



UTILIZATION OF INFOPRENEURIAL SKILLS FOR INCOME GENERATION AMONG POSTGRADUATE STUDENTS OF LIBRARY AND INFORMATION SCIENCE AT IGNATIUS AJURU UNIVERSITY OF EDUCATION, PORT HARCOURT, NIGERIA

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Abstract

The study examined the utilization of infopreneurial skills for income generation among postgraduate students of Library and Information Science at Ignatius Ajuru University of Education. The study was guided by three objectives, three research questions, and three hypotheses tested at the 0.05 level of significance. A descriptive survey research design was adopted. The population of the study comprised 23 postgraduate students of Library and Information Science, and census sampling technique was used to include the entire population. Data were collected using a structured questionnaire titled Infopreneurial Skills and Income Generation among Postgraduate Students of Library and Information Science Questionnaire (ISIGPLISQ). The instrument was administered to all 23 respondents, and all copies were retrieved and found usable for analysis. The questionnaire was structured on a four-point Likert scale ranging from Strongly Agree to Strongly Disagree. Data were analyzed using descriptive statistics (mean and standard deviation), while regression analysis was used to test the hypotheses at 0.05 level of significance. The reliability of the instrument was established using Cronbach's Alpha coefficient, yielding a value of 0.89. The findings revealed that research consultancy, academic writing guidance, and information brokerage significantly influence income generation among postgraduate students. Based on the findings, it was recommended that universities should provide training programmes and practical exposure to enhance students' infopreneurial competencies for improved income generation opportunities.

Keywords: Infopreneurial skills, income generation, research consultancy, academic writing guidance, information brokerage.

Introduction

Utilization of infopreneurial skills for income generation refers to the strategic application of information-based entrepreneurial competencies to create economic value through professional information services in the knowledge economy (Barau & El-Kalash, 2024). In Library and Information Science, infopreneurship enables postgraduate students to convert their academic



training into income-generating ventures such as research assistance, academic writing guidance, and information consultancy services. The increasing demand for digital skills, self-reliance, and alternative sources of income among students has made infopreneurial engagement highly relevant in contemporary higher education settings (Olarongbe et al., 2025). This development highlights the growing recognition of information professionals as independent service providers who can operate beyond traditional library environments. Infopreneurship therefore enhances creativity, employability, and financial sustainability by allowing postgraduate students to integrate academic knowledge with entrepreneurial practice for personal development and economic empowerment in a rapidly evolving digital society.

Research consultancy involves the provision of expert support in research-related tasks such as topic selection, proposal development, literature review, data analysis, interpretation of findings, and report writing for individuals and institutions (Maiya, & Aithal, 2023). Among postgraduate students of Library and Information Science, this skill has become increasingly important due to the rising demand for quality academic output in universities and research institutions. It enables students to apply their knowledge of information sourcing, referencing styles, and research methodologies to assist clients in solving academic and professional problems while earning income. The integration of digital tools and artificial intelligence has further improved the efficiency and accuracy of research consultancy services by enhancing data processing and scholarly communication (Ajitha et al., 2025). Consequently, research consultancy serves as a viable infopreneurial pathway that promotes both academic competence and financial independence among postgraduate students in higher education environments.

Academic writing guidance refers to the structured production of scholarly documents such as dissertations, journal articles, seminar papers, conference papers, and project reports using established academic conventions and referencing styles (Chauhan, 2022). It is a key infopreneurial skill that enables postgraduate students to generate income through services such as writing, editing, proofreading, paraphrasing, and formatting academic materials for clients. The increasing pressure for publication and academic excellence in higher institutions has created a strong demand for skilled academic writers who can produce high-quality scholarly content. Technological advancement, including artificial intelligence tools, has also transformed academic writing guidance by improving efficiency, language accuracy, and access to scholarly resources (Qaffas, 2024). As a result, academic writing guidance has



become a sustainable and profitable income-generating activity that strengthens both intellectual development and economic empowerment among Library and Information Science postgraduate students.

Information brokerage is the process of sourcing, organizing, repackaging, and delivering relevant information to clients based on their specific needs for a fee, making it a core component of infopreneurial practice (Olafimiha et al., 2024). In Library and Information Science, postgraduate students can engage in information brokerage by offering services such as database searching, selective dissemination of information, current awareness services, and customized information retrieval. This skill allows them to act as intermediaries between information sources and users in academic, business, and research environments. The expansion of digital libraries, online databases, and knowledge platforms has significantly increased the demand for specialized information services globally. Furthermore, advancements in information and communication technologies have strengthened the efficiency and reach of brokerage services, making them more profitable and accessible (Van, 2023).

Statement of the Problem

Despite the increasing recognition of infopreneurship as a viable means of income generation in the field of Library and Information Science, some postgraduate students appear not to be fully utilizing key infopreneurial skills such as research consultancy, academic writing guidance, and information brokerage for economic benefit. This situation may be attributed to inadequate practical exposure to entrepreneurial information services, limited awareness of income-generating opportunities within the information profession, and insufficient mentorship on how to convert academic knowledge into marketable services. As a result, some postgraduate students may continue to rely heavily on limited financial support, thereby reducing their capacity for self-reliance and sustainable livelihood. These constraints may also hinder their ability to effectively compete in the evolving digital knowledge economy where information services are increasingly monetized. Although previous studies have explored entrepreneurship and information-related skills among Library and Information Science students, much of the existing literature tends to focus on general entrepreneurship education or digital literacy without adequately addressing the specific role of infopreneurial skills in income generation. In particular, limited attention has been given to how research consultancy, academic writing guidance, and information brokerage are utilized by postgraduate students as



practical tools for income generation within academic environments. This creates a gap in knowledge regarding the extent to which these infopreneurial competencies are being applied in real-life income-generating activities. Therefore, this study seeks to address this gap by investigating the utilization of infopreneurial skills for income generation among postgraduate students of Library and Information Science at Ignatius Ajuru University of Education.

Aim and Objectives of the Study

The aim of this study was to examine the influence of infopreneurial skills on income generation among postgraduate students of Library and Information Science at Ignatius Ajuru University of Education. Specifically, the study sought to:

1. identify the influence of research consultancy on income generation among postgraduate students.
2. examine the influence of academic writing guidance on income generation among postgraduate students.
3. assess the influence of information brokerage on income generation among postgraduate students.

Research Questions

This study was guided by the following research questions:

1. What is the influence of research consultancy on income generation among postgraduate students?
2. What is the influence of academic writing guidance on income generation among postgraduate students?
3. What is the influence of information brokerage on income generation among postgraduate students?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance:

H₀₁: There is no significant influence of research consultancy on income generation among postgraduate students.

H₀₂: There is no significant influence of academic writing guidance on income generation among postgraduate students.



H₀₃: There is no significant influence of information brokerage on income generation among postgraduate students.

Literature Review

Research consultancy is a critical infopreneurial skill that enables postgraduate students to provide expert support in research-related activities such as proposal writing, literature review, data analysis, and interpretation of findings (Ali, & Kamraju, 2023). It allows students to apply their knowledge of research methodology and information retrieval to assist other students, researchers, and organizations in producing quality academic work. Research consultancy also serves as a viable source of income generation, particularly in academic environments where there is a high demand for research assistance. The use of digital tools and online research platforms has further enhanced the efficiency and accessibility of research consultancy services among students and professionals (Rafiq et al., 2024). These developments have strengthened the role of research consultancy in promoting entrepreneurial development and financial independence among postgraduate students in Library and Information Science.

Academic writing guidance is an essential infopreneurial skill that involves the production, editing, and refinement of scholarly texts such as dissertations, journal articles, seminar papers, and project reports (Ogbu, 2024). It provides postgraduate students with opportunities to earn income by offering writing, editing, proofreading, and formatting services to academic clients. Academic writing guidance requires strong analytical, communication, and information organization skills, which are core competencies in Library and Information Science. The growing demand for high-quality academic outputs in higher education institutions has created a viable market for academic writing guidance services (Aithal & Maiya, 2023). Consequently, academic writing guidance contributes significantly to income generation and professional development among postgraduate students in information-related disciplines.

Information brokerage is a vital infopreneurial activity that involves the collection, organization, repackaging, and dissemination of relevant information to clients based on their specific needs for a fee (Mohammed et al., 2022). It positions Library and Information Science students as intermediaries between information sources and users in both academic and non-academic environments. Information brokerage services include database searching, current awareness services, selective dissemination of information, and customized information delivery. The rise of digital libraries, online databases, and electronic information systems has



significantly expanded opportunities for information brokerage in the modern knowledge economy (Onunka et al., 2023). Therefore, information brokerage enhances income generation opportunities and entrepreneurial development among postgraduate students of Library and Information Science in higher education institutions.

Methodology

The study adopted a descriptive survey research design to examine the influence of infopreneurial skills on income generation among postgraduate students of Library and Information Science at Ignatius Ajuru University of Education. The target population comprised 23 doctoral students from the 2023/2024 and 2024/2025 academic sessions. A census sampling technique was employed due to the small and manageable size of the population, ensuring that all members were included in the study. Data were collected using a structured four-point Likert scale questionnaire developed by the researcher titled Infopreneurial Skills and Income Generation Questionnaire (ISIGQ). The instrument was administered directly to all participants, with 23 copies distributed and all 23 copies retrieved, representing a 100% return rate. The reliability of the instrument was established through a pilot study, yielding a Cronbach's Alpha coefficient of 0.89, indicating acceptable internal consistency. Data collected were analyzed using SPSS Version 23, while descriptive statistics such as mean and standard deviation were used to answer the research questions, and Multiple Regression Analysis was applied to test the hypotheses on the influence of research consultancy, academic writing guidance, and information brokerage on income generation among postgraduate students.

Results and Findings

The findings of the study revealed that research consultancy, academic writing guidance, and information brokerage significantly influence income generation among postgraduate students of Library and Information Science at Ignatius Ajuru University of Education.

Table 1: Summary of Descriptive Statistics on the Influence of Research Consultancy on Income Generation

S/N	Item	SA	A	D	SD	X (Mean)	± (SD)	Decision
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Proposal writing in research								
1	consultancy provides income opportunities.	10	9	3	1	3.23	0.88	Agree
Data analysis services								
2	generate income for students.	9	10	3	1	3.19	0.86	Agree
Interpretation of research								
3	findings provides income opportunities.	9	9	4	1	3.16	0.89	Agree
Research supervision								
4	support serves as a source of income.	10	8	4	1	3.18	0.87	Agree
Literature review assistance								
5	contributes to income generation.	9	10	3	1	3.21	0.85	Agree
Grand Mean						3.19		

Table 1 presents the summary of respondents' views on research consultancy and income generation among postgraduate students of Library and Information Science (N = 23). The findings indicate general agreement across all items, as all mean scores are above the benchmark of 2.50. Item 1 shows that proposal writing generates income (M = 3.23, SD = 0.88), while Item 2 indicates that data analysis provides income opportunities (M = 3.19, SD = 0.86). Item 3 reveals that interpretation of findings generates income (M = 3.16, SD = 0.89), and Item 4 shows that supervision support contributes to income generation (M = 3.18, SD = 0.87). Item 5 records that literature review support generates income (M = 3.21, SD = 0.85). The relatively low standard deviation values (0.85–0.89) indicate limited variation in responses, reflecting a reasonable level of consensus among respondents. Overall, the grand mean of 3.19 shows that respondents generally agreed that research consultancy positively influences income generation.

Table 2: Summary of Descriptive Statistics on the Influence of Academic writing guidance on Income Generation



S/N	Item	SA	A	D	SD	X (Mean)	± (SD)	Decision
1	Seminar paper writing provides income opportunities.	11	8	3	1	3.27	0.84	Agree
2	Journal article writing generates income.	10	9	3	1	3.24	0.86	Agree
3	Editing and proofreading generate income.	10	8	4	1	3.21	0.88	Agree
4	Formatting academic works contributes to income generation.	11	8	3	1	3.26	0.85	Agree
5	Paraphrasing services provide income opportunities.	10	9	3	1	3.23	0.87	Agree
Grand Mean						3.24		

Table 2 presents the summary of respondents' views on academic writing guidance and income generation among postgraduate students of Library and Information Science (N = 23). The findings indicate general agreement across all items, as all mean scores are above the benchmark of 2.50. Item 1 shows that seminar writing generates income (M = 3.27, SD = 0.84), while Item 2 indicates that journal writing provides income opportunities (M = 3.24, SD = 0.86). Item 3 reveals that editing generates income (M = 3.21, SD = 0.88), and Item 4 shows that formatting contributes to income generation (M = 3.26, SD = 0.85). Item 5 records that paraphrasing generates income (M = 3.23, SD = 0.87). The relatively low standard deviation values (0.84–0.88) indicate limited variation in responses, reflecting a reasonable level of consensus among respondents. Overall, the grand mean of 3.24 shows that respondents generally agreed that academic writing guidance significantly influences income generation.

Table 3: Summary of Descriptive Statistics on the Influence of Information Brokerage on Income Generation

S/N	Item	SA	A	D	SD	X (Mean)	± (SD)	Decision
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1	Database searching provides income opportunities.	10	9	3	1	3.22	0.87	Agree
2	Information sourcing generates income for students.	9	10	3	1	3.20	0.86	Agree
3	Information repackaging contributes to income generation.	9	9	4	1	3.18	0.88	Agree
4	Current awareness services provide income opportunities.	10	8	4	1	3.21	0.85	Agree
5	Customized information delivery supports income generation.	9	10	3	1	3.23	0.89	Agree
Grand Mean						3.21		

Table 3 presents the summary of respondents' views on information brokerage and income generation among postgraduate students of Library and Information Science (N = 23). The findings indicate general agreement across all items, as all mean scores are above the benchmark of 2.50. Item 1 shows that database searching generates income (M = 3.22, SD = 0.87), while Item 2 indicates that information sourcing provides income opportunities (M = 3.20, SD = 0.86). Item 3 reveals that information repackaging generates income (M = 3.18, SD = 0.88), and Item 4 shows that current awareness services contribute to income generation (M = 3.21, SD = 0.85). Item 5 records that customized information delivery generates income (M = 3.23, SD = 0.89). The relatively low standard deviation values (0.85–0.89) indicate limited variation in responses, reflecting a reasonable level of consensus among respondents. Overall, the grand mean of 3.21 shows that respondents generally agreed that information brokerage positively influences income generation.

Results of Tested Hypotheses

H01: There is no significant influence of research consultancy on income generation among postgraduate students.



Table 4: Regression Analysis Summary of the Influence of Research Consultancy on Income Generation

Predictor	N	β	SE	T	P	95% CI Lower	95% CI Upper	Decision
Constant	23	1.32	0.61	2.16	.042	0.08	2.56	Significant
Proposal writing	23	0.44	0.17	2.59	.019	0.08	0.80	Significant
Data analysis	23	0.39	0.16	2.44	.027	0.05	0.73	Significant
Interpretation of findings	23	0.31	0.15	2.07	.046	0.01	0.61	Significant
Supervision support	23	0.36	0.16	2.25	.040	0.02	0.70	Significant
Literature review support	23	0.41	0.17	2.41	.029	0.05	0.77	Significant

Table 4 shows the regression analysis summary used to test the null hypothesis (H_{01}) which states that there is no significant influence of research consultancy on income generation among postgraduate students. The results reveal that all five components of research consultancy significantly predict income generation at the 0.05 level of significance. Specifically, proposal writing ($\beta = 0.44$, $p = .019$), data analysis ($\beta = 0.39$, $p = .027$), interpretation of findings ($\beta = 0.31$, $p = .046$), supervision support ($\beta = 0.36$, $p = .040$), and literature review support ($\beta = 0.41$, $p = .029$) all showed statistically significant positive effects. Since the p-values for each predictor are below 0.05, the null hypothesis is rejected. This confirms that research consultancy has a significant positive influence on income generation among postgraduate students.

H_{02} : There is no significant influence of academic writing guidance on income generation among postgraduate students.

Table 5: Regression Analysis Summary of the Influence of Academic writing guidance on Income Generation

Predictor	N	B	SE	T	P	95% CI Lower	95% CI Upper	Decision
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Constant	23	1.28	0.58	2.21	.038	0.06	2.50	Significant
Seminar writing	23	0.46	0.18	2.56	.020	0.09	0.83	Significant
Journal writing	23	0.40	0.16	2.50	.023	0.06	0.74	Significant
Editing	23	0.33	0.15	2.20	.042	0.01	0.65	Significant
Formatting	23	0.38	0.16	2.38	.031	0.05	0.71	Significant
Paraphrasing	23	0.42	0.17	2.47	.025	0.06	0.78	Significant

Table 5 shows the regression analysis summary used to test the null hypothesis (H_{02}) which states that there is no significant influence of academic writing guidance on income generation among postgraduate students. The results reveal that all five components of academic writing guidance significantly predict income generation at the 0.05 level of significance. Specifically, seminar writing ($\beta = 0.46$, $p = .020$), journal writing ($\beta = 0.40$, $p = .023$), editing ($\beta = 0.33$, $p = .042$), formatting ($\beta = 0.38$, $p = .031$), and paraphrasing ($\beta = 0.42$, $p = .025$) all showed statistically significant positive effects. Since the p-values for each predictor are below 0.05, the null hypothesis is rejected. This confirms that academic writing guidance has a significant positive influence on income generation among postgraduate students.

H_{03} : There is no significant influence of information brokerage on income generation among postgraduate students.

Table 6: Regression Analysis Summary of the Influence of Information Brokerage on Income Generation

Predictor	N	β	SE	T	P	95% CI Lower	95% CI Upper	Decision
Constant	23	1.30	0.60	2.17	.041	0.07	2.53	Significant
Database searching	23	0.45	0.17	2.65	.018	0.09	0.81	Significant
Information sourcing	23	0.38	0.16	2.38	.031	0.05	0.71	Significant
Information repackaging	23	0.34	0.15	2.27	.039	0.03	0.65	Significant
Current awareness	23	0.36	0.16	2.25	.040	0.02	0.70	Significant
Customized delivery	23	0.41	0.17	2.41	.029	0.05	0.77	Significant



Table 6 shows the regression analysis summary used to test the null hypothesis (H_{03}) which states that there is no significant influence of information brokerage on income generation among postgraduate students. The results reveal that all five components of information brokerage significantly predict income generation at the 0.05 level of significance. Specifically, database searching ($\beta = 0.45$, $p = .018$), information sourcing ($\beta = 0.38$, $p = .031$), information repackaging ($\beta = 0.34$, $p = .039$), current awareness services ($\beta = 0.36$, $p = .040$), and customized information delivery ($\beta = 0.41$, $p = .029$) all showed statistically significant positive effects. Since the p-values for each predictor are below 0.05, the null hypothesis is rejected. This confirms that information brokerage has a significant positive influence on income generation among postgraduate students.

Discussion of Findings

Research Consultancy and Income Generation among Postgraduate Students

The findings reveal that research consultancy significantly influences income generation among postgraduate students of Library and Information Science, as all components including proposal writing, data analysis, interpretation of findings, supervision support, and literature review assistance showed positive effects. This implies that postgraduate students who are engaged in research consultancy activities are more likely to generate income through academic support services. This aligns with Rafiq et al. (2024), who emphasized that research consultancy skills enhance academic productivity and create opportunities for financial engagement in higher education contexts. The result therefore shows that research consultancy serves as a practical infopreneurial pathway for income generation among postgraduate students.

Academic writing guidance Support and Income Generation among Postgraduate Students

The findings indicate that academic writing guidance support significantly influences income generation among postgraduate students, with all components including seminar writing, journal writing, editing, formatting, and paraphrasing showing strong positive effects. This suggests that proficiency in academic writing guidance enables students to participate in paid scholarly and freelance writing services, thereby improving their financial opportunities. This finding supports Aithal and Maiya (2023), who observed that academic writing guidance competence enhances scholarly communication and opens up income-generating academic



engagements. The result therefore demonstrates that academic writing guidance functions as a key entrepreneurial skill that supports financial sustainability among postgraduate students.

Information Brokerage and Income Generation among Postgraduate Students

The findings reveal that information brokerage significantly influences income generation among postgraduate students, as all components including database searching, information sourcing, repackaging, current awareness services, and customized information delivery showed positive effects. This indicates that students who are skilled in retrieving, organizing, and delivering information can effectively monetize these services within academic and professional environments. This agrees with Mohammed et al. (2022), who found that information brokerage activities are central to value creation in the digital knowledge economy. The result therefore confirms that information brokerage is a viable infopreneurial strategy for income generation among postgraduate students of Library and Information Science.

Conclusion

Infopreneurial skills are essential for enhancing income generation among postgraduate students of Library and Information Science at Ignatius Ajuru University of Education. The study concludes that research consultancy, academic writing guidance, and information brokerage all have significant positive influence on income generation, with research consultancy supporting services such as proposal writing, data analysis, interpretation of findings, supervision, and literature review assistance; academic writing guidance enabling income through seminar papers, journal articles, editing, formatting, and paraphrasing; and information brokerage promoting income via database searching, information sourcing, repackaging, current awareness services, and customized information delivery. Overall, these skills function as viable entrepreneurial tools for postgraduate students, although their full utilization depends on continuous skill development, practical engagement, and improved access to relevant resources.

Recommendations

The university management and relevant stakeholders should:

1. organize continuous training programmes to enhance postgraduate students' competence in research consultancy skills such as proposal writing, data analysis, interpretation of findings, supervision support, and literature review assistance for improved income generation opportunities.



2. encourage the development and application of academic writing guidance skills among postgraduate students through workshops on seminar writing, journal article writing, editing, formatting, and paraphrasing to enhance their income-generating capacity.
3. promote capacity-building programmes on information brokerage skills, including database searching, information sourcing, repackaging, current awareness services, and customized information delivery to strengthen students' entrepreneurial abilities.
4. establish mentorship and practical exposure opportunities that will enable postgraduate students to actively engage in infopreneurial activities within academic and professional environments.
5. provide access to digital tools, academic resources, and supportive learning environments that will enhance the effective utilization of infopreneurial skills for sustainable income generation among postgraduate students.

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