). *Graduate unemployment develops entrepreneurial curriculum manual for polytechnics*. Punch Newspaper April 18t, p. 54.
- Aju, D.T. (2018). Inclusion of entrepreneurship study in Nigerian institutions of higher learning programmes as intervention mechanism: Implications for library and information science students. *Benue State University Journal of Education*, 18(2).
- Aju, D.T. & Ochogwu, M.G. (2017). Entrepreneurship education in library and information science for sustainable development in Nigeria. *Benue State University Journal of Education*, 17(2): 153-161.
- Amawhule, W. (1993). Nigerian entrepreneur and the school industry based education. Paper presented at the annual conference of Nigerian Vocational Association held at University of Uyo, Akwaibom State.17
- American Library Association (2009). Introduction to Information Literacy. Retrieved from <http://www.ala.org/ala/acrl/acrlissues/acrlinfolit/onfolitoverview/introinfolit/introinfm>. accessed May 4 2019.
- Andretta, S. (2009). *Information literacy: A practitioner's guide*. Oxford: Candos Publishing.
- Arau, U. Uzuegbu, C.P. & Ugah, A.D. (2004). *Information literacy education for tertiary institutions*. Lagos: Zeh Communication.
- Association of College and Research Libraries (ACRL) (2000). Information literacy. Accessed 28 June, 2018 from: <http://www.a/a.org/a/a/>.
- Corteez, W.T. (2016). Information literacy in science and engineering undergraduate education: Faculty attitudes and pedagogical practices. *College and Research Libraries*, 70(2): 22-26.
- Emene U.D. (2010) Entrepreneurship Education: A Positive Re-direction for Nigeria's National Development. *Journal of Educational Innovators*, 1 (2) 1-6
- Galyuon, I. (2016). African's Education and Sustainable Development Goals (2030): Where is the nexus? Keynote address for the World Educators Forum 5<sup>th</sup> International conference, 2016 held in Cape Coast, Ghana.
- Hepworth, M. (2014). Approaches to information literacy training in higher education: Challenges for librarians. *New Review of Academic Librarianship*, 6: 21-34.
- Hepworth, M. (2015). A study of undergraduate information literacy and skills: The inclusion of information literacy and skills in undergraduate curriculum. *Journal of Academic Librarianship*, 24(2): 33-41.
- Igbeke, J.U. (2008). *Entrepreneurship in library and information services*. Ibadan: Stirling Hordon.
- Kale N. & Doguwa S. (2015). Compilation of labour force statistics for Nigeria Central Bank. *Journal of Applied Statistics*, 6(1): 183-198.

- Krueger, N.F. (2005). *Handbook of entrepreneurship research: An interdisciplinary survey and introduction* (ed), springer.
- Kuratko, D.F. & Hodgetts, R.M. (2004). *Entrepreneurship: Theory, process and practice*. Mason, OH: South-Western College Publishers.
- Mkpa, A.M. (2014). Education for global competitiveness in job creation: inclusion of entrepreneurship in Nigerian higher education: Challenges and prospects. *International Journal of Educational Research*, 13(2): 1-13.
- Ochogwu, M.G., Ugah, A.D., Abah, J. & Ugannaya, S. (2016). *An introduction text to the library and information profession*. Makurdi: Climax Graphics and Publishing Ltd.
- Ojukwu, K. (2000). Entrepreneurship in business education: Critical success factors in starting small business. *Business Education Journal*, 3(3).
- Olorumolu, J.O. & Agbede, E.A. (2012). Quality entrepreneurship education: A panacea for job creation in Nigeria. *Journal of Resourcefulness and Distinction*, 1(1): 175-190. Retrieved March 9<sup>th</sup>, 2014 from: <http://www.ajol.infor/index/watilartick/view/60999>.
- Osula, E.C. (1993). *Principle and practice of small business management in Nigeria*. Nsukka: Fullado Publishers.
- Saka, K.A. & Ahmed, A.O. (2014). Entrepreneurial librarianship for self-employment opportunities in Nigeria: In contemporary issues in library and information science education in Nigeria. In proceeding of the 16<sup>th</sup> National Conference of National Association of Library and Information Science Education (NALISE). Abia State University, Uturu.
- Ugwoke, S.C, Onomererso, C. & Abidde, C.E. (2014). Assessment of the level of implementation of Universal Basic Education (UBE) in Junior Secondary School in Enugu State. *international Journal of Educational Research, University of Nigeria, Nsukka*, 11(1): 215-224.