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STUDENTS' KNOWLEDGE ON LIBRARY AND INFORMATION SCIENCE (LIS): AN OPTION FOR CHOOSING A CAREER

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ABSTRACT

Library and Information Science (LIS) is a degree program being offered in the different HEIs in the country though this program has been offered long time ago there are few takers of the said program. This study analyzed the level of knowledge of senior high school students on LIS as a career. Further, this study looked into significant differences in terms of knowledge when grouped according to sex and track. Also, this study explored on the possibilities of senior high school students to enrol in the LIS program. The output of this study is to assess their knowledge and to know the reasons if they are interested or not interested in taking up LIS as a career. Knowing the results would help identify promotional strategies to campaign for the degree LIS for more takers in the future. The qualitative-quantitative, descriptive method of research were used in this study. Participants were 97 Grade 12 students in a state-run University in Benguet, Philippines. Results revealed that they have an average knowledge of the LIS course. Both sexes have similar knowledge on the program while STEM track has better knowledge on the program as compared to the TVL track. Sadly, all of the respondents signified that they will not enrol in LIS Program because it is not popular and they already have their plans on what to enrol in college. Career orientation is the best promotional strategy identified by the respondents which can be used to incoming college students to campaign for the degree LIS.

Keywords: Library Information Science (LIS), career choice, senior high school, students, knowledge, track, sex, promotional strategy, qualitative-quantitative, descriptive method, Philippines

INTRODUCTION

The library functions as a storehouse of knowledge. Information, its age and advancement, is the thing that recognizes individuals from their general surroundings. A library is the spot wherein information is put away that has been enunciated and recorded here and there. The part of an information storage facility is a significant one. The library is the spot wherein we are well on the way to experience new information, and this the library need not be viewed as dormant distribution center but instead as an energetic spot of miracle and illumination. On the other hand, librarians, in the early days of libraries, guarded access to treasured resources. These days their role has completely reversed, into one of a facilitator of access. Professional associations were set up to recognize the skills and knowledge librarians had, and nowadays these associations campaign to raise awareness of the positive role of the librarian (Chowdhury et al., 2008).

The practice of librarianship is regulated by RA 9246, "An act modernizing the practice of librarianship in the Philippines" (2003). It is also known as "The Philippine Librarianship Act of 2003." This act repeals RA 6966 otherwise known as the "Philippine Librarianship Act" (1990). RA 9246 defines the term librarian as "any person who is a bona fide holder of a certificate of registration and professional identification card issued by the professional regulatory board for librarians and the professional regulation commission in accordance with RA nos. 6966 and/or 9246. It refers also to a person whose name and registration/license number is entered in the commission registry book and computerized database as one legally authorized to practice librarianship."

Abbot (in Claravall, 2005) stated that librarianship is a federated profession that can adapt to changes in work and organization more effectively than a specialized profession like medicine. A federated profession has certain advantages like (1) it

gains the generalist's ability to have some members of the profession ready for any contingency and some knowledge available to follow any new development; (2) it gains the ability to absorb sub-fields that challenge it, and (3) it can survive in rapidly changing environments as a specialist profession cannot.

Librarianship in the Philippines can be traced back to the beginning of the establishment of libraries and the organizational aspects involved in the preservation and use of collections and other materials in the country. It is a combination of Spanish, American and European library traditions. The earliest libraries in the country, for example, were established by the Spanish religious orders during early years of the 17th century. The earliest recorded library established was that of the University of Santo Tomas in 1611. In 1916-1917, a regular library science curriculum was introduced, and after various revisions, it became a full blown college course leading to the degree of Bachelor of Science in Library Science, a degree course that lasted until 1962, when it became Bachelor of Library Science. In 1921, a course to prepare school librarians and teacher-librarians emerged in the College of Education of U.P. leading to the Bachelor of Science in Education degree, major/minor in Library Science. Other academic institutions offered library science courses are the University of Santo Tomas in 1931; Centro Escolar University in 1933; University of San Augustine in Iloilo City in 1951; University of San Carlos, Cebu City in 1952; and Philippine Women's University in 1957 (Claravall, 2005). Today, we have other institutions who also are offering the LIS degree, one of which is the Benguet State University under the College of Teacher Education.

There are a couple of number of library science experts worldwide when contrasted with different callings which can be credited to the modest number of enrolees of the course Library and Information Science. The deficiency in the inventory of library science experts can be ascribed to the couple of alumni of Library and Information Science (LIS) course (Mugot, 2009). With this, it is but rational that

the course is not well known which needs defined promotion. It is likened to a business, marketing needs to understand the target population for them to establish their promotion scheme which holds true with career promotion.

Since 1990, librarianship has been one of the 43 professions that are formally recognized and regulated by the state (RA 8981, PRC Modernization Act of 2000). Knowledge about the LIS course isn't now and again handily decided in light of the fact that voluminous calling emerges. It ought to be focused on that librarianship as a calling manages human information, with the association of and admittance to this information, a region that today remains in the front line of innovative turn of events (Mugot, 2009). As Gates (1976) mentioned by Chowdhurry, et al (2008), librarianship encompasses the professional concerns of the people who deliver the service, 'their education, skills, attributes, attitudes, resources, and professional growth', along with the 'quality of their performance'. Further, a graduate of a library and information science may qualify but not limited to: bibliographer, copy cataloguer, documentation officer, library applications developer, library assistant, preservation/conservation officer, and records assistant. Once the LIS graduate has acquired the necessary license, they can be employed as: abstractor, academic librarian, acquisitions librarian, archivist, cataloguer, conservator, corporate librarian, database librarian, geographic information systems librarian, indexer, information librarian/specialist, law librarian, LIS faculty, map librarian, medical librarian, multimedia/AV librarian/specialist, preservation librarian, public librarian, records manager, reference librarian, school librarian, special library professional, systems librarian and teacher librarian (CHED memo order no. 24, series of 2015). Librarianship and similar studies are a whole world, perplexing and rich, where everybody can discover interest. Today librarianship is geared towards automation and information communication technology (ICT) facilities in which everyone can find interest. This will encourage them to prefer the LIS course.

Takfuchi and Kim (1999) in their article, revealed that one criterion for the success of professional education is the number of graduates entering the profession. The survey of OCLC in (2003) revealed that there are around 690,000 libraries worldwide. U.S. News and World Report (2008) revealed that library and information science rank as one of the “Best Careers of 2008.” In the Philippines, as of 2014, there are only 7,615 graduates who have successfully passed and were given the certificate of registration and ID license by the Professional Regulation Commission (Peralejo, 2014). This figure is so much lesser than the total number of libraries (academic, school, public and special) in the Philippines which is 12,966 as of 2014 (Peralejo, 2014). This shows that there is an evident need for the library schools to attract more students to produce more librarians. With the established demand against the low supply of licensed librarian in the Philippines, there is a need to increase the enrolment of Library Science through increasing their interest in the program.

From this point of view, there is a need to encourage Grade 12 students to consider librarianship as a course in order to increase the number of enrolment in Library and Information Science (LIS) program. Consequently, the researcher would like to determine the respondents’ level of knowledge about the LIS program and understand which motivates the students to choose a career. The results of this study will be the basis in strengthening promotional strategies that would help in increasing the number of enrolees in the said program.

REVIEW OF LITERATURE

Julian (1979), in his investigation uncovered that the majority of the outcome support existing perspectives on why individuals decide to become librarians. Most people interviewed came from humanities/sociology foundations – which are handily identified with librarianship. Work insight and individual contact made by librarians additionally appeared to be the great factors in thinking about librarianship as a lifelong goal.

Pangcatan (in Mogut, 2009), uncovered that the issue of picking a profession is one of the difficult issues going up against the secondary school graduates. This issue may prompt the determination of subjects and educational programs which are past the limit of the understudies or which are insignificant to their necessities and interests just as the general public's requirements and assets. The significance of understanding this issue and discovering approaches to cure it can't be acquired. Wrong choice of vocation in the part of the students typically prompts scholastic disappointments, dissatisfaction, exercise in futility, cash and exertion.

Jennings (as cited in Butler, 1994) stressed that Library and Information Science schools operate within the guidelines and atmosphere of the academy, and not necessarily within the parameters which exist for libraries. Thus, efforts with LIS schools should be developed within the reality and context of diversity trends and issues within higher education. Alumni and alumnae of library and information science programs can remain active and communicate regularly with their schools. They should view their continued involvement with the faculty and students of their alma mater as extremely important for the school's continued growth and development, in order to provide practical applications of library and information science theories and philosophies. Numerous publications explore strategies for identifying audiences and recruiting from underrepresented groups, both within the library and information

science literature, as well as in other disciplines. However, in assessing these strategies one must also consider that most LIS schools need more human resources to achieve their diversity and other goals. The priorities of LIS faculty are clearly delineated by the university culture, with an emphasis on research and teaching. While on other universities, the guidance counsellors are the one responsible for marketing and advertising all courses or degree programs being offered in that university. Professional can work with them to identify a comprehensive list of organizations and individuals to be approached and ways to access potential students and share responsibility for promoting the profession.

In motivating students to choose the library profession, they should at least know about the skills and jobs waiting for them after graduation. David (1999) in her article placed emphasis on the librarians of the future. According to her, in a technological environment that is constantly changing, librarians of the future must be kept informed of other developments for the betterment of library service. Knowing about trends will enable the librarian to bring relevant, new technologies and information into the library.

Gorman (in Chowdhury, et al., 2008) listed the major activities of librarians as follows: selection of physical objects as well as digital resources; acquisition by purchase, subscription, gift or exchange; organization and access like cataloguing, classification, online information access; preservation and conservation of both physical and digital resources; user services and training including reference services, loans, providing information skills training and user instruction; and management of personnel, services and library organization. These activities can be expanded, and a number of new roles and activities may be added to the portfolio of librarians in the digital age.

Cameron and Farnum (2007), in their study disclosed that librarians unlike their teaching faculty counterparts have not embraced the opportunity to promote and publicize their academic credentials. Reasons for this can be attributed to a lack of awareness of the duties and responsibilities of academic librarians compared to faculty. Despite the discrepancy, librarians have rarely seized the opportunity to market their own academic credentials to their patronage, and continue to focus attention on promoting and publicizing the academic value of the library, rather than the librarian. Also librarians should look for opportunities to educate the public about the qualifications required to become a librarian, and further promote the value the degrees bring to the profession, and to the patronage.

In the UK, Marcella and Baxter (2001) investigated the appeal of a range of modules in high school pupils who might at that time consider a choice of field of study. The prospective students identified the modules related with technology, media, publishing design and presentation as the most attractive ones. A gender difference was also highlighted in the pupils' group, with male students expressing a preference for technology-related modules whereas female students showed preference for people-oriented modules.

Similarly, Newbutt and Sen (2009) found that young people do not consider LIS as a career choice due to the lack of understanding of the information professional's role and awareness of the LIS profession. These findings are in accordance with Mugot (2012) who indicated an association between students' awareness and their choice of LIS. At this point it should be stressed that misconceptions regarding the information professional's role have endured over time.

The desire to find a job with good career prospects and the perceived positive employment opportunities are mentioned also as primary factors affecting students' decisions (Singh and Chander, 2013). Commitment and job satisfaction are also

identified as factors affecting students' decision (Simon and Taylor, 2011). In addition, previous work experience in libraries (Adanu and Amekuedee, 2010) and individuals' love of libraries derived from library use throughout their lives are among the factors influencing students' LIS career choice (Newbutt and Sen, 2009). However, in Nigeria (Madu *et al.*, 2014) have argued that school libraries fail to motivate students in the choice of LIS due to their inadequate management.

Contact with a librarian is often mentioned as a factor for choosing LIS (Adanu and Amekuedee, 2010), but this is not considered as important as library use (Hussey, 2009). The role of parents and relatives (Issa and Nwalo, 2008) as well as the role of mentors, professors, coworkers or friends were also significant (Taylor *et al.*, 2009). This is in contrast to the findings of Egunjobi *et al.* (2014), according to which the role of parents, friends and relatives was not significant in choosing LIS. However, the studies did not mention which specific group (e.g. parents, friends, relatives) had the greatest impact on students' decisions.

In India, Bavakutty *et al.* (2008) based on the parental economic status of the LIS students have investigated the reasons why they decided to follow the LIS discipline. The research revealed that for the economically upper and upper middle class students, the factors affecting their choices were their interest in LIS education and the profession, job opportunities, confidence in and prestige of LIS course and profession, as well as the advice received from role models.

In a European context, Moniarou-Papaconstantinou *et al.* (2010) adopting a sociological perspective examined the educational choices of LIS students in Greece. The research revealed three distinctive student groups according to their socio-cultural characteristics, namely parental occupation and education, individuals' educational career index and divergence index. The first group had restricted cultural resources at their disposal, the second group was characterized by middle-level

parental education and high values in the educational career index while the third group was characterized by high parental education and high values related to education. The study indicated that these groups differ in relation to the factors attracting students to LIS. More specifically, the findings revealed that professional prospects were important for all student groups. However, contrary to the first group, the other two groups appeared to be more attracted to the study of LIS by intrinsic factors, namely the qualitative characteristics of the profession, its social character and its academic value as a discipline.

With respect to academic librarians, the way they value the libraries, the desire to help people and to make a difference in the society as well as their love for reading and searching for information were the most reported reasons affecting their choice of LIS. It seems that professionals' decision to choose LIS was influenced by the way they perceive libraries, explore their options and define themselves (Sare *et al.*, 2012).

Researchers have also examined the choice of LIS by focussing on ethnic background and gender (Davis-Kendrick, 2009). Specifically, Lian and Xiong (2008), examining the career choices of Chinese-American librarians, found that the majority of the participants choose the LIS profession for personal interests. Other factors influencing their choice were the promising prospects of the profession, interest in library work as well as working with the public. Similarly, Davis-Kendrick's (2009) research indicated that the majority of African-American male librarians reported their desire to help people, followed by love for teaching and research as the most influential factors. Other important factors were the participants' enjoyment of technology, their willingness to have a positive impact on their community and their need to be a role model for African-American youth. In addition, the influence of role models, especially among academic librarians, in motivating professionals is more evident in minority librarians than among students with advanced degrees in other subject fields. On the whole, it appears that there are no distinctive differences in

reported motivations between the two groups of students and information professionals. The desire to help people, the nature of the library work, love of books and reading as well as employment opportunities were the most important factors affecting their decision to study LIS. Whereas love of teaching and research and enjoyment of technology have also been highlighted as significant factors.

Pangcatan (in Mugot, 2009), in her study on "Parents' and Students' Perceptions of the Library and Information Science as a Profession" revealed that majority of the respondents, both students and parents were aware of the library and its importance. They were also aware of the LIS profession but were not aware of the profession's significance. Majority of the student respondents have known about the profession through their teachers, while most of the parent respondents have learned about it through their friends. Both students and parents' respondents believed that this profession is a noble one. Contrary to the parents' willingness to let their children take up this course, most of the students were hesitant to take up this course. Most of the students chose Bachelor of Science in Nursing as their most preferred course while most of the parents preferred Bachelor of Science in Education. There were a minimal number of students and parents who preferred LIS. The findings generally imply that this profession has a low profile. Parents perceived this as a profession that offers limited job opportunities for their children. Students' respondents perceived it to be boring, not interesting, less challenging, not popular and it does not offer good employment opportunities after graduation. Hence, this profession needs a lot of publicity, promotion and information dissemination drive.

Tullao (2002) in his article revealed that although the library science program is not as popular as nursing and other health care programs, the potential employment of its graduates outside the country is very promising. Indeed, a number of Filipino librarians are working in Thailand, Saudi Arabia, Australia, China, Singapore and other countries where English is used in information management.

Ravelas (2001), in her study on “Career Guidance Based Career Orientation as a Tool to Promote the Library and Information Science Profession to Senior High School Students” found out that 85.5% or 47 out of 55 students are familiar with the LIS profession. The study also found out that Medical Science profession has the highest percentage of the students’ occupation choice. Only three respondents out of 55 students’ only choose the LIS profession. After conducting the career orientation program, the 17 or 30.9% respondents were interested in taking the LIS profession. The study also found out that the students’ career options are constrained by the social and economic factors such as the demand of the labor market and this is the reason why the medical science field has the highest percentage of the students’ occupational choice. In contrast, LIS profession has a great variety to work with, one can work in school libraries, public libraries, academic libraries and special libraries both either private or public institutions or agencies. As Mary Bay (in Shontz, 2002) mentioned that these days, librarians have pretty easy time finding positions when they want to be, just be patient; you’ll get the right one.

Bebeng (in Mogut, 2009), in her findings of study on “Level of Awareness of High School Students in the Province of Laguna on the Library Science Profession: Basis for Promotional Strategy,” revealed that the level of awareness on the library science profession by the students is moderate. It can therefore be inferred that Library and Information Science course is not very popular among the students, with the lowest awareness on the economic rewards. The findings further divulged that female students were more aware about the profession and, in general, students from private and public high schools regardless of family income had the same level of awareness. The students agreed on the need to promote the LIS course through advertisement such as the use of media, brochures, newsletter, public relations through book celebration, career orientation, personal contact with librarians, community outreach and career talks in seminars/trainings. Promotional strategies

advanced include the forms of advertising, personal selling, sales promotion and public relations.

This review identified some implications for research. Library schools could play an important role by undertaking to inform high school students, who are in the process of making higher education choices, about the LIS, the role of information professionals, and the challenges and rewards the information discipline offers, communicating the excitement of LIS choice. Understanding the choices of likely candidates, would assist LIS education to develop promotional and marketing strategies in order to advertise the LIS as a field of study to the wider public and improve the LIS image and awareness (Moniarou-Papaconstantinou, et al., 2015).

Theoretical Framework:

This study is anchored on the theory of vocational choice developed by John L. Holland (Career Research, 2018) which is one of the most widely researched and applied theories of career development. Based on the premise that personality factors underlie career choices, his theory postulates that people project self-and world-of-work views onto occupational titles and make career decisions that satisfy their preferred personal orientations. The theory incorporates several constructs from personality psychology, vocational behavior, and social psychology, including self-perception theory and social stereotyping.

From the Career Research (2018), applications of Holland's theory of vocational choice involve assessing individuals in terms of two or three prominent personality types and then matching the respective types with the environmental aspects of potential careers. The theory predicts that the higher the degree of congruence between individual and occupational characteristics, the better the potential for positive career-related outcomes, including satisfaction, persistence, and achievement.

Career development professionals who use Holland's theory of vocational choice typically assess individuals' interest profiles from three primary perspectives: coherence, consistency, and differentiation. Holland has maintained that these factors correlate with the clarity and focus of individuals' vocational personalities.

Coherence relates to the degree to which the Holland codes associated with an individual's vocational aspirations or occupational daydreams conform to the Holland occupational themes (i.e., Realistic, Investigative, Artistic, Social, Enterprising, Conventional). The consistency concept involves analyzing the proximity of the individual's two dominant Holland types with respect to the hexagonal scheme. Adjacent types on the hexagon (e.g., Social and Enterprising) reflect high interest consistency; opposite types (e.g., Artistic and Conventional) reflect low consistency. The concept of differentiation relates to the variance between an individual's highest and lowest types, typically computed by subtracting the extreme scale scores as assessed by a measure such as the Self-Directed Search. The larger the difference, the more highly differentiated the individual's occupational interests.

Objectives:

This study aims to find out the following:

1. Identify the respondents' level of knowledge in the LIS course.
2. Compare the respondents' level of knowledge in the LIS course when grouped according to sex and track/section.
3. Identify the choice of respondents whether to enrol or not in the LIS program.
4. Identify promotional strategies

METHODOLOGY

Research Design

The qualitative-quantitative, descriptive methods of research were used in this study. The study was described, analyzed, and interpreted the data concerning the students' level of knowledge about librarianship, significant difference in the knowledge when grouped into sex and track and the option to enrol in the LIS program.

Respondents of the Study

The respondents of the study were 97 Grade 12 students (SY 2019-2020) of Benguet State University located in La Trinidad, Benguet. Complete enumeration technique was used in this study.

Data Gathering Instrument

A combination of the cognitive type of questionnaire and survey questionnaire were used as the main data gathering instrument. Follow-up interview was conducted to allow students to express their own perceptions of the profession and at the same time for clarification purposes. Based on literature search, the questionnaire was constructed. The result of the Cronbach alpha to test the reliability has a value of 0.86. For the validity, the questionnaire was checked by the professional librarians who are experts in the field.

The questionnaire was divided into five parts, namely: Part I for socio-demographic profile of the respondents; Part II for level of knowledge on librarianship; Part III for level of motivation of respondents to choose a career; Part IV for option to enrol LIS Program; and Part V for identifying best promotional strategies that would be used to increase knowledge and motivation of students to enrol in the LIS program.

The researcher asked the permission of the college dean through the principal of the BSU – Secondary Laboratory School to administer the questionnaire. The researcher scheduled an appropriate schedule for the respondents through the principal and personally gave the questionnaires to the students. The researcher explained to the respondents what the questionnaire is all about and at the same time reminded them of the confidentiality of the research. As seen in the questionnaire, no name is required for them to answer it. This was followed by a group interview.

Data Analysis

Data were analyzed using descriptive and inferential statistics. Descriptive statistics included weighted means and ranks while inferential statistics T-test were used to compare if there are significant relationship in the results according to the specified variables.

The following statistical tests were used in analyzing the data:

Categories for level of knowledge:

| Performance Score | Description |
|-------------------|-----------------------------|
| 20-25 | High Level of Knowledge |
| 14-19 | Average Level of Knowledge |
| 8-13 | Low Level of Knowledge |
| 0-7 | Very Low Level of Knowledge |

RESULTS AND DISCUSSION

Level of Knowledge in the LIS Course

Using a cognitive test to identify the level of knowledge in the library and information science course, the result showed that the respondents know something about the course (Table 1). Specifically, the performance score showed that the respondents have an average knowledge about the LIS course. They proved that they are somehow familiar with the library course; thus, they can understand some works of the librarian. Some works in the sense that they only see the facade of a librarian's work, but there are more works beyond what they see. This somehow negates the study of Newbutt and Sen (2009) that young people do not consider LIS as a career choice due to the lack of understanding of the information professional's role and awareness of the LIS profession. On the other hand, some researchers agree with the findings like Pangcatan (in Mugot, 2009), in her study on "Parents' and Students' Perceptions of the Library and Information Science as a Profession" revealed that majority of the respondents, both students and parents were aware of the library and its importance. They were also aware of the LIS profession but were not aware of the profession's significance. This implies that the respondents know the librarian profession, but they find it as not a promising profession or career to take. This is how students perceive that wearing a white gown or clothes is considered as a satisfying profession to take. As follow up, interviews were made; they prefer to take the medical profession, specifically nursing where they think that they have the chance to work abroad. This is in sync with the findings of Marcinowicz, et al. (2016) that one of the reasons why students had chosen the nursing profession was the desire to work abroad. Also in the study of Pascual (2014) the result of the present study that most students prefer popular courses such as engineering, medical-related courses and accounting is in line with the writings that nursing, accounting and engineering courses are highly popular for Filipino families. Further, in the study of Bonayog (2018) that careers in the science profession was the highest dominant

career choices. The respondents are not aware that the library profession has greater employment here and abroad as well as they are in demand these days. This is in agreement with Tullao (2002) in his article which revealed that although the library science program is not as popular as nursing and other health care programs; the potential employment of its graduates outside the country is very promising. Not only abroad, but also in the Philippines there is a great demand. In the study of Ramos, et al. (2014) they mentioned that librarians are more in demand as the huge volume of information provided by the Internet requires a professional to link the right resources with researchers. The increasing demand for librarians is evident in listservs, online discussion groups, job advertisements, and e-mail announcements. Currently there are 7,169 names in the PRC's roster of professional librarians. The actual number of active librarians is less than this because the retired, deceased, and those who moved to other professions were not removed from the list. The average passing percentage in the LLE from 2004 to 2013 is only 33.1% out of an average 811 examinees for the same period (Ramos, 2012). With this low passing rate, it is impossible for the supply to cope with the demand. It was also discussed in their study that in public libraries alone there is a huge number of needed registered librarian to man the different provinces, municipalities, cities, and barangays. With these data, one who finishes the degree and passes the licensure exam means they have a job waiting for them.

Table 1. Level of knowledge about librarianship as a career

| Item | Performance Score | Description |
|-------------------------------|-------------------|-------------|
| Knowledge about librarianship | 18.66 | Average |

A librarian is a profession acknowledged by the Philippine Regulation Commission (PRC). To become a librarian, you need to finish a four-year course of the Bachelor of Library and Information Science (BLIS) and to pass the 2-days board exam which is set once in a year every September. A librarian may work in different types of libraries like academic library, school library, public library, and special library. This means that as librarians they have the option to choose where to work. A librarian

is at par with teachers when it comes to salaries in the government agencies or institutions. For example, in state universities, College Librarian 1 is SG 13 while Instructor 1 is SG 12. These are some of the realities that high school students cannot see because they observe that a librarian profession is not as famous profession like doctors, teachers, nurses and IT people. As mentioned in the study of Ard, et al. (2006), young people often express a desire to be a doctor, lawyer, astronaut, pilot, and so on, but why not a librarian? In the eyes of many youth, maybe librarian lack the glamour of these other disciplines, or perhaps people with more life experience have had more opportunities to develop a deeper appreciation of the nature of library work.

Knowledge in the LIS course when grouped according to sex and track/section.

According to sex

The table shows that there is no significant difference in terms of their knowledge in the Library and Information Science (LIS) course when grouped according to sex. It means that the respondents regardless of they are male or female, they have similar awareness in the said course. Both sexes are comparably knowledgeable in the LIS course. This is to show that both sexes make use of the library where they see and experience how a library and a librarian's work look like. The library is considered as the heart of the institution where information is stored or located, thus, students both male and female enter the library to look for information needed, to do research, to do group works, to do their assignments, and others. This is in agreement with Eberhart (2010) who defined that a library is a collection of resources in a variety of formats that is (1) organized by information professionals or other experts who (2) provide convenient physical, digital, bibliographic, or intellectual access and (3) offer targeted services and programs (4) with the mission of educating, informing, or entertaining a variety of audiences (5) and the goal of stimulating individual learning and advancing society as a whole.

Nowadays, librarians are now doing their best to be known in their field and to other professions. It is noted that modern librarians are now reaching out to their clients showing them of what they can offer inside the library. Some factor would also be that teachers let students research and do their homeworks inside the library during their classes which helps them to be familiar with what is in the library and at the same time observing what librarians do. As often seen inside the library, both male and female are active users inside the library. Gone are the days where most often than not female students are using more of the services inside the library as compared to male students.

Table 3. Level of knowledge according to sex

| Item | SEX | | t-value | prob. |
|-----------|-------|--------|----------------------|-------|
| | Male | Female | | |
| Knowledge | 19.33 | 19.28 | 0.1205 ^{ns} | 0.904 |

According to track/section

The table shows that there is a significant difference in terms of their knowledge in the Library and Information Science (LIS) course when grouped according to track/section. It means that the STEM track/section has better knowledge on the LIS course as compared to the TVL track/section. This is because STEM track/section is geared more on the sciences and math subjects which have more research works that needs the help of the library/librarian as compared to the TVL track which is geared more on skills development and enhancement. Thus, the STEM track is more familiar of the environment in the library because their subjects focus more on advanced concepts and topics. According to Cueva (2020), the Science, Technology, Engineering and Math track or also known as STEM is the strand for students who wish to go into college with the following courses: Biology, Physics, Mathematics, Engineering, Computer Studies, Information Technology and so on and forth on the related courses. This strand is a very hands-on type of experience that would be good for students who have firmly decided their future college course and profession while for the Technical-Vocational-Livelihood Track, the subjects on this track focus on

practical knowledge and job-ready training. Once a student takes and finishes a strand on this track, they will be given the TESDA National Certificate. Also one can work immediately or be eligible for certified jobs after senior high school. Finishing any strand from this track gives them skills that are considered and accepted to qualify them for work. Also as seen in the number of respondents, there are more number of STEM students as compared to the TVL track. This emphasizes that more students are interested to continue their college degrees in the future and wants to be professionals someday. This is a notion that students believe that when finishing a college degree would give them a better future as compared to those who finished vocational degree courses. This is a misleading information because even vocational finishers are successful in a way and that depends on one's attitude, behavior, belief and motivation.

Table 4. Level of knowledge according to track/section

| ITEM | TRACK/SECTION | | | f-value | prob. |
|-----------|---------------|--------|-----------------|---------|--------|
| | STEM | TVL-HE | TVL-AGRIFISHERY | | |
| Knowledge | 20 | 18.11 | 18 | 6.372** | 0.0025 |

Option to Enroll in LIS Program

Table 7 revealed that 97 or all of the respondents will not enrol in LIS program. This is true to what the respondents emphasized during the follow-up interview. All of them are not willing to enrol in the LIS program because they perceived it to be not popular, low salary, and they had plans already concerning the course that they would like to enrol in college. Most of them identified nursing as their career choice when they enrol in college. This is supported by Pascual (2014) that most students prefer popular courses such as engineering, medical-related courses and accounting. Little do they know that becoming a librarian is a fulfilling job considering that librarians in the Philippines as what stated earlier that they are in demand, with high paying

salaries, can be equally compared to teaching profession, an enjoyable and interesting profession.

Table 7. To enrol in LIS program

| Category | Frequency | Proportion |
|-------------------------------|-----------|------------|
| Will not enrol in LIS program | 97 | 100% |
| Will enrol in LIS program | 0 | 0% |
| Total | 97 | 100% |

Promotional Strategies

To motivate students in choosing LIS as a career, the respondents identified career orientation/exploration as the best method to promote the LIS program. Respondents believe that doing career orientation/exploration is the best way possible among the choices to promote the degree. This confirms the study of Mugot (2009) that the majority of respondents chose career orientation as the best tool to promote the BLIS course. This is done mostly by guidance counsellors and/or selected members of a university to orient senior high school students for any possible degree programs they intend to enrol or choose when they enter into college. Career orientation tests are frequently given in high school to assist students in preparing for their future, and to begin deciding what career paths they want to pursue in college. Individuals who pursue a career that meshes well with their personalities and desires for a working environment tend to be the most successful, so it can be beneficial (wisegeek.com). As quoted by Suryadi, Sawitri, and Hamidah (2018) in their study that career orientation explicitly fosters students' awareness of tasks to be faced and decisions to make. Moreover, career guidance in school is an activity that includes dialogue with the students about concrete experiences and which is focused on the future that contributes to the presence of career competencies among students. Therefore, the respondents of this study see the great importance of functional and credible career orientation by guidance counsellors and/or university officials. As in the study of Suryadi, Sawitri and Hamidah (2018), career guidance is aimed at assisting students to reflect on their ambitions, interests, qualifications and abilities.

Moreover, still in the study of Suryadi, Sawitri and Hamidah (2018), they pointed out that toward the end of their high school years, young people face numerous personal decisions that can have wide-ranging and long lasting effects on their lives. Although, in the study of Lago, et al. (2011), the use of brochures was the highest promotional strategy considered by the respondents, as compared in this study, brochures are ranked as fifth.

Personal experience and talks on seminar/training courses are both second in rank. The respondents believe that this is also an option for promotional strategies to choose a career. This agrees with the study of Kniveton (2004) that school teachers can identify aptitudes and abilities, and encourage students to take certain subject options, or take part in work experience, or employment visits. In the study of Ard, et al. (2006), the librarian's service attitude had inspired students to choose their degree. The study showed that working in a library increases the likelihood of choosing an LIS career. This finding leads one to believe that many libraries already have potential librarians working as paraprofessionals, part time workers, volunteers, or student workers. Another thing to consider is experience. The students are able

Table 8. Promotional strategies

| Item | Frequency | Rank |
|--|-----------|------|
| Career orientation/ exploration | 80 | 1 |
| Talks on seminars/ training courses | 55 | 2.5 |
| Media advertisement | 48 | 4 |
| Community outreach project | 32 | 6 |
| Personal contact with librarian | 20 | 8 |
| Brochures | 33 | 5 |
| Newsletters | 15 | 9 |
| Through family, relatives, and friends | 26 | 7 |
| Personal experience | 55 | 2.5 |

to experience first-hand their prospect careers. Activities include case studies, field trips, readings, guest speakers, and class discussions. This could be adapted into different instruction programs with the objective of presenting potential career options through actual experience (Fanslow and Compton, 1981).

The least promotional strategy as perceived by the respondents: (1) through family, relatives, and friends, (2) personal contact with librarian, and (3) newsletters. These three are ineffective in promoting as considered by the respondents. These findings negate the study of Ignacio (2012) where parental involvement in the decision making of their children's choice of career highly influences the choice they make. In addition, Jordan et al. (2013) consider it as parent support in decision making. The study revealed that there is significant correlation between parental support and career decision making self efficacy. Respondents considered personal contact with librarian with slightest consideration as a promotional tool. This is to say that they do not see librarians' profession as an option for them to choose a career. Ard et al. (2006) claimed in their study that, in the eyes of the youth, librarians lack the glamour of other disciplines, such as doctor, lawyer, astronaut, pilot, or perhaps people with more life experiences. Newsletters are not that popular these days, in today's millennial era it is more of the social networking sites (facebook) that is more of a crowd drawing activity. In addition, to date there is no active newsletter in circulation to senior high school in the campus.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Library and Information Science (LIS) is the field where the career is associated with a lot of, mostly negative, images or stereotypes. This poses a poor appeal for younger generations to pursue the career (Carmichael, 1992). Aside from that, many people assume that libraries and print will be wiped out by the digital age (Sherman, 2007). While it is true that the LIS degree was one of the degree courses prioritized by the Philippine government under the Commission on Higher Education (CHED) sometime 2018-2019, it is still a course that is not popular as compared to teaching (education) and medical degree courses although the findings indicate that the respondents have an average knowledge about the LIS course. This entails that the respondents are aware of the LIS course but they do not consider it as a promising career to take or enrol. With these it can be concluded that they do not see Library and Information Science as a career choice.

Relative to the knowledge in the LIS course when grouped according to sex and track/section, there is no significant difference in terms of sex while there is a significant difference in terms of track/section. Both sexes are comparably knowledgeable in the LIS course whereas STEM track/section has better knowledge on the LIS course as compared to the TVL track/section.

The respondents indicated that they don't have the intention to enrol in the LIS program.

Career orientation/exploration is considered as the best promotional strategy among the respondents.

Recommendations

Indeed, career orientations and the like are very important and very crucial for young adult learners. This should be planned well knowing it should drive an integrated approach to advising. Students must be presented with possible career

opportunities as they can benefit from more knowledge about career options and the skills and training required for different jobs. This shows the need for the collaboration of guidance and counselling department with the faculty to develop an effective career guidance intervention for the students. In doing the career orientations, there should always be a representative from the respective colleges or departments to explain the degree course in detail. Also if there are queries from the students, they are the right person to answer it. Library orientations may also help students understand the library more. Giving more time for the librarians to interact with the students may somehow motivate and inspire students to consider library science as a choice for them when they enrol in college. For most students, programs and activities that expose them to various careers can engage them in school and provide them with options. Librarians on the other hand must take chances to promote the degree to students entering the library either for research, assignment or other related activities. Alumni may also have a share in promoting the course - library science may it be to their clients, colleagues, relatives and family members.

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