

Impact of Infopreneurship on Librarians in Gombe State, Nigeria: Notes from the Field

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Abstract- This study examined impact of infopreneurship activities on librarians in Gombe State, Nigeria. Objectives of the research are identifying types of infopreneurship activities undertaken by librarians in Gombe state, determine the impact of infopreneurship for librarians in Gombe state, and determine the extent of infopreneurship skills possessed by librarians in Gombe state. Research questions include what are the types of infopreneurship activities undertaken by librarians in Gombe state, what is the impact of infopreneurship activities on librarians in Gombe State, to what extent do librarians possess infopreneurship skills in Gombe state. A descriptive survey design was employed, targeting the entire population of 73 librarians across five tertiary institutions. Using a census approach, 65 valid questionnaires were retrieved for analysis. Data were collected through a structured questionnaire designed on a four-point Likert scale and analyzed using mean and standard deviation, with a decision benchmark of 2.50. The findings revealed that librarians engage in various infopreneurial activities, including book vending, information brokerage, indexing, abstracting, and digital publishing. Infopreneurship was shown to improve professional relevance, enhance service delivery, and contribute to financial well-being. However, challenges such as inadequate ICT facilities, lack of financial support, insufficient training, and unclear policies hinder optimal practice. The study concludes that infopreneurship holds significant potential for empowering librarians and strengthening library services in Gombe State. It recommends investment in ICT infrastructure, regular training, supportive policies, curriculum reform, mentorship programs, and the establishment of infopreneurship hubs to promote sustainable entrepreneurial practices among librarians.

Keywords: Impact, Infopreneurship, Activities, Librarians, Gombe State.

I. INTRODUCTION

The services of Library professionals are increasingly demanded across disciplines and institutions. On the other hand, library professionals face a challenging and at the same time an exciting future. Their work environment is becoming increasingly complex with constant change in the organizational, technological and information environment. In their professional work, they have to keep up with new technologies and systems, new forms of information, information media, information sources, new tasks and roles. They also have to constantly demonstrate their value to the parent institution while also trying to meet up with their family responsibilities. They often have to spend their money to meet up with demanding situations both professionally and personally. This brings about financial stress and often reflect in their financial well-being. This has propelled some to source for other means of generating income other than their salary. One such source is infopreneurship.

Infopreneurship was derived from two words that are information and entrepreneur. Madu et al., (2021) confirmed that before the introduction of ICT, Infopreneurship was in practice by some group of people who used different methods to transform the information they organized into products such as, printed reports usually delivered through mail. However, at that time, infopreneurship had no identity. Infopreneurship, according to Ononogbo (2024) refers to those businesses associated with Library and Information Science that someone can start or manage in order to earn a living soon after graduation in the event that government jobs are not forthcoming. Infopreneurship plays a strategic role in the economic sector of any nation and is important and beneficial in many ways. Umoru (2022) succinctly put it that the growth and development of

any society lies in the ability of its citizenry to identify and exploit existing but unnoticed investment opportunities in a way quite novel to the expected market. The term infopreneurship is an extension of two distinct fields. The term has its origin from the words; information and entrepreneurship. Information is a critical resource in today's knowledge-based economy. It is dynamic, expensive, continually being reconfigured and repackaged and has earned inclusion into the factors of production which were previously limited to land, labour, capital and entrepreneur (Attahiru & Sha'ibu 2023). Presently, information professionals (people who help to structure, manage, navigate and find information) are compelled to use new skills and strategies in order to change and continue to compete in a world of virtual information. This has created a new area of specialization which is referred to as infopreneurship. The information age is an environment where information provision is an increasingly important commercial activity. It has led to a change in the role of librarians with regards to information handling. The focus of this research work is infopreneurship intention. Attahiru and Sha'ibu (2023) opined that infopreneurship intention is the willingness of an individual to exhibit behaviour and engage in activities associated with self-employment initiatives and new business creation relating to information provision. Infopreneurship intention is the conscious awareness, conviction and desire by an individual to start up one's own information business venture and plan to do so in the future with the thinking that can drive individual attention, experience, and action towards the objective to perform that business.

Information has become a strategic resource that contributes to sustainable development. Akpena & Appah, (2020) said that the exponential growth and availability of information resources and services in virtually all aspects of human endeavour has opened new opportunities and challenges for information professionals. These developments continue to provide ample opportunities for librarians to rethink and re-examine their roles and redefine their contribution in a most mutually beneficial way. In order to fully maximize the opportunities that has been provided, librarians are now being challenged to

think outside the box to explore various avenues through which the management of information resources can be turned into money making venture at a time when unemployment and underemployment resulting from economic crisis has made it practically impossible for government to provide white-collar job for the mass of jobless youth including library and Information science graduates.

Furthermore, Onah, Adebayo and Igwe (2014) observed that the society we live in is presently driven by information and communication technologies (ICT). These technologies have created various business opportunities for individuals especially those that possess the skills, such as librarians. For the librarians, Online publishing, records management, information brokerage, Translation services, Abstracting and Indexing services etc. are viable areas that can be engaged in as infopreneurship. The germane question here, is, to what extent and in what ways are librarians engaged in the establishment, ownership and management of small and medium scale enterprises providing infopreneurial services.

II. STATEMENT OF THE PROBLEM

The application of information and communication technology in the gathering, acquisition, organization, processing, retrieval and presentation of information in the right place at the right time and in the right form provides ample opportunities for librarians to become infopreneurship (Akpena & Appah, 2020). However, with the promising opportunities, many librarians lack the ideas, financial resource, motivation, skills and tools to venture into infopreneurship with its possibilities. Infopreneurship which is the identification and exploitation of information business opportunities is seen as a viable option that can address the problem of unemployment amongst information professionals and students of Library and information sciences. However, observations and literature reviewed revealed that the rate of unemployment is still on the rise amongst many graduates of Library and Information Science despite the opportunities provided by infopreneurship. A situation which is quite disheartening considering the limitless

opportunities offered by advancement in technology for the creation, packaging and selling of information as products and services through various online and offline platforms. Could it be that lack requisite skills or their very numerous challenges. This study became necessary to investigate the impact of infopreneurship on Librarians in Gombe State, Nigeria.

III. OBJECTIVES OF THE STUDY

The objectives of the study are to:

1. Identify types of infopreneurship activities undertaken by librarians in Gombe state.
2. Determine the impact of infopreneurship for librarians in Gombe state.
3. Determine the extent of infopreneurship skills possessed by librarians in Gombe state.
4. Identify the challenges faced by librarians in infopreneurship in Gombe state
5. Identify strategies in overcoming these challenges associated with infopreneurship by librarians in Gombe state.

Research Questions

1. What are the types of infopreneurship activities undertaken by librarians in Gombe state?
2. What is the impact of infopreneurship on librarians in Gombe State?
3. To what extent do librarians possess infopreneurship skills in Gombe state?
4. What are the challenges that librarians faced go into infopreneurship in Gombe state?
5. What are the strategies in overcoming these challenges associated with infopreneurship by librarians in Gombe state?

IV. LITERATURE REVIEW

Infopreneurship

Nweze (2018) claimed that infopreneurship is now a widespread practice involving the development and sale of information products and services, particularly with the advent of the Internet. Infopreneurs use various media, such as websites, social media, blogs, email, wikis, and databases, to create and disseminate the information they package into products and services (Ali, 2021). According to Aregbesola et al.,

(2019), an infopreneur is an entrepreneur who, with the intention of making a profit, engages in the collection, creation, development, repackaging, dissemination, and sale of information and related goods and services, typically over the Internet. Similarly, Burton (2022) viewed infopreneurs as individuals who launch companies with the primary goal of obtaining and disseminating knowledge and skills. Infopreneurs typically operate in narrowly defined niche markets, providing their audiences with specialized information on a given subject or sector. Content produced by infopreneurs can be sold. Most infopreneurs begin as specialists or enthusiasts in their chosen fields. They then transform their expertise into content for e-books, podcasts, video tutorials, online courses, and more. The increasing number of Internet users has led to a surge of infopreneurs using social media platforms such as Facebook, Twitter, Instagram, YouTube, and LinkedIn to exchange ideas, post videos, share pictures, and disseminate information (Rahadi, Farid, Muslih, & Iskak, 2022).

Empirical Reviews

Friday and Sawyer-George (2023) investigated the infopreneurship practices of librarians in South-South Nigerian public university libraries. The population of the study consisted of 175 librarians working in 13 public university libraries in South-South Nigeria. Convenience sampling was used to interview 102 university library librarians engaged in some form of infopreneurship. The results showed that librarians provided internet, book vending, research assistance, reprographic, and information brokerage services. Ultimately, the absence of sufficient funding, inadequate business infrastructure, a lack of technological expertise, and the prevalence of nonprofessional infopreneurs presented challenges for librarians engaging in infopreneurship. There is little or no comparative research across different categories of LIS stakeholders, students, librarians, polytechnic, university staff to provide a holistic view of infopreneurship in Nigeria.

Adetayo and Hazmat (2021) examined financial happiness and infopreneurship among library staff in higher education institutions in Ede, Osun, Nigeria. The descriptive survey design used included 41

library professionals from three postsecondary institutions. The total enumeration sample technique was employed to study every respondent. The data collection tool was a self-structured questionnaire. Frequency, percentage mean, and Pearson Product Moment Correlation were used to analyze the collected data. The results showed that information creation generates commissions for library professionals in infopreneurship, but not for information trafficking or services. The goals of infopreneurship included gaining leadership experience, improving oneself, practicing teaching and training in libraries, networking with others, and making money. Several advantages include increased self-confidence, learning new things, making a difference in people's lives, feeling fulfilled, and achieving financial independence. The North-East and North-West regions of Nigeria are underrepresented, leaving regional variations in infopreneurship awareness, practices, and challenges unexplored.

Arowosola et al., (2022) examined the knowledge and applicability of infopreneurship among library and information science students at Prince Abubakar Audu University. The study's population comprised 160 thirdyear undergraduate LIS students. For this study, which employed total enumeration sampling, 84 students (52% of the sample) returned the questionnaire. The results showed that students are familiar with book vending as a form of infopreneurship. According to a study by Ahmed and Sulyman (2022) on undergraduates in the Faculty of Information and Communication Technology at Kwara State University, Malete, the students are aware of the entrepreneurship initiatives of the Centre for Technical, Vocational, and Entrepreneurship Training. There is a lack of mixed-methods or longitudinal studies that could capture not just awareness and perceptions but also the long-term outcomes and impact of infopreneurship initiatives in the institutions under study.

Ahmed, Yusuf, Mahammuod, and Jimoh (2024) evaluated the entrepreneurship abilities of LIS students at Federal Polytechnic, Offa, Kwara State, Nigeria. A descriptive survey design was adopted for the study. During the 2021/2022 academic year, there

were 250 HND I and HND II students enrolled in the Department of Library and Information Science. Since it was assumed that the students had completed their required Industrial Training Program and had access to entrepreneurship education courses for at least five semesters, a purposive sampling strategy was employed. Out of the 250 surveys distributed, 236 (or 94.4%) were returned and deemed valid. The mean was used to analyze the study's data. All study questions were addressed using the mean, and decision rules were established so that a mean score of 2.50 or higher indicated a positive (agreed) response, while a mean score of less than 2.50 indicated a negative response that was rejected. The results revealed that the LIS students had acquired only four of the sixteen abilities tested; the main obstacles to starting a firm included the large number of students and the lack of funding. There is inadequate investigation into how awareness translates and impact into practice and how institutional training actually equips LIS students and librarians for real-world infopreneurial ventures in tertiary institutions in Gombe. Therefore, comprehensive study integrates both challenges and opportunities in to a balanced framework to propose sustainable strategies for strengthening infopreneurship in North east tertiary institutions. There is limited research into emerging digital infopreneurship opportunities (e.g., e-learning platforms, digital content monetization, AI-driven information services), which are highly relevant in today's digital economy. There is a dearth of mixed-methods or longitudinal studies that could better examine how infopreneurial skills are cultivated, sustained, and applied over time.

V. METHODOLOGY

The study adopted a descriptive research design, which is appropriate for assessing the opinions and perceptions of respondents on infopreneurship activities among librarians. The population of the study comprises of seventy-three (73) librarians working in tertiary institutions in Gombe State. These institutions include: Gombe State University with 16 librarians, Federal University of Kashere has 21 librarians, Federal College of Education (Technical) Gombe 14 librarians, Gombe State Polytechnic

Bajoga 4 librarians, and Federal Polytechnic Kaltungo 18 librarians. Because the population size is relatively small, the study employed a consensus sampling technique, in which the entire population was targeted. Thus, all seventy-three (73) librarians were administered the research instrument, 65 questionnaires were returned and 8 questionnaires were not returned. The instrument for data collection was a structured questionnaire designed on a four-point Likert scale with the following response options: Strongly Agree (SA = 4), Agree (A = 3),

Disagree (D = 2), and Strongly Disagree (SD = 1). And data collected were analyzed using mean ($\bar{X}$) and Standard Deviation (SD). And a mean score of 2.50 or above was interpreted as agreement with the statement, while a mean score below 2.50 was interpreted as disagreement. This decision rule guided the interpretation of results.

VI. DATA ANALYSIS

Table 1: Distribution of Questionnaires by Institutions

Tertiary Institutions	No. of Librarians	No. of Returned Questionnaires	No. Returned
Gombe State University	16	14	2
Federal University of Kashere	21	19	2
Federal Polytechnic Kaltungo	18	15	3
Federal College of Education (Tech.) Gombe.	14	14	0
State Polytechnic Bajoga	4	3	1
TOTAL	73	65	8

Table 1 above presents the distribution of librarians across the five tertiary institutions in Gombe State and the number of questionnaires returned. Out of a total population of 73 librarians, 65 questionnaires were successfully retrieved, giving an overall return rate of about 89%. Moreover, the high overall return

rate suggests good participation of librarians in the study, thereby providing a reliable basis for data analysis.

What are the types of infopreneurship activities undertaken by librarians in Gombe state?

Table 2: Types of Infopreneurial Activities

Infopreneurial Services	$\bar{X}$	SD	Remark
Book vending	2.51	0.95	Agreed
Information brokerage (e.g., research support)	2.58	0.81	Agreed
Indexing and abstracting services	2.86	0.68	Agreed
Digital publishing (e.g., e-books, blogs etc)	2.58	0.95	Agreed

Table 2 above shows that the mean scores for all infopreneurship activities in the study area were above the decision benchmark of 2.50, indicating agreement among respondents. Activities such as indexing and abstracting services (mean = 2.86) and information brokerage (mean = 2.58) were more strongly acknowledged. This shows that librarians in Gombe State are actively engaged in diverse

infopreneurship practices, though the relatively moderate means reflect varying levels of emphasis across activities.

RQ 2. What is the impact of infopreneurship on librarians in Gombe State?

Table 3: Impact of Librarians into infopreneurship in Gombe State.

Infopreneurial Services	$\bar{X}$ SD Remark
Infopreneurship has improved my financial well-being.	2.691.00 Agreed
Infopreneurship enhances my professional relevance in the library.	2.780.89 Agreed
Infopreneurship helps me combat unemployment risks.	2.600.88 Agreed
Infopreneurship improves library service delivery through innovation	2.801.00 Agreed

Table 3 above reveals that respondents in the study area agreed that infopreneurship has a positive impact on their work and professional development. The highest impact was observed on professional relevance (mean = 2.78) and service delivery (mean = 2.80), while financial well-being (mean = 2.69) and unemployment reduction (mean = 2.60) also scored

above the acceptance threshold. This indicates that infopreneurship contributes significantly to librarians' professional roles and service innovations.

RQ 3: To what extent do librarians possessed infopreneurship skills in Gombe State?

Table 4: Types of Skills Librarians possesses for infopreneurship

Infopreneurial Services	$\bar{X}$ SD Remark
Information marketing	3.020.89 Agreed
Digital content creation	2.941.13 Agreed
ICT tools proficiency (e.g., software)	2.551.03 Agreed
Information literacy	3.081.07 Agreed

Table 4 above shows that respondents reported possession of various infopreneurship skills, with all mean scores above 2.50. Information literacy (mean = 3.08) and information marketing (mean = 3.02) ranked highest, while ICT proficiency (mean = 2.55) recorded the lowest. This implies that while librarians

generally in the study area possess adequate infopreneurship skills, there is still need to strengthen technical ICT competencies for greater effectiveness.

RQ 4: What are the challenges that librarians faced go into infopreneurship in Gombe State?

Table 5: Challenges Affecting Infopreneurship by librarians

Infopreneurial Services	$\bar{X}$ SD Remark
Lack of financial resources	2.650.96 Agreed
Insufficient training opportunities	2.680.77 Agreed
Limited access to ICT tools	2.780.84 Agreed
Low motivation to engage in infopreneurship	2.660.89 Agreed
Unclear government policies	2.780.84 Agreed
Competition from non-library professionals	2.540.89 Agreed

Table 5 above indicates that the respondents agreed they face several challenges in practicing infopreneurship. Notable among these are limited ICT access (mean = 2.78), unclear government policies (mean = 2.78), and insufficient training

opportunities (mean = 2.68). Even though all items scored above 2.50, suggesting that these challenges are real and common, the responses also further highlights that structural and institutional barriers hinder librarians' entrepreneurial engagements.

RQ 5: What are the strategies in overcoming infopreneurship in Gombe State?
challenges associated with librarians faced into

Table 6: Strategies for overcoming challenges in infopreneurship by librarians

Infopreneurial Services	$\bar{X}$ SD Remark
Updating the LIS curriculum to include infopreneurship	3.111.03 Agreed
Regular training and workshops	3.180.93 Agreed
Institutional and government support, including funding and enabling policies.	3.260.78 Agreed
Mentorship and collaboration with experienced infopreneurs	3.110.77 Agreed
Awareness and motivation campaigns	3.060.92 Agreed
Digital literacy and technical training	3.020.89 Agreed
Setting up infopreneurship hubs in libraries provides the space and support needed to test and grow business ideas.	3.200.85 Agreed
Promoting the modern image of librarians as information entrepreneurs will attract public and professional support.	3.090.96 Agreed
Encouraging innovation and risk-taking among librarians fosters a culture of entrepreneurship in libraries.	2.771.06 Agreed
Providing funding and performance-based incentives motivates librarians to start and sustain infopreneurial ventures.	3.110.87 Agreed

Table 6 above reveals that all suggested strategies for overcoming challenges of infopreneurship were accepted by the respondents, with means ranging from 2.77 to 3.26. The highest rated strategies include institutional and government support (mean = 3.26), establishing infopreneurship hubs (mean = 3.20), and regular training (mean = 3.18). This suggests that respondents see strong institutional backing, skill development, and infrastructural support as key to advancing infopreneurship among librarians.

VII. DISCUSSION OF FINDING

The results of this study revealed that librarians in Gombe State are involved in a variety of infopreneurship activities, particularly traditional ones like indexing and abstracting, as well as emerging areas such as digital publishing and information brokerage. This finding resonates with Friday and Sawyer-George (2023), who discovered that librarians in South-South Nigeria similarly engage in activities such as book vending, reprographic services, and information brokerage.

The respondents also affirmed that infopreneurship enhances their professional relevance, improves service delivery, and contributes to financial well-

being and employment security. These findings align with Adetayo and Hazmat (2021), who reported that infopreneurship fosters self-confidence, leadership,

networking, and financial independence among library professionals. Similarly, Aregbesola et al. (2019) and Burton (2022) emphasized that infopreneurs transform expertise into useful content and services that meet professional and social needs. This confirms that infopreneurship has significant implications not just for librarians' personal development but also for institutional service delivery.

The study also found out that librarians in the study area possess strong skills in information literacy and marketing but demonstrate weaker proficiency in ICT-related skills. This supports Ahmed et al. (2024) study, who observed that although LIS students in Kwara State acquired some entrepreneurial abilities, many critical competencies especially digital ones were still underdeveloped. Similarly, Arowosola et al. (2022) found that students understood book

vending as a form of infopreneurship but lacked advanced entrepreneurial training. This suggests that while librarians in Gombe State have foundational skills for infopreneurship, they still require enhanced ICT and digital literacy to thrive in a competitive information economy.

The study also identified multiple challenges to infopreneurship in the study area, as affirmed by the respondents which includes limited ICT access, insufficient training, unclear policies, and lack of funding. These findings echo those of Friday and Sawyer-George (2023), who found that librarians' entrepreneurial practices were constrained by inadequate business infrastructure, insufficient funding, and the presence of non-professional competitors. Ahmed et al. (2024) similarly noted that lack of funding and large student populations limited the development of entrepreneurial abilities among LIS students. This confirms that both structural and institutional barriers are persistent across regions, suggesting that the barriers facing librarians in Gombe State mirror broader systemic challenges within Nigeria.

Moreover, the respondents strongly endorsed strategies such as institutional and government support, regular training, mentorship, and the establishment of infopreneurship hubs. This finding aligns with Ahmed and Sulyman (2022), who emphasized the importance of entrepreneurship initiatives and institutional training in equipping students for entrepreneurial ventures. It also resonates with Rahadi et al. (2022), who highlighted the growing use of digital platforms as avenues for infopreneurship. The strategies identified in this study show that librarians are forward-looking and believe that with systemic support, digital literacy, and modernized curricula, infopreneurship can become a sustainable practice within tertiary institutions in Gombe State.

VIII. SUMMARY OF FINDINGS

The findings of this study show that librarians in Gombe State are becoming increasingly involved in various infopreneurial activities such as book vending, information brokerage, indexing and

abstracting, as well as digital publishing. These activities have not only diversified their professional roles but also created new opportunities for income generation and self-development. The study revealed that infopreneurship has made a positive difference in the lives of librarians by improving their professional relevance, boosting their creativity and service delivery, and enhancing their financial well-being. It also reduced the risks of unemployment by encouraging self-reliance and innovation. In terms of skills, most librarians were found to possess good knowledge of information literacy, information marketing, and digital content creation. However, their proficiency in the use of modern ICT tools was relatively low, which limits their ability to fully explore digital business opportunities.

The study further identified several challenges that hinder infopreneurial practices among librarians, including inadequate ICT facilities, lack of financial support, insufficient training, and weak policy frameworks. Despite these challenges, respondents believed that providing regular training, improving institutional and government support, and creating infopreneurship hubs within libraries would go a long way in promoting sustainable infopreneurial practices in Gombe State.

IX. CONCLUSION

This study investigated the impact of infopreneurship on librarians in Gombe State, drawing insights from their experiences in tertiary institutions. The findings revealed that librarians are increasingly engaging in various infopreneurial activities, including information brokerage, indexing and abstracting, book vending, and digital publishing. These practices were shown to enhance professional relevance, improve service delivery, and contribute to personal growth and financial well-being. However, despite the positive impact, librarians face numerous challenges that constrain their entrepreneurial potential. These include inadequate ICT facilities, insufficient training opportunities, lack of financial resources, weak institutional support, and competition from non-professional infopreneurs. The study also found that while librarians possess essential skills in information literacy and marketing,

their technical competencies in ICT tools remain underdeveloped, limiting their ability to fully exploit digital infopreneurship opportunities. Therefore, the study concludes that infopreneurship has significant potential to transform librarianship in Gombe State by positioning librarians as active contributors to knowledge economies.

X. RECOMMENDATIONS

Based on the findings, the following recommendations are made:

1. Tertiary institutions in Gombe State should invest in modern ICT infrastructure and ensure consistent access to digital resources to support infopreneurial ventures.
2. Regular training and workshops should be organized to strengthen librarians' ICT proficiency and entrepreneurial competencies.
3. Government agencies and professional bodies should design policies that encourage and regulate infopreneurship among librarians, while institutions should provide incentives and funding support.
4. Library and Information Science curricula in the region should incorporate practical entrepreneurial modules, enabling librarians to develop both technical and business-oriented skills.
5. Dedicated spaces or incubators should be set up within libraries to encourage experimentation with innovative ideas, digital content creation, and collaborative projects.

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