



Role of Entrepreneurship Skills in Effective Utilization of Information Resources for Self-Employment by Undergraduate Students of Library and Information Science in Universities in Bauchi State, Nigeria

¹Ibrahim Usman, ²Murtala Aliyu, ³Babangida Umar Babayi

¹Muhammadu Wabi Library,

Federal Polytechnic, Bauchi,

^{2&3}Department of Library and Information Science

Modibbo Adama University, Yola

ABSTRACT

The study assessed Role of Entrepreneurship Skills in Effective Utilization of Information Resources for Self-Employment by Undergraduate Students of Library and Information Science in Universities in Bauchi State, Nigeria. The objectives of the study were to determine: the type of resources available for entrepreneurship skills for effective utilization for self-employment, the level of utilization of entrepreneurship skills for self-employment; identify the factors that influence the effective utilization of entrepreneurial skills for self-employment; ascertain the impact of entrepreneurial skills utilization for self-employment on academic performance and to determine the challenges of entrepreneurship skills on effective utilization of resources for self-employment by undergraduates students of Library and Information Science in universities in Bauchi. The study was guided by five research questions and one hypothesis. The target population of the study consists of (1785) one thousand seven hundred and eighty-five undergraduate students in the university under study. Simple random sampling technique was used for the study. Sample sizes of 317 students were drawn from the population using Krejcie and Morgan Table of sample size. The instrument used for data collection was questionnaire. Data collected were analysed using descriptive statistics of standard deviation and mean score to answer the research questions while hypothesis was tested at 0.05, significance level. Findings of the study revealed among others that the level of utilization of entrepreneurship skills resources is low for self-employment among undergraduates' students in university libraries in Bauchi. The study recommended that: universities should organize regular and compulsory workshops, seminars, and practical training sessions specifically tailored to entrepreneurship skills that are relevant to undergraduate students in universities libraries in Bauchi State, Nigeria.

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INTRODUCTION

Entrepreneurship is a creative process of organizing and managing an enterprise and assuming the risk involved in the enterprise. Yelmi, Idris and Baba (2023). Entrepreneurship is about learning the skills needed to assume the risk

of establishing a business; developing the winning strategies and exciting them with vigor, persistence and passion to win any game. They further opined that entrepreneurship is the willingness and ability of an individual to seek investment opportunities, to establish and run an

Corresponding author: Ibrahim Usman

✉ ibroansari@gmail.com

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enterprise successfully. Entrepreneurship serves as a link between invention, innovation and introduction of new products and services in the market place and also enables entrepreneurs to act as engines of growth in the economy. Entrepreneurial activities are basically aimed at promoting access to extra income and the provision of social services from both social and economic perspectives. Entrepreneurship is the creation and running one's own business.

Entrepreneurship skills in librarianship are practical experiences and knowledge acquired in the course of learning. According to Awurdi and Mohammed (2018) pointed out skills in librarianship that must be acquired by library and information science students and graduates towards successful entrepreneurship venture. Information Technology Skills: These include networking, library automation and digitization, web based services, reprography, micrographs, facsimile, video text, Teledex, database creation and management systems including CDS, ISIS, LIBSYS, content development, desktop publishing, internet, presentation, hardware/software skills and relational databases including the ability to create data structures which facilitate the indexing and retrieval of information and thesaurus development. Information Literacy Skills

Entrepreneurial skill is a fundamental ingredient of building a nation. Nigeria's future prosperity depends on producing competent graduates who are well prepared to take their place in tomorrow's society independently irrespective of field of specialization. The need to adopt entrepreneurial skill in library practice is very essential. According to Muhammed (2023) students are expected to have entrepreneurship skills in order to be relevant in the new information era which is skills driven. Information is solid bedrock and foundation for national development and therefore, information professionals are seen as agents in using these information resources to promote entrepreneurship skills. In Nigeria, the focus on entrepreneurship and business skills acquisition is aimed at developing entrepreneurial intention and improving the attitudes of the youth towards starting their businesses (Yelmi, Idris &

Baba 2023). In library, the role of librarians in promoting entrepreneurial and technology education is to address the high rate of unemployment and the declining economy. This is made it imperative for university undergraduates be equipped with skills that are required to achieve self-reliance. (Awurdi & Mohammed 2018).

There are different kind of skills need to be acquired which included the economics and marketing of information products and services, information resource management, information processing and organizing, e-mail, multimedia perspectives and video conferencing. Managerial Skills: These are the business management skills such as marketing, financing, accounting, control, planning and goal setting, decision making, human relations and managing growth. These are essential in launching and growing a new venture. Personal entrepreneurial skills: These include inner control/discipline, risk taking, innovativeness, change orientation and ability to manage change, persistence, and visionary leadership. Technical Skills: Written and oral communication, interpersonal, monitoring environment, the ability to organize, and network building. These skills are necessary for successful venture and they should be given attention by students to enable them succeeding in venturing (Muhammed, 2023)

Utilization is the primary method by which assets performance is measured and business success is determined. (Adamu, 2020). Oxford Advance Learners defines utilization as the action of making practical and effective use of something. Entrepreneurship is taught in the universities in order to prepare graduates for entrepreneurial opportunities thus enhancing the undergraduates of library and information science knowledge and ability to act entrepreneurially. Undergraduates' students are Library and Information Practitioners (LIPs) which are currently witnessing an age where the role of information is increasingly emphasized as an economic mainstay, a marketable commodity and as a social wealth (Emiri, T. (2020). Consequently, there is also a corresponding expansion in the employment market for LIPs. For the success of library and information centers as an effective



communication system, the development of manpower to operate in diverse information settings has become paramount. This is because finding a solution to everyday problems is the goal of many visionary entrepreneurs.

Self-employment is the act of being lucrative by generating personal income. Blackie's Dictionary of Banking and finance defined self-employment as an individual who works for oneself and gets income from trade operated by him or her. Self-employment is a situation where an individuals earn their income directly from a business or profession they own and operated. According to Canals (2017), self-employment refers to a situation in which an individual wok for themselves rather than being employed by an organization or company. Self-employed individuals earn income directly from their own business, trade or profession, and take responsibility for its operations, risk and rewards. Undergraduate students are potentials graduate of university, polytechnics and colleges of higher institution. According to the new Webster's comprehensive Dictionary of the English language defined undergraduate as a student of a university or college who has not taken the bachelor's degree.

University libraries are academic libraries attached in the university institution of learning. According Ekere (2014) the main purpose of university library is to support the objectives of the university which is to promote teaching, learning and research. Thus the university libraries is meant to serve the undergraduates, postgraduates, lecturers and other members of the university community. Anene and Imam, (2022) noted that our universities and polytechnics graduates turn into labor market where jobs do not exist, leads to general frustration, idleness, redundancy and social insecurity. It is against this background; this paper examines the role of entrepreneurship skills in effective utilization of resources by undergraduate students of library and information science in Universities in Bauchi State- Nigeria.

Information resources found in academic libraries Binding materials (e.g., binding sheets, gum, cloth) Lamination machine,

photocopier Lamination machine, photocopier, Hot blocking machine Camera, slide projector

STATEMENT OF THE PROBLEM

In recent years, there has been a growing emphasis on the importance of entrepreneurial skills in higher education, particularly among undergraduate students. Many fields of study have been emphasizing entrepreneurship skills to their prospective graduates, so as to enable them become self-reliance. The library and information science profession supposed to have all necessary resources that will support entrepreneurship skill. University libraries are center of information excellence. Some of the resources that support entrepreneurship in the university libraries include Computers, Databases, library application packages, AACR 2, LC subject Headings, binding sheets, printing machine, e-library, camera, projector, photocopier, Newspapers and other resources relevant for entrepreneurship skill. However, despite the increasing focus on entrepreneurship, there is a noticeable gap in the level of utilization of these skills by university students. Many undergraduate students may not be fully acquainted of the significance of entrepreneurial competencies, such as innovation, risk-taking, opportunity recognition, and resource management, in enhancing their career prospects and contributing to economic development. Additionally, while some students may be aware of these skills, they often face challenges in effective utilizing the resources due to limited exposure, inadequate training, or lack of support structures within the university environment.

Anene and Imam, (2022) noted that our universities and polytechnics graduates turn into labor market where jobs do not exist, leads to general frustration, idleness, redundancy and social insecurity. Due to above observations this study seeks to explore the role of entrepreneurship skills in effective utilization of resources by undergraduate students in university libraries, in Bauchi. It will examine the factors influencing students' knowledge and application of these skills, as well as the barriers that hinder their

Corresponding author: Ibrahim Usman

✉ ibroansari@gmail.com

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entrepreneurial engagement. Understanding these dynamics is crucial for designing educational interventions and support programs that can equip students with the necessary tools to succeed in an increasingly competitive global economy.

Objectives of the Study

The objective of the study is to examine the Role of Entrepreneurship Skills in Effective Utilization of Information Resources for Self-Employment by Undergraduate Students of Library and Information Science in Universities in Bauchi State, Nigeria. The specific objectives are to:

1. Investigate the types of information resources available for entrepreneurship skills for self-employment by Undergraduate Students of Library and Information Science in Universities in Bauchi State,
2. Examine the level of utilization of information resources for entrepreneurship skills for self-employment among Undergraduate Students of Library and Information Science in Universities in Bauchi State,
3. Identify the factors that influence the effective utilization of Information resources for entrepreneurial skills for self-employment by undergraduates' students of university libraries in Bauchi.
4. Ascertain the impact of information resources for entrepreneurial skills utilization on self-employment by Undergraduate Students of Library and Information Science in Universities in Bauchi State,
5. Determine the challenges of entrepreneurial skills on effective utilization for self-employment by Undergraduate Students of Library and Information Science in Universities in Bauchi State.

Research Questions

The following research questions were formulated to guide the study

1. What are the types of information resources available for entrepreneurship skills for self-employment by Undergraduate Students of Library and Information Science in Universities in Bauchi State?
2. What is the level of utilization of information resources for entrepreneurship skills for self-employment among Undergraduate Students of Library and Information Science in Universities in Bauchi State?
3. What are the factors that influence the effective utilization of Information resources for entrepreneurial skills for self-employment by undergraduates' students of university libraries in Bauchi?
4. What is the impact of information resources for entrepreneurial skills utilization on self-employment by Undergraduate Students of Library and Information Science in Universities in Bauchi State?
5. What are the challenges of entrepreneurial skills on effective utilization for self-employment by Undergraduate Students of Library and Information Science in Universities in Bauchi State?

Hypothesis:

One null hypothesis was formulated

H₀₁: There is no significant relationship between the information resources utilization for entrepreneurship skills and self-employment undergraduate in university libraries.

METHODOLOGY

The research design for this study is descriptive survey research method. According to Aina (2004), descriptive survey research involves gathering the opinions of people on a particular issue or problems. This method was used because, it was appropriate for the study due to the fact that, the study is based on opinions, conditions, practices that prevail points of view attitudes and effects that are being felt by the



respondents. The questionnaire was used as instrument for data collection. The population of the study consists of (1,785) one thousand seven hundred and eighty five undergraduate students of library and information science in the university libraries under study. A sample size of 317 was drawn from 1785 using Krejcie and Morgn's statistical Table of sample size. The study adopts simple Random sampling techniques. Structured questionnaire was used as the instrument of data collection. The data collected were analyzed using descriptive statistics and standard deviation of mean scores for the research questions. The decision rule on the mean scores as follows;

Strongly Agreed (SA)/ Very High Level (VHL)
=3.50-4.00

Agreed (A) /High Level (HL) = 2.50-3.49

Disagreed (D) / Moderately Low Level (MLL)
=1.50-2.49

Strongly Disagreed (SD) / Low Level (LL)
=1.00 -1.49

LITERATURE REVIEW

It is a basic education that prepares people for organizing, owning and managing a business and becoming self-reliant. Vocational and technical in nature and deeply embedded in practical work, entrepreneurship education focuses on starting new business ventures thus bridging the gap of unemployment in the society. Accordig to Augustine, et al (2023) stated that entrepreneurial courses taught in some LIS schools in Nigeria are varied the ultimate aim is to equip students with skills which enhance job creation and self-reliance. However, there is the imperative need to harmonies the courses (especially business-related courses) in the curriculum to ensure standard and balance in LIS schools in the country for maximum achievement of the objectives of LIS education. According Augustine, et al (2023) in their study Entrepreneurship education skills Acquisition for self-employment among librarians and library education in universities in south east Nigeria. From table I above, all the skills scored above 50% which is acceptance level, indicating that all the skills are required to be possessed by Librarians and Library Educators for self-employment

According to Ogundoihu, (2023) Library and information science profession is undergoing remarkable changes the researcher further explain for example, "ICT convergence has changed and continues to change the nature of information creation, storage and communication, therefore, leaving many librarians with little or no imaginative or innovative paraphernalia to show in their exploitation of technology which in most cases is traceable to lack of confidence from deficiency of requisite training". In a study by Oguedoihu, (2023) Entrepreneurship Education for Socio-Economic Empowerment of Library and Information Science Students, All the items were positively rated with a mean score of 2.50 and above. This implies that entrepreneurship education is crucial for socio-economic empowerment of LIS students as it improves quality of life for wealth creation in the country. The highest rating was received by book publishing and development of computer software with a mean score of 3.58 and 3.65.

Entrepreneurial skills refer to the abilities and knowledge required to start, run, and grow a successful business. Undergraduate's students of library and information science need to utilize those opportunities in the university libraries to enable them become self-reliance in their future endeavor According to Tondo and Ugba (2023) Library and information science is a discipline designed to produce information professionals that will completely serve different stakeholders for development. The graduates of library and information science need to be empowered through practical entrepreneurship skills. They ought to be given core entrepreneurship training in relation to library and information services so that upon graduation, they can become self-employed and self-reliant instead of depending wholly on paid jobs. That is to say, the potential graduates should be adequately trained in theory and practical knowledge of the profession as well as entrepreneurship skills so that upon graduation they will be self-employed. Entrepreneurship education focuses on developing real-world skills that will help students to lead exceptional lives in rapidly changing world (Marlborough, 2021).

According to Ogundoihu, (2023) in his



study Entrepreneurship Education for Socio-Economic Empowerment of Library and Information Science Students the result of the analysis shows that the inclusion of entrepreneurship education has a positive impact on Library and information science (LIS) students in Federal Polytechnic Oko, Anambra State.

Emmanuel and Ezewoko (2021) carried out research on the level of entrepreneurial orientation and desire for self-employment of students in selected tertiary institutions, North-East Nigeria. The ANOVA results also showed a good fit for the data. $F(1, 191) = 12.469$ and $p\text{-value}(0.00) < 0.05$ for Entrepreneurial Orientation (EO) and desire for self-employment before graduation and FP; $F(1, 191) = 29.981$ and $p\text{-value}(0.00) < 0.05$ for EO and desire for self-employment after graduation indicate that there have been EO practices activities before the implementation of entrepreneurship modules in tertiary institutions, and those activities including entrepreneurship modules had a significant positive influence on their desire.

A study conducted by Augustine, et- al (2023) on entrepreneurship education skills acquisition for self-employment among librarians and library educators in Universities in South East Nigeria. A survey census was used since the population is a manageable one, thus no sampling was conducted. Data for the study was collected using questionnaire titled, Entrepreneurship Education Skills Acquisition for Self-Employment among Librarians and Library Educators in Universities in South East Nigeria (EESALLE). 140 out of 149 questionnaires administered were retrieved and found usable, representing 94%. The findings of the study revealed that librarians and library educators are required to possess entrepreneurial skills, not only for self-employment, but also to create employment for others. Also, the level of adequacy of entrepreneurial librarianship courses was found to be adequate. Numerous entrepreneurial opportunities open to librarians and library educators were identified as well as challenges militating against the acquisition of entrepreneurship education skills acquisition. A host of strategies to encourage the acquisition of

entrepreneurship education skills were identified. The findings of the study further revealed that lack of funding, workshops/laboratories, inadequate skilled entrepreneurship lecturers, poor power supply, etc, impeded acquisition of entrepreneurship education skills and recommended that government at all levels, in collaboration with the private sector, should make concerted efforts to address these militating factors.

Oguedoihu, (2023) investigated Entrepreneurship Education for Socio-Economic Empowerment of Library and Information Science Students. The result of the analysis shows that the inclusion of entrepreneurship education has a positive impact on Library and information science (LIS) students in Federal Polytechnic Oko, Anambra State. The highest rating was received by develop grit with a mean score of 3.83. The introduction of entrepreneurship education in Library and information science (LIS) has brought tremendous changes in the content and pattern of library services provided. The current trends in librarianship changed attributes and approaches into the practice of today's librarian with requisite skills needed to cope with the information needs of the 21st century users (Oguedoihu, 2023) the researcher further state that entrepreneurship skills required by Library and Information Science Graduates in an Entrepreneurial Environment in the 21st Century. Various skills are required to be merged and used for successful entrepreneurial ventures.

Oguedoihu (2023) further explain that entrepreneurship education in LIS to be instructions given or knowledge imparted to a group or group of persons with a view to developing their careers in librarianship so as to be business-oriented or self-employed. It aims at developing skills acquisition among students and encouraging them to be self-employed like their counterparts in developed nations. In view of this, there are several entrepreneurial opportunities in LIS profession students can venture into, these includes; book publishing, development of computer software, production and sale of library equipment, information brokerage, library consultancy services, booking selling business,

manufacturing business, operation of business center, and cybercafé, computer maintenance, sales of computer hardware, stationeries, rural information provision services, binding services business, printing services business, and database producers/distributors etc. entrepreneurship education is what will enable LIS professionals to identify and recognize these opportunities and fully exploit them. This is in line with Obinyan (2020) opined that “introduction of entrepreneurship education in Kenya was observed to have brought striking changes in the youths unemployment pattern to the extent that entrepreneurship education is now being offered in all vocational and technical institutions across that country”.

Emiri and Emojorho (2020) states that Library and Information Practitioners (LIPs) are currently witnessing an age where the role of information is increasingly emphasized as an economic mainstay, a marketable commodity and as a social wealth, this is because information which is now seen as the fourth factor of production and a necessity for personal and national development plays the role of creating power, wealth and technological innovations. This gives rise to new ideas relating to collection, processing and dissemination of information. ICTs have left LIPs with no choice than to give their users the best and latest information that is available electronically and manually. Consequently, there is also a corresponding expansion in the employment market for LIPs. For the success of library and information centers as an effective communication system, the development of manpower to operate in diverse information settings has become paramount. This is because finding a solution to everyday problems is the goal of many visionary entrepreneurs. According to Emiri and Emojorho (2020) the following are the challenges Facing Entrepreneurship Development among LIS Practitioners which includes:

1. Lack of Entrepreneurial Spirit: Many LIS practitioners lack the entrepreneurial spirit to generate viable businesses that would make them relevant in the knowledge age. Yet, a good number of

non-librarians are going magnificently enterprising. Many of the newest and often most used technologies that deal with information and library science have been created by people who are outsiders to the profession.

2. Fear of Competition and Failure: Fear of competition and failure hinder LIS practitioners from venturing into entrepreneurship. These fears may arise out of lack of basic entrepreneurship training which would enable them to identify and harness the abundant opportunities available in their environment.
3. Lack of Knowledge on how to interact with Entities that make Businesses Succeed: Many LIS practitioners do not know how to interact with necessary entities such as banks, suppliers, customers, venture capitalists, distributors and advertising agencies. They are indispensable players in every successful business.
4. Lack of Specific Skills: It should be noted that the clients' population are rapidly changing as the technologies for servicing them is changing too. Many LIS professionals lack various forms of ICT skills relevant for entrepreneurship. These skills include the desktop publishing, online collaborative skills, and social media management skills among others
5. Inability to Generate Compelling Business Ideas: Many LIS professionals have all it takes to become successful entrepreneurs. However, those aspiring to be entrepreneurs are faced with the problem of how to generate compelling business ideas for new entrepreneurial businesses. Not knowing how to generate ideas would breed frustration, make the aspiring entrepreneur to start a business similar to the one he has seen around him.



RESULTS

Table1: Check List on the Type of Resources Available for Entrepreneurship Skills for Self-Employment by Undergraduates' Students In University Libraries

S/N	TYPES	ATBU Library		SAZU Library	
		A	NA	A	NA
1.	Computers	√		√	
2.	Binding materials (e.g., binding sheets, gum, cloth)		X		X
3.	E-library software, databases	√		√	
4.	Lamination machine, photocopier	√		√	
5.	Camera, slide projector		X		X
6.	Cataloguing tools	√		√	
7.	Computer network	√		√	
8.	Public address system		X		X
9.	Video camera		X		X
10.	Hot blocking machine		X		X

Keys: Abubakar Tafawa Balewa University Bauchi Library (ATBUL) and Sa'adu Zungur University Bauchi Library (SAZUL)

Table 1 presents the mean responses and standard deviations on the types of resources available for entrepreneurship skills for self-employment by undergraduate students in university libraries in Bauchi State. The mean values range from 1.99 to 3.40, showing varied perceptions of resource availability. The table reveals that with the exception of items 2, 5, 8, 9, and 10, respondents agreed that most of the resources were available for entrepreneurship skill development. Specifically, resources such as

computer, e-library software and databases, lamination machine and photocopier, cataloguing tools, and computer network were rated above the threshold, indicating their availability. Conversely, respondents indicated that resources like binding materials, camera and slide projector, public address system, video camera, and hot blocking were not available

Research Question 2: What is the level of utilization of entrepreneurship skills for self-employment among undergraduates' students in university libraries in Bauchi?

Table 2: The Mean and Standard Deviation of Level of Utilization of Entrepreneurship Skills for Self-Employment among Undergraduates' Students in University Libraries

S/No	Statements	Mean	SD	Decision
1	I utilize entrepreneurship skill resources every day	1.84	1.05	Moderately Low
2	I am familiar with the major areas of library entrepreneurship resources	2.47	1.29	Moderately Low
3	I received formal training on the use of library resources on entrepreneurship	2.36	1.26	Moderately Low
4	I always attend entrepreneurship class	2.94	1.06	High Level
5	I apply entrepreneurship skills after school	2.41	1.06	Moderately Low
6	Students have enough knowledge of entrepreneurship resources in university	1.99	0.95	Moderately Low

Corresponding author: Ibrahim Usman

✉ ibroansari@gmail.com

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S/No	Statements	Mean	SD	Decision
7	I regularly update my skills on entrepreneurship library software usage	2.23	1.04	Moderately Low
8	Entrepreneurship skills resources increase students' chances of finding a good job	3.40	0.81	High Level
	Cluster Mean	2.45		High Level

Key: - VHL = Very High level, HL = High level, ML = Moderately Level, LL = Low level.

Table 2 shows the mean responses and standard deviations regarding the level of utilization of entrepreneurship skills for self-employment among undergraduate students in university libraries in Bauchi State. The mean values ranged from 1.84 to 3.40, indicating varying levels of agreement among respondents. Specifically, respondents agreed that they always attend entrepreneurship class (Mean = 2.94, SD = 1.06) and that entrepreneurship skills resources increase students' chances of finding a good job (Mean = 3.40, SD = 0.81). These items recorded the highest mean values, reflecting perceived relevance and practical impact of entrepreneurship skills on future employment opportunities.

Conversely, respondents disagreed on other items, including utilizing entrepreneurship

skill resources every day (Mean = 1.84, SD = 1.05), familiarity with major areas of library entrepreneurship resources (Mean = 2.47, SD = 1.29), receiving formal training on the use of library resources on entrepreneurship (Mean = 2.36, SD = 1.26), applying entrepreneurship skills after school (Mean = 2.41, SD = 1.06), having enough knowledge of entrepreneurship resources in university (Mean = 1.99, SD = 0.95), and regularly updating skills on entrepreneurship library software usage (Mean = 2.23, SD = 1.04).

Research Question 3:

What are the factors that influence the effective utilization of entrepreneurial skills for self-employment among undergraduates in university library?

Table 3: The Mean and Standard Deviation of the Effective Utilization of Entrepreneurial Skills For Self-Employment Among Undergraduates' In University Library

S/N	Statements	Mean	S.D.	Decision
1	Provision of adequate entrepreneurship equipment in library (e.g., lamination machine, photocopier)	3.13	0.82	Agreed
2	Provision of adequate reprographic materials in library (hot block machine, binding sheets, gum, cloth, etc.)	3.10	0.83	Agreed
3	There should be adequate computers and strong internet connectivity	3.26	0.78	Agreed
4	Library application packages such as software should be available	3.18	0.81	Agreed
5	Provision of modern cataloguing and classification tools	3.11	0.84	Agreed
6	LIS curriculum should be restructured to accommodate inclusion of entrepreneurship practical more than theory courses	3.20	0.79	Agreed
7	Experienced and trained entrepreneurship lecturers should be recruited to teach entrepreneurial librarianship in library schools	3.18	0.81	Agreed
8	Connecting universities to the national grid to guarantee constant power supply for practical entrepreneurship sessions	3.30	0.77	Agreed
	Cluster Mean	3.18		Agreed

Key: - SA = Strongly Agreed, A = Agreed, D= Disagreed, SD = Strongly Disagreed.

Table 3 presents the mean responses and standard deviations regarding the effective

utilization of entrepreneurial skills for self-employment among undergraduate students in

Corresponding author: Ibrahim Usman

ibroansari@gmail.com

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university libraries in Bauchi State. The mean values range from 3.10 to 3.30, reflecting a generally high level of agreement among respondents. The table shows that all the items were agreed upon by respondents as important for effective utilization of entrepreneurship skills. Specifically, respondents highlighted the need for adequate provision of entrepreneurship equipment (Mean = 3.13, SD = 0.82), reprographic materials (Mean = 3.10, SD = 0.83), computers and strong internet connectivity (Mean = 3.26, SD = 0.78), and library application packages (Mean = 3.18, SD = 0.81). In addition, the respondents agreed on the importance of modern cataloguing

and classification tools (Mean = 3.11, SD = 0.84), restructuring the LIS curriculum to include more practical entrepreneurship components (Mean = 3.20, SD = 0.79), recruiting trained entrepreneurship lecturers (Mean = 3.18, SD = 0.80), and connecting universities to the national grid for stable power supply (Mean = 3.30, SD = 0.77).

Research Question 4:

What are the impacts of entrepreneurial skills utilization for self-employment on academic performance by undergraduate in university libraries in Bauchi?

Table 4: The Mean and Standard Deviation of the Impacts of Entrepreneurial Skills Utilization for Self-Employment on Academic Performance By Undergraduate In University Libraries

S/N	Statements	Mean	S.D.	Decision
1	Improves an individual's self-efficacy	3.15	0.89	High Impact
2	Helping me to establish correct values and cognitive systems	3.21	0.78	High Impact
3	There is insufficient technical support for software-related issues	3.08	0.87	High Impact
4	Accumulate new knowledge to shape their innovative ability and personality	3.19	0.88	High Impact
5	It serves as a catalyst for economic growth and development	3.01	0.97	High Impact
6	Entrepreneurs provide new job opportunities in the short and long term	3.14	0.93	High Impact
7	It enables me to understand the course better and make good grades	3.09	0.95	High Impact
8	It provides a comprehensive and interesting learning atmosphere for student entrepreneurs	3.10	0.93	High Impact
Cluster Mean		3.12		High Impact

Key: - HI = High Impact, I = Impact, MI= Moderate Impact, LI = Low Impact

Table 4 shows that all the items were agreed upon by respondents as positive impacts of entrepreneurial skills utilization. Specifically, students agreed that entrepreneurship skills help establish correct values and cognitive systems (Mean = 3.21, SD = 0.78), accumulate new knowledge to shape innovative ability and personality (Mean = 3.19, SD = 0.88), and improve individual self-efficacy (Mean = 3.15, SD = 0.89). Additionally, respondents acknowledged that entrepreneurial skills serve as a catalyst for economic growth and development (Mean = 3.01,

SD = 0.97), provide new job opportunities in the short and long term (Mean = 3.14, SD = 0.93), enable them to understand their courses better and make good grades (Mean = 3.09, SD = 0.95), and offer a comprehensive and interesting learning atmosphere (Mean = 3.10, SD = 0.93). Respondents also agreed there is insufficient technical support for software-related issues (Mean = 3.08, SD = 0.87), highlighting an area for improvement.

Corresponding author: Ibrahim Usman

ibroansari@gmail.com

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Research Question 5:

What are the challenges of entrepreneurial skills on effective utilization for self-employment by undergraduates in university libraries in Bauchi?

Table 5: The Mean and Standard Deviation of the challenges of entrepreneurial skills on effective utilization for self-employment by undergraduates in university libraries

S/N	Statements	Mean	S.D.	Decision
1	In-adequate of qualified LIS educators	2.83	1.03	Agreed
2	Inadequate reprographic materials in the library	3.07	0.99	Agreed
3	Inadequate staff and expertise	3.07	0.92	Agreed
4	Poor funding	3.13	0.93	Agreed
5	Poor exposure of students on the relevance of entrepreneurial skills acquisition for self-employment	2.94	0.99	Agreed
6	Poor internet connectivity affects the effective use of library software for entrepreneurship skill	2.95	1.03	Agreed
7	Inadequate power supply to machines used for practical entrepreneurship sessions	3.18	0.90	Agreed
8	Inadequate entrepreneurship practical courses in LIS curriculum	3.23	0.84	Agreed
Cluster Mean		3.04		Agreed

Key: - SA = Strongly Agreed, **A** = Agreed, **D**= Disagreed, **SD** = Strongly Disagreed.

Table 5 presents the mean responses and standard deviations on the challenges affecting the effective utilization of entrepreneurial skills for self-employment among undergraduates in university libraries. The mean values range from 2.83 to 3.23, indicating a general agreement among respondents on the presence of these challenges. The table shows that respondents agreed on all the listed challenges. Specifically, they identified inadequate entrepreneurship practical courses in the LIS curriculum (Mean = 3.23, SD = 0.84) and inadequate power supply to machines used for practical sessions (Mean = 3.18, SD = 0.90) as the most significant

challenges. Other notable challenges included poor funding (Mean = 3.13, SD = 0.93), inadequate staff and expertise (Mean = 3.07, SD = 0.92), inadequate reprographic materials (Mean = 3.07, SD = 0.99), and poor internet connectivity affecting the use of library software (Mean = 2.95, SD = 1.03). Respondents also agreed on challenges such as poor exposure of students to the relevance of entrepreneurial skills acquisition (Mean = 2.94, SD = 0.99) and lack of qualified LIS educators (Mean = 2.83, SD = 1.03).

Test of Hypothesis

Table 6: Test of Hypothesis

Hypothesis	N	χ^2	df	p-value	Decision
H₀₁: There is no significant relationship between the impacts of entrepreneurship skills utilization for self-employment and academic performance of undergraduates in university libraries	268	4.06	1	p < .05	Rejected

As shown in the table 6, the computed Chi-square value was χ^2 (1, N = 268) = 4.06, with

a p-value less than .05. Since the p-value is below the conventional significance level of .05, the null

Corresponding author: Ibrahim Usman

ibroansari@gmail.com

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hypothesis was rejected. This finding suggests that there is a **statistically significant relationship** between students' perceived impacts of entrepreneurship skills utilization and their academic performance.

SUMMARY OF FINDINGS

Based on the analysis the findings of the study are as follows:

1. The finding of the study shows that resources such as computers, e-library software and databases, lamination machine, photocopier, cataloguing tools and computer network were rated above the threshold, indicating their availability for self-employment among undergraduates' students in university libraries
2. The study revealed that there is high level of utilization of entrepreneurship skills resources is not effective for self-employment among undergraduates' students in university libraries
3. The study revealed that adequate provision of entrepreneurship equipment's, reprographic materials, computers and strong internet connectivity, and library application packages, modern cataloguing and classification tools, restructuring the LIS curriculum to include more practical entrepreneurship components are the factors that influence the effective utilization of entrepreneurial skills for self-employment among undergraduates' in University library
4. The finding of the study shows that positive impacts of entrepreneurial skills utilization of resources for self-employment on academic performance by undergraduate in University libraries
5. The study revealed that challenges of entrepreneurial skills on effective utilization for self-employment are inadequate entrepreneurship practical courses in the LIS curriculum, inadequate power supply to machines used for practical sessions for effective

utilization for self-employment by undergraduates in university libraries

6. The results of the Chi-square test indicated that there is a **statistically significant relationship** between students' perceived impacts of entrepreneurship skills utilization and their academic performance of undergraduates in university libraries

DISCUSSION OF FINDINGS

The study found that respondents identified several key resources as available such as computers, e-library software, and computer networks, conversely, resources like binding materials and video camera were seen as not available. These results are consistent with the findings of Ekoja and Odu (2016), who observed that some practical resources for entrepreneurship training in LIS programs remain insufficient, even when digital tools and databases are moderately provided. Nain, Barkar, and Islam (2014) similarly argued that the practical availability of entrepreneurship equipment and materials greatly influences students' readiness for self-employment, shifting them from a "take-job syndrome" to a "make-job syndrome."

The findings revealed that the respondents' level of utilization of entrepreneurship skills for self-employment among undergraduates in university libraries in Bauchi State was generally low. This suggests that the students recognize the potential benefits of entrepreneurship skills, actual practical utilization remains limited. This finding aligns with Ogueri, Edem, and Usoro (2017), who emphasized that while students are aware of needed entrepreneurial skills, consistent practice and hands-on experience are often lacking. Similarly, Palacies (2023) noted that inadequate practical application of entrepreneurial skills can limit students' ability to become job creators after graduation.

Regarding the factors influencing the effective utilization of entrepreneurial skills, respondents agreed on all listed items, with mean scores ranging from 3.10 to 3.30. These findings reflect the argument of Abdulahi, Barkindo, and



Ezeabasili (2021), who stressed that supporting infrastructure and updated curriculum are critical to effective skill utilization. Moreover, Chiaha and Agu (2013) emphasized that trained educators and modern tools are crucial in helping students acquire practical entrepreneurial competencies.

The results on the impacts of entrepreneurial skills utilization respondents generally agreed on positive effects, such as improving self-efficiency. These outcomes align with Palacies (2023), who highlighted the broader societal benefits of entrepreneurship education, such as poverty reduction and job creation. Nwabueze and Umeji (2019) also stressed that practical entrepreneurship training enhances students' cognitive systems, confidence, and adaptability, ultimately improving academic engagement and performance.

The findings on the challenges to effective utilization of entrepreneurship skills, respondents agreed on all listed challenges, with mean scores. These findings support the observations of Malumfashi (2011) and Abdulahi et al. (2021), who argued that infrastructural gaps, curriculum limitations, and insufficient staff expertise are major barriers to translating entrepreneurship knowledge into self-employment among graduates.

On the hypothesis, the computed Chi-square value was $\chi^2 (1, N = 268) = 4.06$, with a p-value less than .05. Since the p-value is below the conventional significance level of .05, the null hypothesis was rejected. This finding suggests that there is a statistically significant relationship between students' perceived impacts of entrepreneurship skills utilization and their academic performance. This result corroborates with the study by Okafor (2020) which indicated that practical exposure to entrepreneurial skills helps students improve critical thinking and problem-solving abilities, ultimately leading to improved grades.

CONCLUSION

The study concluded that respondents identified several key resources as available such as computers, e-library software, and computer networks, conversely, resources like binding

materials and video camera were seen as not available. The study concludes that while students recognize the importance of entrepreneurial resources and skills such as improving academic performance, boosting innovative capacity, and providing pathways to self-employment the effective utilization of these skills is still challenged by inadequate resources, limited practical exposure, and insufficient infrastructural support within university libraries.

RECOMMENDATIONS

Based on the findings and conclusion of this study, the following recommendations were made:

1. The Universities and library management should prioritize the procurement and maintenance of modern facilities such as computers, cataloguing tools, reprographic materials, lamination machines, binding equipment, and specialized software.
2. The Universities management and library under study should organize regular and compulsory workshops, seminars, and practical training sessions specifically tailored to entrepreneurship skills relevant to library and information science.
3. The library and information science curriculum to integrate more hands-on, practical entrepreneurship courses rather than focusing predominantly on theoretical aspects.
4. The Universities and library management should incorporate entrepreneurship modules that directly link skill acquisition to academic and professional outcomes.
5. The Universities management under study should ensure adequate practical entrepreneurship courses as well as adequate reprographic materials as well as adequate funding of university libraries to carryout entrepreneurship effectively.

Corresponding author: Ibrahim Usman

✉ ibroansari@gmail.com

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Corresponding author: Ibrahim Usman

✉ ibroansari@gmail.com

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