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CAREER INFORMATION NEEDS OF UNDERGRADUATE STUDENTS AND NEED FOR IMPROVING UNIVERSITY LIBRARY SERVICES

Vera Victor-Aigbodion

Department of Educational Psychology, University of Johannesburg, verav@uj.ac.za

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Vera Victor-Aigbodion

Department of Educational Psychology, University of Johannesburg, Gauteng, 2006, South Africa (verav@uj.ac.za)

Abstract

The importance of meeting the career information needs of undergraduate students cannot be overemphasized. Most importantly, guided by sufficient and relevant career information, students could make informed choices about their future careers or occupation thereby reducing adverse work issues. The university library as a major source of information for undergraduate students serves as one of the most preferred sources of career information. However, it is not yet very clear the extent to which university libraries meet the career information needs of undergraduate students, especially in Nigeria. Therefore, the present study was aimed at investigating the level of students' career information knowledge and university library capacity to meet students' career information needs. The study is a descriptive survey. 250 undergraduate students were sampled from five universities in Southeast Nigeria. Their responses were collected using two researcher-developed questionnaires and analysed using frequency count and percentages. Among other things, it was found that university undergraduates possess insufficient knowledge about their chosen careers. It was also discovered that university libraries rarely provide career information resources and services to their students. Such failure in living up to its expectations implies that the services and operations of university libraries need to be re-examined in order to improve efficiency and effectiveness.

Keywords: **Career information, Library services, Undergraduate students**

INTRODUCTION

As a way to support effective teaching and learning, schools especially universities provide libraries that serve indirectly as extended classrooms that cater for varied teaching and learning needs of both the teachers and learners. According to Library Research Service (2014), a library is a dedicated facility located in and administered by the school that provides at least the following: an organized, circulating collection of printed and/or audiovisual and/or computer-based resources, or a combination thereof; has paid staff and an established schedule during which services of the staff are available to students and faculty, and a laid down instruction on the use of library materials to support classroom standards and improve student research and literacy skills. From this definition, it is obvious that such a facility as the library require the management of trained personnel who will ensure that the expected service delivery of the library is met. These library staff often called librarians carries out specific duties that suggest the span of the services a typical library provides. For instance, administrative librarians see to the day-to-day administrative operations that keep the library functioning smoothly. Cataloguing librarians and staff describe, classify, and provide indexing of the libraries' materials so that the library's materials are organized for retrieval by library users. Collection development librarians manage the purchase and processing of library resources while reference librarian provides information, research, and instructional services to all library users, including in-person and online reference help, bibliographic instruction classes, tutorials, research guides, (in academic libraries) subject specialist support, among others (Florida International University, 2018).

There are important functions that libraries provide that justify the huge resources committed toward their establishment especially in the universities. The International Federation of Library Associations (IFLA) (2015) enumerated some of these roles. First, a university library functions as an exclusive physical and digital space, open and accessible to

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all and providing equitable and open access to quality information sources across all media, including print, multimedia and curated digital collections. Second, they function as a safe haven where individual curiosity, creativity and a preference toward learning are promoted and supported and where students can research different topics, even controversial topics, in privacy and safety. Third, they function as an instructional space where students learn the capabilities and dispositions for engaging with information and for creating knowledge. Students are provided with a wide range of technology tools, software and expertise for the creation, representation and sharing of knowledge. Fourth, a university library is not only a literacy centre where the school community nurtures reading and literacy development in all its forms, it is also a centre for digital citizenship where the learning community learns to use digital tools appropriately, ethically and safely and learns strategies to protect identity and personal information. Fifth, apart from providing a kind of information environment for the university community where there is equal access to resources, technology, and information skills development that are not always accessible in homes, the university library also provides a platform for cultural, economic, professional and educational events (e.g. events, meetings, exhibits, resources) for the general university community.

The various functions of the university library are majorly intended to meet the varied information needs of members of the university community. One of the important needs which the university library is expected to serve is the career information needs of students (Mahwasane, 2017; Ghante & Adaskar, 2014). Career information needs consist of information and services intended to help students gain useful knowledge about a particular chosen career and guide them towards making decisions, developing necessary skills and meeting the requirements of such a future career. According to Kashyap (2021), career information needs may entail information related to names of organizations associated with a particular occupation, hours of work, salary and other allowances offered, rewards and

sundry benefits, promotion and future of occupation, method of recruitment, requirements for recruitment, qualifications and training required for advancement, organisations which offer such training, opportunities for scholarship and grants, duration of the training, post-retirement benefits, pre-conditions for leaving the job, special features of the occupation among others. Since it is known that a significant number of students in higher institutions are enrolled to improve their career prospects (Esters, 2007), it becomes paramount that these students should have access to necessary information that would meet their career information needs. In a situation where there is no mechanism put in place to meet such needs, studies indicated that students may often suffer negative career thoughts (Ogbuanya, et al., 2018), career indecision (Mansor & Rashid, 2013) and a low level of career readiness (Mahmud et al., 2019).

In Nigeria, studies have suggested that undergraduate students may be suffering from career indecision, negative career thought and a low level of career readiness. For instance, Ogbunya et al. (2019) identified technical college students who suffer negative career thoughts and suggested that rational emotive behavioural therapy may be useful to improve their condition. Salami (2004) in another study identified Nigerian students who showed symptoms of career indecision and described a problem-solving technique and anxiety management training that could be used to help such students. Ezechukwu and Okanazu (2021) examined the career readiness of graduating Office technology and management students in polytechnics in southern Nigeria. They found that with a career readiness index of 3.06 the students were barely ready for their chosen career.

It could be argued that problems associated with students' career indecision, negative career thought and low-level career readiness in Nigeria although may have multiple causes, may not be unconnected with poor access to relevant career information. Therefore, it is suggested that a more proactive approach should be adopted towards tackling the problems

resulting from inadequate meeting of career information needs such as career indecision, negative career thoughts and low level of career readiness among Nigerian undergraduates. Such an approach may demand providing answers to fundamental questions such as: Do undergraduate students possess sufficient information about their chosen career? Are there reliable channels such as the libraries through which undergraduate students can access career-related information? Do university libraries as primary sources of information for students possess resources and provide services intended to meet the career information needs of Nigerian undergraduate students?

Providing answers to the above questions will not only provide a basis for tackling problems associated with inadequate satisfaction of undergraduate students' career information needs but will also go a long way in strengthening the capacity of university libraries for effective service delivery. To the best of the knowledge of the present researcher, studies which have attempted to provide answers to the above questions are scarce in Nigeria. Therefore the present study would attempt to provide answers to the questions in other to fill obvious gaps in the literature. Therefore, the purpose of the present study would be to investigate the level of students' career information knowledge and university library capacity to meet students' career information needs. To this end, the following research questions would guide the present study.

1. Do undergraduate students possess sufficient information about their chosen career?

2. How often do university libraries as primary sources of information for students provide resources and services intended to meet the career information needs of Nigerian undergraduate students?

3. To what extent are undergraduate students satisfied with the career information services provided by their university library?

LITERATURE REVIEW

Information needs of undergraduate students in Nigeria

Career information needs are a part of overall undergraduate students' information needs. Previous studies conducted in Nigeria would be examined to understand the nature of students' behaviour as they attempt to meet their information need in general and career information needs in particular. Owolabi, Fagbohun and Itsekor (2015) investigated the information needs and most preferred source of information of undergraduate students in a Nigerian university of technology. Out of 257 students who were surveyed, the majority of the students (92% - 98%) revealed that they need information for different academic purposes. While a total of 151 (88.2%) of respondents indicated that they need information about vocational, professional courses and employment opportunities. The study also revealed that undergraduate students' preferred main sources of information include Internet/online sources (94.6%), Friends/colleagues (92.6%), Journals (92.2%), Magazines/newspapers (92.1 %), and Library (90.6%).

In another study, Urhiewhu, Okeke and Ukoma (2015) undertook a case study on the information-seeking behaviour and need among undergraduate students in the Faculty of Management Science in Madonna University Nigeria Okija Campus. 865 students were surveyed and results revealed that 700 students representing 80.92% of the total respondents need information related to their course of study alone, 70 (10.40%) students need information on self-development and only 25 (2.89%) students need information related to career development and scholarship. The findings further showed that the information searching strategies used by undergraduate students for retrieving information materials include: searching (library) cataloguing cards (n = 300, 34.68%), browsing the Internet (n = 260, 30.05%), inquiring from library staff/course mates (n = 100,11.56%), using recommended reading list by lecturers (n= 100, 11.56%).

Earlier in another similar study, Baro and Fyneman (2009) determined undergraduate students' level of awareness of information sources available in Niger Delta University, Bayelsa State, Nigeria. They also determined the different search strategies used by the students to locate and retrieve information. The study comprised 105 students sampled from four departments in the Faculty of Social Sciences. These students were survey and the findings showed that the students need information mainly related to studies and academic purposes like writing assignments, seminar papers, projects and preparing for class discussions. On the sources of information, the study suggested that the students consulted sources such as journals (75%), library (60%), reference librarians (61%) and subject experts (56%) for information to meet their information needs.

In another related study that investigated the information needs and information-seeking behaviour among the students of the Ondo State University of Science and Technology, Nigeria, Oyadeyi (2014) surveyed 89 students. The study found that undergraduate students' reasons for seeking information include mainly academic reasons such as course work and assignments, to prepare for examination and test, for general reading, to prepare for seminars and workshops, for tutorial presentation and group discussion. Other reasons for seeking information aside from academic reasons were not reported. The findings also revealed that undergraduates' most preferred information sources include Lecture Notes (n = 47, 57.3%), internet (n = 46, 56.1%), Test Books (n = 40, 48.8%), and Handout (n = 30, 36.6%). The study further revealed that browsing the internet (n=66, 80.5%), using the shelf guide on the library shelves to locate books (n = 59, 72.0%), inquiring from lecturers and fellow students (n = 32, 39.0%) and searching the electronic database (n = 29, 35.4%) were the major strategies students adopt in the process of searching for information.

Furthermore, Nwobasi, Uwa and Ossai-onah (2013) in their study investigated the information needs and seeking behaviour of undergraduate students in the library of Federal University of Technology and Imo State University library, Owerri using a comparative approach. The descriptive survey utilised the sampled opinions of 1152 students. The findings reported that information relating to academics and research (100%) were mostly sought followed by information related to industrial attachment and employment (69%). Strategies for retrieving information include browsing through library shelves and consulting the catalogues directly. The major reasons for seeking information include: to update knowledge, develop personal competencies and carry out research. The major resources consulted when seeking for information are periodical journals, textbooks and reference books.

From the foregoing, the following could be observed among previous studies conducted in Nigeria on undergraduates' information-seeking patterns. First, it is not yet clear from previous studies whether undergraduate students possess adequate information about their future careers. Although very few previous studies stated that career information is among the information needs of undergraduate students, this is not enough to indicate how much information undergraduate students possess about their chosen careers. Second, from the previous studies, the library was identified as a major source of resources for meeting students' information needs in general. However, these studies did not highlight whether the libraries possess materials or offer services that specifically addressed students' career information needs. Finally, previous studies did not capture students' level of satisfaction with the information resources and services provided by university libraries, especially those related to career development. Addressing these identified gaps would serve as the preoccupation of the present study.

METHOD

Ethical approval

The permission of the research ethics committee of the five participating Universities were sought before conducting the present research. After obtaining this permission, the researcher did not see it pertinent to have respondents obtain individual permission from their faculties before taking part in the study. Each questionnaire had an attached informed consent letter which explained the research intentions, participants' confidentiality of their responses. The researcher sought respondents' consent to either participate (by filling the questionnaires) or decline to participate. There were no incentives given to participants for participating in the study. The respondents were not known to the researcher before the study. However, to ensure that the respondents were reached, the researcher recruited research assistants from each of the chosen universities.

Study design

The study adopted a descriptive survey research design. According to Gall et al. (2007) descriptive survey is a method that involves obtaining data from a chosen representative sample using questionnaires or interviews. The responses are described with findings possibly generalized to the population.

Study sample

The study was conducted in southeast Nigeria. Southeast comprised of five states: Abia, Anambra, Enugu, Ebonyi and Imo state. The sampling process was multi-staged. First, federal universities in each of the states were selected for the study because from researcher's experience these are more likely to have functional libraries open for students' use than other higher institutions. Second, in each of the selected (five) universities, the researcher visited the libraries to obtain a record of students' visit/use of the library facility. The faculty with the highest student library usage was selected for the study. Third, from each of the selected

faculties, the department with the highest number of students who use the faculty or university library was selected. Finally from this department, 50 undergraduate students were sampled randomly. Since there were five universities, the sample of the study was made up of 250 undergraduate students. These students were surveyed and their opinions collated. With the help of the research assistant, the required information were correctly filled in the questionnaire and were collected on the spot.

Survey measures

Demographic questionnaire

Participants' demographic data were obtained using a demographic questionnaire. Participants were asked to provide the following personal information: gender, level of study, frequency of school library usage, and the name of their University. See Table 1 for details of participants' demographic characteristics.

Career Knowledge Questionnaire

The extent to which undergraduate students possess sufficient information about their chosen career was measured using a questionnaire titled "***Career Knowledge Questionnaire***" (CKQ). The questionnaire was developed by the researcher. It is made up of 17 open-ended questions where respondents are expected to provide their unique answers to questions bothering on their chosen careers. Each item response is evaluated and characterized based on a five-point scale of *very sufficient, sufficient, moderately sufficient, slightly sufficient, and insufficient* to reflect respondent' level of information possession on the chosen career. The following scores were allocated for each response: *very sufficient= 5, sufficient= 4, moderately sufficient= 3, slightly sufficient= 2, and insufficient= 1*. Overall, a student could score a maximum mark of 85 points or a minimum mark of 17 points. In the present study, an overall score ranging from 17 – 25 = insufficient, 26 – 45 = slightly sufficient, 46 – 65 = moderately sufficient, 66 – 75 = sufficient, 76 – 85 = very sufficient. The items were

validated by 2 experts in Career guidance and counselling from three universities included in the study. Their suggestions were considered before the final draft of the questionnaire was produced. To ensure the reliability of the questionnaire, a pilot-testing was conducted using 20 undergraduate students from a federal university outside the study location. The result was interpreted using Cronbach's alpha. A reliability coefficient of $\alpha = 0.81$ was obtained. The CKQ was deemed reliable.

Career Information Resources and Services Questionnaire

How often university libraries provide resources and services intended to meet students' information needs was measured using a questionnaire titled "*Career Information Resources and Services Questionnaire*" (CIRSQ). The questionnaire was developed by the researcher after an extensive literature search. It is made up of two parts (Part A and B) of 10 items each. In Part A, respondents were expected to indicate how often their university libraries provide resources and services intended to meet students' career information needs. Responses were provided on a five-point scale of *Always*, *Very Often*, *Sometimes*, *Rarely* and *Never* to reflect respondents' opinion on the provision of career information resources and services in the libraries. In part B, the items are similar to those of Part A, however, the intention here is to ascertain how satisfied respondents are with the resources and services provided by their university library to meet students' career information needs. Responses were provided on a five-point scale of *Very satisfied, Satisfied, Slightly satisfied,*

Dissatisfied and Very dissatisfied to reflect respondents' opinion on the extent of their satisfaction with the resources and services provided by their school libraries to meet students' career information needs.

The items were validated by 2 experts each in career guidance and counselling and library and information science from two of the chosen schools. Their suggestions were considered before the final draft of the questionnaire was produced. To ensure the reliability

of the questionnaire, a pilot-testing was conducted using 20 undergraduate students in a federal university outside the study location. The result was interpreted using Cronbach's alpha. A reliability coefficient of $\alpha = 0.87$ was obtained. The CIRSQ was deemed reliable.

Procedure

After selecting the departments which met the study selection criteria, the researcher obtained the list of undergraduate students in each department through various departmental course representatives. Then, the research assistants from each university were selected and trained. The training consisted of basic knowledge of the research purposes, random sampling techniques and best practices in administering study surveys to obtain high response rates and to reduce response bias. These research assistants are undergraduate students in their respective schools. After the training, the research assistants collected the list of undergraduate students for their respective schools, used random sampling to select fifty students and proceeded to administer the questionnaires to them. Administering the questionnaires lasted for about one month with a one-week grace period. At the end of this period, the researcher collected the questionnaire for screening and analysis. The analysts were blinded by hiding some parts of the questionnaire to prevent analyst bias and to protect respondents' identities. There were no incomplete data. Research questions were analysed using frequency count and simple percentages. Data screening and analysis were done using SPSS.

RESULTS

Table 1.Participants' demographics data

Characteristics	Levels	Number (%)	Total
Gender	Male	97	250
	Female	153	
Level of study	First-year	30(12)	250
	Second-year	80(32)	
	Third-year	115(46)	
	Final year	25(10)	
Frequency of library usage	Once a month	15(6)	250
	At least twice a month	35(14)	
	Once week	80(32)	
	More than once a week	120(48)	
Name of university	University of Nigeria Nsukka	50(20)	250
	Michael Okpala University of Agriculture	50(20)	
	Nnamdi Azikiwe University	50(20)	
	Alex Ekwueme Federal University	50(20)	
	Federal University Technology Owerri	50(20)	

From table 1, there are more female respondents (n = 153) than male respondents (n = 97). The majority of the respondents (library users) are in their second year (n = 80) and third-year (n = 115) of study. The majority of the students visit the library either once a week (n = 80) or more than once a week (n = 120). The five universities used in the sample were evenly represented in the sample. 50 students each were sampled from each University. The results of the data analyzed are presented according to the research questions that guided the study as follows.

Research question one: Do undergraduate students possess sufficient information about their chosen career?
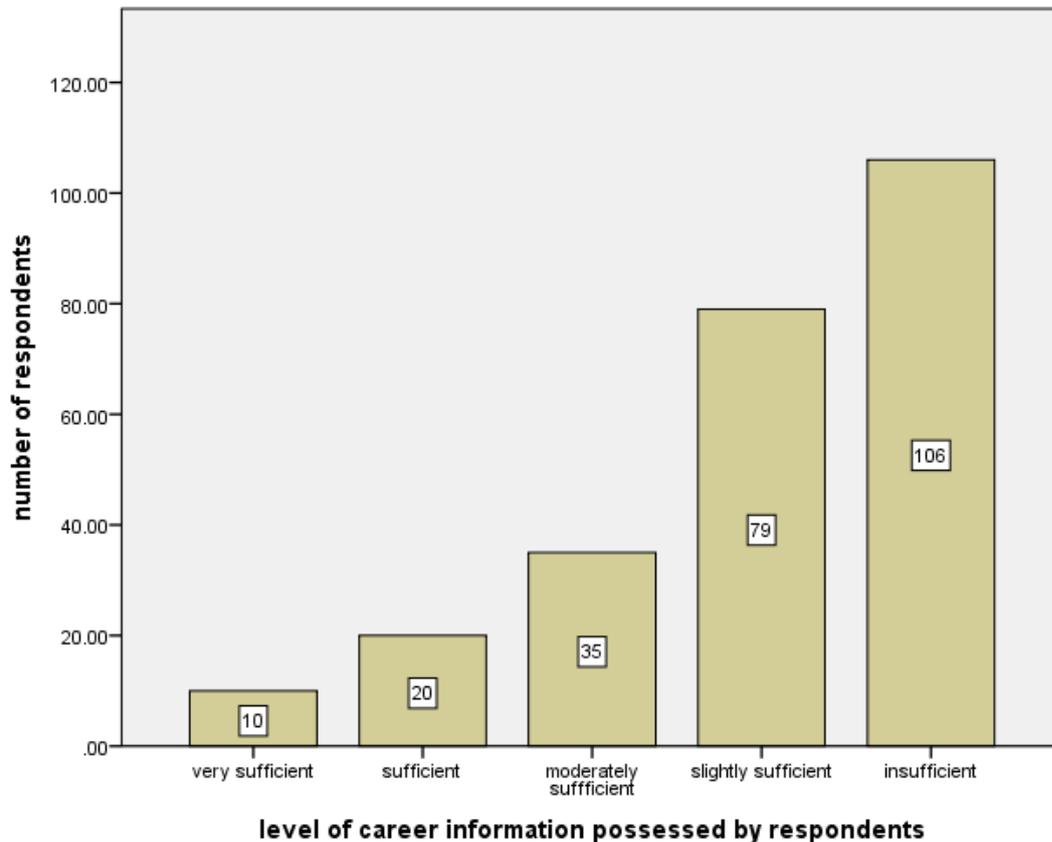

Figure 1. Students' level of possession of career information.

From figure 1, the majority of the students (n = 106, 42.4%) possess insufficient information about their chosen careers. While only a few students (very sufficient: n =10, 4%; sufficient: n = 20, 8%) possess either very sufficient or sufficient information about their chosen careers. 35 students possess moderately sufficient career information while 79 students possess slightly sufficient career information.

Research question two: How often do university libraries as primary sources of information for students provide resources and services intended to meet the career information needs of Nigerian undergraduate students?

Table 2. Frequency of provision of resources/services to meet career information needs of students.

S/N	How often does your school library provide the following resources and/or services?	Always (n)	Very Often (n)	Sometimes (n)	Rarely (n)	Never (n)
1	Career Fairs & Workshops	-	3	6	186	55
2	Book Exhibitions on Career Guidance	-	4	55	137	54
3	Personal assistance or guidance to students on career information	-	10	80	152	8
4	Mock interviews	-	-	-	40	210
5	Information about job recruitments on library notice board	6	45	79	89	31
6	Special collection on career-related information	-	-	26	157	67
7	Subscribe to career guidance periodicals	-	-	53	167	30
8	Question banks and related materials to prepare for different entrance tests?	-	-	13	67	170
9	ICT facilities to facilitate the provision of career information	50	57	133	9	1
10	seminars and workshops for students on finding scholarships, internship/IT programs and grants	-	2	24	57	167
	Overall total response (%)	**56 (2.24)**	**121 (4.84)**	**469 (18.76)**	**1061 (42.44)**	**793 (31.72)**

The result from Table 2 suggests that only 2.24% of overall responses indicated that university libraries provide career information resources and services always. A greater percentage of the responses (42.44%) indicated that university libraries rarely provide career information resources and services to undergraduate students. Similarly, 31.72% of the responses indicated that university libraries never provide career information resources and services to undergraduate students. As little as 4.48% of the responses indicated that university libraries provide career information resources and services very often while 18.76% of the overall responses indicated that university libraries provide career information resources and services sometimes.

Research question three: To what extent are undergraduate students satisfied with the career information resources and services provided by their university library?

Table 3. Students' level of satisfaction with career information resources and services provided by their university libraries

S/N	How satisfied are you with the following resources and services provided by your school library?	Very satisfied (n)	Satisfied (n)	Slightly satisfied (n)	Dissatisfied (n)	Very dissatisfied (n)
1	Career Fairs & Workshops	-	-	2	48	200
2	Book Exhibitions on Career Guidance	-	-	10	45	195
3	Personal assistance or guidance to students on career information	-	5	15	110	120
4	Mock interviews	-	-	-	195	55
5	Information about job recruitments on library notice board	-	24	35	70	121
6	Special collection on career-related information	-	7	9	211	23
7	Subscribe to career guidance periodicals	-	5	32	189	24
8	Question banks and related materials to prepare for different entrance tests?	-	2	9	118	121
9	ICT facilities to facilitate the provision of career information	4	25	78	60	83
10	seminars and workshops for students on finding scholarships, internship/IT programs and grants	-	-	15	213	22
	Overall total response (%)	**4(0.16)**	**68(2.27)**	**205(8.2)**	**1259(50.36)**	**964(38.56)**

From table 3, it can be observed that more than half of the responses (50.36%) indicated that students are dissatisfied with the career information resources and services provided by their university libraries. Similarly, 38.56% of the students' responses indicated that the students

are very dissatisfied with the career information resources and services provided by their university libraries. Less than 1% of the students' responses indicated strong satisfaction with the career information resources and services provided by their university libraries. Only 2.27% of the students' responses indicated satisfaction with the career information resources and services provided by their university libraries. About 8% of responses agreed that they are slightly satisfied with the career information resources and services provided by their university libraries.

DISCUSSION AND NEED FOR IMPROVING UNIVERSITY LIBRARY SERVICES

The present study investigated the level of students' career information knowledge and university library capacity to meet students' career information needs. Findings from research question one showed that the majority of the students possess insufficient information about their chosen careers. This finding agreed with those of Crişana, Pavelea and Ghimbulut (2015). They reported that Romanian undergraduate students are poorly informed about job opportunities, their expectations for the future are not connected with their own knowledge and abilities, and they do not have a coherent career plan and encounter major barriers in the career decision process. The findings of the present study also agree with O'Brien and MacDowell (2015) who reported that college students in Illinois do not possess enough, up to date career information. However, the findings of the present study failed to agree with Gacohi, Sindabi and Chepchieng (2017) who reported that the majority of Kenyan undergraduate students agreed that they had sufficient career information concerning their degree programme. So far, it may be suggested that disparity in findings may be related to study locality. Other personal factors being constant, depending on the country and school, students' career information knowledge may differ significantly.

Findings from research question two showed that university libraries do not always provide career information resources and services to undergraduate students in Nigeria. Like

the present finding, in their study among three agricultural university libraries in Northern Nigeria, Lawal and Kannan (2020) reported that current agricultural (career) information resources and facilities available, accessible and utilized are insufficient and rarely provided in agriculture University libraries in Northern Nigeria. Unlike the present study, Sunilkumar (2018) reported that the majority of the students at Mysore University attested to the availability and sufficient provision of career information resources by the Career Information Resource Centre (CIRC) at the University Library of Mysuru, India. From the foregoing, it may be deduced that the extent of provision of career information resources and services by university libraries is not uniform across universities and countries. In the case of Nigeria, the findings of the present study suggest that university libraries may not yet have recognized that career information resources and services are an important information need of students to be met, hence, the poor provision of such resources and services in the university libraries.

On the extent to which undergraduate students are satisfied with the career information services and resources provided by their university library, findings on research question three suggested that the majority of the students are not satisfied with the career information services and resources provided by their university library. This result is expected given that most of the students reported that career information resources and services are rarely provided in their university libraries. Contrary to the findings of the present study, Fasola and Olabode (2013) indicated in their findings that the majority of undergraduate students of Ajayi Crowther University, Oyo, are satisfied with the university library for being able to meet their information needs including career information needs. Also, Majid et al. (2012) on concluding their investigation on information needs and seeking behaviour of Business students submitted that on the whole, MBA students at two public universities in Singapore were satisfied with their library resources in meeting their career

information needs. The present study appears to differ from the findings of previous studies among other things showed that there are still many university libraries especially in Nigeria that are yet to meet the information needs of their students, particularly career information needs.

The findings of the present study bear significant implications for university library services both in Nigeria and beyond. First, the findings of the study showed that students possess very limited knowledge of their chosen careers. A lot of reasons could be behind this, one of which is that many university undergraduates may not be aware that the university library offers career information services. In this case, university libraries must increase their awareness creation strategies. Avenues such as the university orientation period for fresh undergraduates could be used to inform new students of the different services and resources available in the library. Second, the study reported that university libraries rarely provide resources and services aimed at meeting students' career information needs. A possible reason why this is so could be that many libraries/librarians lack the capacity and means of providing such resources and services. To this end, university management must continue to train and retrain university librarians to acquire relevant skills that would position them to effectively meet all the demands of their jobs. Libraries could pull together resources or collaborate to share available career information resources and services so as to effectively meet the needs of their users. Libraries must also continue to seek for support and collaborate with relevant industries in planning and providing career-related information resources and services. Third, it was found in the present study that many students are not satisfied with the career information resources and services provided by their school libraries.   To improve user satisfaction, libraries could provide opinion boxes in the libraries where users can anonymously submit their opinions and relate their experiences in the library. Such information must be evaluated periodically for necessary actions. University libraries could

also sponsor research and studies on library user satisfaction. Such endeavour could provide them with firsthand information of the impact of the library's services as well as users' rating of library services. Such information could guide the adoption of future improvement policies and decisions in the libraries.

CONCLUSION

Occupational or career information is important and useful to university undergraduates because it helps in occupational decision making where students know the stability and prospects of a particular occupation they have chosen or are about to choose such that they are saved from the problems of choosing occupations that do not fit them. This type of information can only be made available through various sources of occupational information such as the library. Therefore, the present study examined the level of students' career information knowledge and university library capacity to meet students' career information needs. Among other things, it was found that university libraries in Nigeria lack the capacity to meet students' career information needs. Such failure in living up to its expectations implies that the services and operations of university libraries need to be re-examined in order to improve efficiency and effectiveness.

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