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Summer 8-2-2021

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Abraham, Prakash; Joy, Jovin K.; and Umar, Jafar Tijjani, "Determinants in Choosing Librarianship as a Career among the LIS Students of MG University, Kottayam" (2021). *Library Philosophy and Practice (e-journal)*. 6581.

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# **Determinants in Choosing Librarianship as a Career among the LIS Students of MG University, Kottayam**

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## **Abstracts**

The study examines the determinants to choose librarianship as a career among the library science students of Mahatma Gandhi University, Kottayam. Having a career in the library is shaped by a number of internal and external factors. The main objectives of the study are to identify the motivational factors to choose librarianship as a career and to find out the level of perception on LIS as a career. The Questionnaire is the instrument to collect the data and the data has been collected from the 128 LIS students of the academic year 2020-21. The study reveals that there is the domination of females to be enrolled in the LIS course. Personal interest is the most determining factor and they need to be close to books and knowledge. The participants of the study demand that the reputation of LIS as a career is to be introduced well in the school and college curriculum.

**Keywords:** Motivations, Determinants, librarian, librarianship, MG University Kottayam, Career Choice, LIS

## **1. INTRODUCTION**

‘What are you doing now?’ It is the most repeated question that we have faced on our way to college since 2019. Always, it is followed by another question, ‘why did you choose a career in LIS?’. Yes, we certainly believe that everyone, including us, has different answers in choosing a career in the field of LIS. The term ‘career’ is replaced by the following terms job, vocation, occupation and work. Career, a complex process is defined as the sequence of major positions occupied by a person throughout his pre-occupational, occupational and post-occupational life; includes the work-related roles such as those of student, employee, and pensioner, together with complementary vocational, familial and civil roles (Super, 1976). It is a continuous life process and the sequence and collection of jobs held over an individual’s life.

The current environment labelled as the information age or electronic era has stretched careers for information professionals far beyond the library to includes placements in business,

professional organizations, and government departments. On account of the changing nature of the LIS environment, the professional career in LIS is no longer homogenous, stable and predictable. There are many motivational factors behind choosing a career in LIS. Individual satisfaction (Walker & Calvert, 2016), a combination of personal and professional goals (Simon & Taylor, 2011), personal will (R & S, 2018), influence and inspiration of parents, teachers, peer and librarians (Sayekti & Usiono, 2020; Singh & Chander, 2013), socio-economic status of the family (Osa-Edoh & Alutu, 2011), attracted by specific functions of librarianship and love of library works (Taylor et al., 2011), job satisfaction and stable work environment (Sibiya & Shongwe, 2021), future employment opportunities (Alansari, 2011; Ard et al., 2006), attractive nature of information work (Moniarou-Papaconstantinou et al., 2015), dissatisfaction with previous studies or employment (Agyemang, 2019; Lo et al., 2017), last resort (Issa & Nwalo, 2008) are some of the motivational factors according to the previous studies.

The career in LIS is enclosed with different roles. Career opportunities in LIS are not limited to the work in the libraries alone but it is connected with the works involving information. It is argued that information science is a different type of discipline when compared to the usual array of disciplines (Bates, 2007). Building a professionally qualified career in LIS requires a minimum of a master's degree. It is highly desirable to know the factors that influence to choose librarianship as a career. Thus, this study is conducted among the LIS students enrolled for a LIS course at Mahatma Gandhi University, Kottayam. Exploring the determinants of students in choosing librarianship as a career would help the LIS schools to understand the needs and expectations of students and thus to make necessary changes in the offered course. Thus, in future, there is a better market for the LIS course.

## **2. LITERATURE REVIEW**

The investigation on the motivational factors in choosing LIS as a career is essential to the LIS community. The literature review is centred on the studies carried out in various parts of the world related to a career in librarianship.

The real cause behind avoiding librarianship as a career is a lack of understanding of the role of a librarian and lack of awareness of it as a profession. Sibiya and Shongwe (2021) tried to analyse students' perceptions, motivations and reasons for enrolling in the LIS program in South Africa. The study was based on circumscription and compromise theory. It was revealed from the study that the enrolling of LIS was not a deciding factor in choosing it as a career but

the availability of job opportunities and stable working environment were motivated them to continue their studies in LIS. The respondents of the study reported that the LIS program enabled them to work with people and qualified them to help people to find information. The public awareness campaign was considered as a way to familiarize librarianship among the public.

Sayekti and Usiono (2020) made use of data analysis technique to ascertain the trends of library science choice among the students in the Universitas Islam Negeri Sumatera Utara. The authors of the study noted that the perception of the public on the LIS program was considered very low. The highest motivational factor to choose LIS was the personal desire and this factor was backed by the belief that LIS was a relatively rare selected program. The perception of the respondents that library science provides good job opportunities, was shaped by the factor of parents, family and relatives for they had close experience with librarianship. It was regarded in the study that the majority of the participants wished to advance their library science career.

Dukic (2019) conducted a study to find out the motivational factors behind choosing a career in the library profession in Hong Kong. It made use of the research method and an online questionnaire was used to collect data. It was noted in the study that there were intrinsic and extrinsic motivational factors in deciding the career of a person. The study concluded that job security, stable working environments, and satisfactory salary were the motivational factors behind choosing LIS as a career. It was reported in the study that the majority of the respondents perceived the LIS profession as interesting, challenging and innovative.

Damilola et al. (2018) investigated to identify the factors that influence the career of librarianship among the students in Federal Polytechnic Ede, Osun State. It was noted that librarianship, a service-oriented profession, had a critical role in the education system and always stood for the advantage of humanity by transferring various sources of information. A structured questionnaire was distributed to the newly admitted LIS students and found that personal interest in the course, seeking knowledge and career expectations were the major three influencing factors behind them to join LIS. The investigation recommended that there was a need for continuous awareness of LIS among the public to change their attitude on librarianship.

The success of any profession is backed by the right choice of career. The performance of an individual in any profession has direct and indirect involvement with the instrumental and motivational factors behind choosing the right career. Quadri (2018) scrutinized the influence

of career choice of professional and job commitment of librarians of Oyo and Ogun states, Nigeria. The study was concentrated on descriptive survey research design. It was disclosed from the study that the greatest influencing factor behind choosing librarianship as a career was intellectual development. It was to be noted from the study that the career choice had influenced the growth of librarianship to a great extent. It should be the obligation to the working librarians to intensify students on the career choice regarding librarianship.

One or two decades back, having a single career thorough out life was customary. But in the middle of many of the job opportunities, the number of people is getting increased regularly who opt for second and third careers in their lives. Lo et al. (2017) noted in the study of motivations for choosing librarianship as a second career among students at the Universities of British Columbia and Hong Kong that the career in LIS is not always straightforward and unidirectional but it is multifaceted. The choice of a career in life is related to intrinsic, extrinsic and professional motivational factors. The study found out that job stability and work-life balance were the most important criteria in considering LIS as a second career and they expected to have good remuneration and benefits behind this choice. The personal values associated with librarianship had influenced the students in selecting their career in LIS.

The study of Davis-Kendrick (2009) was concentrated on the motivational factors in choosing library and information science as a career among the African American male librarian. The result of the study showed that 71% of respondents had work experience in a library before they enrolled on the LIS programme. They had the awareness of the career in librarianship. They chose to be librarians to help the people and to be in a service-oriented career. Over half of the respondents hold management or administrative positions soon after their LIS course and their great challenge was the issues surrounding technologies in libraries.

### **3. OBJECTIVES OF THE STUDY**

The study is conducted based on the following objectives.

1. To identify the motivational factors to choose librarianship as a career.
2. To find out the level of perception on LIS as a career.
3. To evaluate the future preference of LIS Students after completing the current course.
4. To find a way out on how LIS can become a reputable discipline in society.

### **4. LIS EDUCATION IN AND UNDER MAHATMA GANDHI (MG) UNIVERSITY, KOTTAYAM**

Library and information science (LIS) education was grounded in India at the beginning of the twentieth century and the credit behind the establishment of LIS education in India goes to Dr S R Ranganathan, the father of library science in India. LIS education secures its own space in the formation of the information society in India with its well-defined endeavours. The basic objective behind LIS education is to manage libraries by the professionally qualified ones. It is provided by universities, university schools of distance education, colleges, and autonomous institutions.

The beginning of LIS education in Kerala was begun in 1961 at the University of Kerala, Thiruvanthapuram when the department of library science started under arts faculty. At present LIS education is conducted in four universities in Kerala, namely Kerala University, Calicut University, Mahatma Gandhi University, and Kannur University. MG University has launched the department of library and information science in 1995 under social science faculty and offers separate Bachelor of Library and Information Science (BLISc) and Master of Library and Information Science (MLISc) programs having one-year duration, two-year integrated MLISc program and PhD. St. Berchmans (SB) College, Changanassery, Rajagiri College of Social Sciences (RCSS), Kalamassery, St. Peters College, Kolancherry, and Ettumanoorappan College, Ettumanoor are the four colleges affiliated to MG University and offers LIS courses under the self-finance scheme. Among these, SB College and RCSS are autonomous. The following table 1 shows the details of the LIS course under MG University and the number of students enrolled in the present academic year 2020-21.

| No | Name of University / College                     | Year of Inception |       |            | No of Students in 2020-21 |       |            |
|----|--|-------------------|-------|------------|---------------------------|-------|------------|
|    |  | BLISc             | MLISc | Integrated | BLISc                     | MLISc | Integrated |
| 1  | Mahatma Gandhi University, Kottayam              | 1995              | 1995  | 2020       | -                         | -     | 27         |
| 2  | St. Berchmans College, Changanassery             | 2002              | 2004  | -          | 16                        | 26    | -          |
| 3  | Rajagiri College of Social Sciences, Kalamassery | 2005              | 2014  | 2020       | -                         | 26    | 21         |
| 4  | St. Peters College, Kolancherry                  | 2014              | -     | -          | 20                        | -     | -          |

|   |                                     |      |   |   |    |   |   |
|---|-------------------------------------|------|---|---|----|---|---|
| 5 | Ettumanoorappan College, Ettumanoor | 2003 | - | - | 10 | - | - |
|---|-------------------------------------|------|---|---|----|---|---|

*Table 1 Details of LIS Courses and number of students under MG University, Kottayam*

At present LIS course is reorganized business, industrial and education sectors with new technologies, and it integrates knowledge on web-blog designing, system administration, net-based services, internet information organization, database administration and management along with the traditional understanding. Thus, in turn, the offered courses would equip the learners with the ability to function dynamically and acquire the requisite knowledge and skills to manage libraries and information systems (Mohanam & V, 2020). Innovative, challenging, dynamic and service-technological oriented library professionals are required in this era. They are mainly shaped and manufactured by LIS schools and courses. And LIS education demands core knowledge, application of information technology, and the knowledge organization behaviour and management (Jayalatha, 2016). The choosing of the career in LIS is to be much more specific and be identified from an early point of LIS studies; depending on the speciality of the librarian one chooses to be, the additional skills are to be attained while doing the LIS education itself. It is to step into the shoes of a librarian.

## **5. METHODOLOGY**

The overall number of LIS students enrolled in MG University in the academic year 2020-21 is 146. They belong to five different institutions; one of them offers an integrated LIS course alone; two offering BLISc alone; one offering both MLISc and Integrated LIS, and one offering BLISc and MLISc. The case study method is used for this research. A structured questionnaire of 15 questions of closed nature divided into five sections, namely demographical, choice of librarianship, perception of librarianship, future preference, and present status of LIS course was prepared based on the objectives of the study. It was shared with all of the students of different institutions through their e-mails, social networking apps like WhatsApp. It is to be noted that more than half of the participants of the study are freshers. The data collection was started in the middle of April 2021 and was completed by the middle of May 2021. In between, LIS students received reminders to fill out the questionnaire. The details of the institutions are taken from their respective websites.

## **6. DATA ANALYSIS AND INTERPRETATION**

The data has been collected from the 128 LIS students enrolled under Mahatma Gandhi University, Kottayam. The expectations regarding the future career and present study programs of the participants are collected in this study.

### 6.1 Demographical Details

This study is conducted among the students who are enrolled for the LIS course under MG University in the academic year 2020-21. There are 146 students enrolled for the LIS course and the questionnaire was distributed to all of them. There were 128 questionnaires filled out and the response rate is 88%. The demographic data of the participants are analysed based on frequency and percentage.

| <b>Demographical Details</b>                    |                  |                   |
|---|------------------|-------------------|
| <b>Gender</b>                                   | <b>Frequency</b> | <b>Percentage</b> |
| Male  | 31               | 24%               |
| Female  | 97               | 76%               |
| Prefer not to Say                               | -                | -                 |
| Total   | 128              | 100%              |
| <b>Age Group</b>                                | <b>Frequency</b> | <b>Percentage</b> |
| 21 - 25   | 109              | 85%               |
| 26 - 30   | 14               | 11%               |
| 31 – Above                                      | 5                | 4%                |
| Total   | 128              | 100%              |
| <b>Highest Degree Before Joining LIS Course</b> | <b>Frequency</b> | <b>Percentage</b> |
| Bachelor’s Degree                               | 115              | 90%               |
| Master’s Degree                                 | 13               | 10%               |
| Total   | 128              | 100%              |
| <b>Name of the College</b>                      | <b>Frequency</b> | <b>Percentage</b> |

|   |     |      |
|---|-----|------|
| Institute of Library and Information Science (ILIS), Pullarikunnu Campus, MG University | 20  | 16%  |
| St Berchmans College, Changanassery   | 37  | 29%  |
| Rajagiri College of Social Sciences, Kalamassery  | 44  | 34%  |
| St Peter's College, Kolenchery  | 19  | 15%  |
| Ettumanoorappan College, Ettumanoor   | 8   | 6%   |
| Total   | 128 | 100% |

*Table 2 Demographical Details of the participants of the Study*

The demographical details of the participants like gender distribution, age group, highest degree before joining the LIS course, and name of the college they enrolled, are presented in table 2. Among the participants, the highest percentage is for female (76%) and male participants are 24%. It is evident of female domination in the LIS course. The data relating to the age group of the respondents show that 85% belong to the age group of 21-25 and it is at this age group most of the participants enrol on the LIS course. It is obvious from the table that 90% of the respondents join the LIS course soon after their bachelor's degree. Among 128 respondents, 10% have secured master's degree and then they turn into LIS course. The distribution of the participants by the name of the college reveals that 34% belong to Rajagiri College of Social Sciences, Kalamassery.

## **6.2 Factor behind the Choice of Librarianship**

The participants were asked to state who or what guides them to enrol in the LIS course. They were asked to choose one out of five options.

| No | Factors                            | Number | Percentage |
|----|------------------------------------|--------|------------|
| 1  | Parents / Friends                  | 23     | 18%        |
| 2  | Mentors / Employers                | 6      | 5%         |
| 3  | Social Media / Publicity Materials | 3      | 2%         |
| 4  | Personal Interest in the Course    | 52     | 41%        |
| 5  | Career Expectation                 | 44     | 34%        |

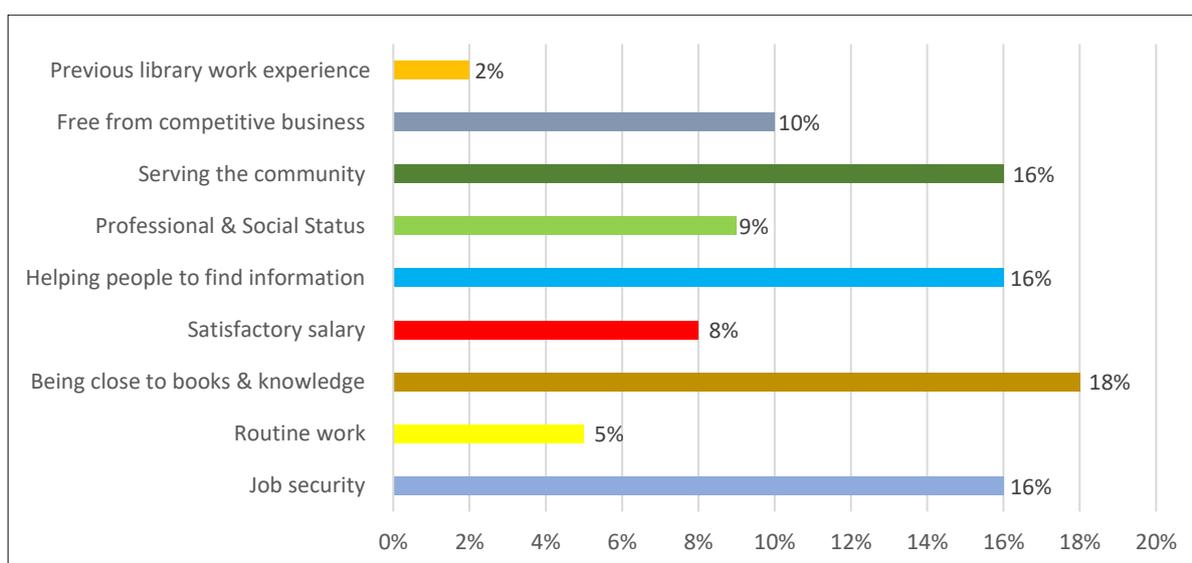
|  |              |            |             |
|--|--------------|------------|-------------|
|  | <b>Total</b> | <b>128</b> | <b>100%</b> |
|--|--------------|------------|-------------|

*Table 3 Factor behind the Choice of Librarianship*

It is evident from table 3 that 52 (41%) participants chose librarianship because of their personal interest in the course. Another deciding factor in choosing the LIS course was career expectation. The participants of 34% argued that they enrolled on the LIS program with career expectation. Other influencing factors in choosing librarianship were parents/friends (18%), mentors/employers (5%), and social media/publicity materials (2%).

### **6.3 Motivational Factors in Choosing LIS as a profession**

Participants were asked to list out the motivational factors in choosing LIS as a profession. They were allowed to choose four options out of nine; based on the understanding that the participants would be motivated to choose a profession by more than one factors.



*Figure 1 Motivational Factors in Choosing LIS as a profession*

Figure 1 shows that being close to books and knowledge (18%) was the first of the motivational factors in choosing LIS as a profession. According to the data, serving the community (16%), Helping people to find information (16%), and job security (16%) are the other motivational factors in choosing LIS as a profession. Free from competitive business (10%), Professional and Social status of LIS (9%), satisfactory salary (8%), Routine work (5%) and previous library work experience (2%) were the other motivational factors in choosing this profession.

### **6.4 Perception on LIS as a profession**

The perception of the participants is measured based on the characteristics of the LIS profession. Nine characteristics of the LIS profession were listed and the participants were asked to select any four of them to describe LIS from their perspective.

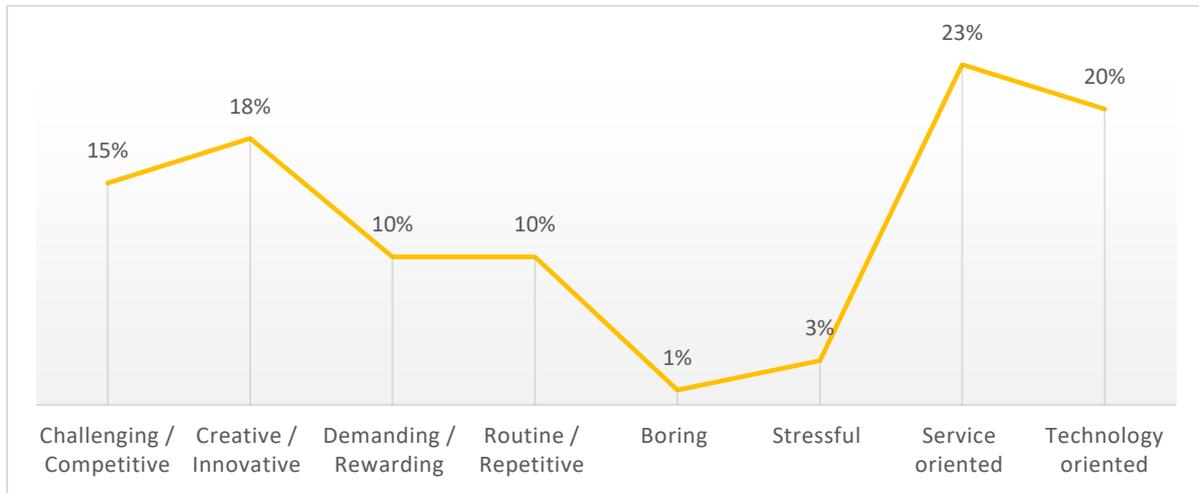


Figure 2 Perception on LIS as a profession

The data presented in figure 2 shows that a high percentage of the respondents thinks that the LIS profession is service-oriented (23%). The other three characteristics come after service-oriented are technology-oriented (20%), creative/innovative (18%), and challenging/creative (15%). Although not many participants measured the LIS profession as routine/repetitive (10%), demanding/rewarding (10%), stressful (3%), and boring (1%). Thus, it can be concluded that the LIS profession is both service and technology-oriented.

### 6.5 Level of Perception on LIS as a career

The participants were asked to specify their level of perception in choosing LIS as a career. This section contains eight statements and participants are asked to mark their option on the statements by selecting the options; strongly agree, agree, disagree, and strongly disagree.

| No | Statements   | Strongly Agree | Agree    | Disagree | Strongly Disagree |
|----|--|----------------|----------|----------|-------------------|
| 1  | LIS course is a last resort                            | 2 (2%)         | 49 (38%) | 68 (53%) | 9 (7%)            |
| 2  | LIS course is not a career course                      | 2 (2%)         | 20 (16%) | 74 (58%) | 32 (25%)          |
| 3  | LIS course is a professional course                    | 66 (52%)       | 60 (47%) | 1 (0.5%) | 1 (0.5%)          |
| 4  | I would like to go for another course after LIS course | 12 (9%)        | 34 (27%) | 62 (48%) | 20 (16%)          |

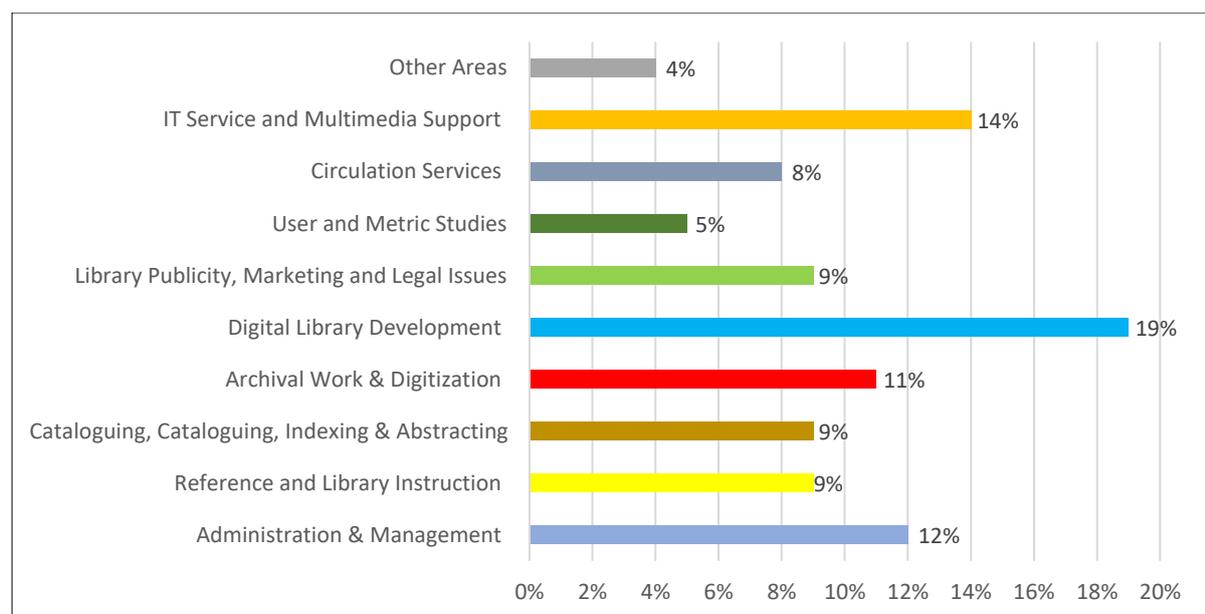
|   |  |          |          |          |          |
|---|--|----------|----------|----------|----------|
| 5 | It is a well-paid profession                       | 16 (13%) | 86 (67%) | 23 (18%) | 3 (2%)   |
| 6 | It offers opportunity of meeting people            | 54 (42%) | 69 (54%) | 5 (4%)   | 0 (0%)   |
| 7 | Public underestimates LIS Profession               | 41 (32%) | 61 (48%) | 23 (18%) | 3 (2%)   |
| 8 | I would like to further my career in librarianship | 44 (34%) | 74 (58%) | 9 (7%)   | 1 (0.5%) |

*Table 4 Level of Perception on LIS as a career*

The perception of participants on LIS as a career is detailed in table 4. The majority of participants select the option ‘disagree’ to the following statements; LIS course is the last resort (53%), it is not a career course (58%) and I would like to go for another course after LIS (48%). It is strongly agreed (51.56%) that LIS is a professional course. The option ‘agree’ is selected by a majority of the participants for the other four statements; it is a well-paid profession (67.19%), it offers the opportunity of meeting people (53.91%), public underestimates LIS profession (47.66%), and I would like to further my career in librarianship (57.81%).

### 6.6 Preferred areas of research after MLISc

LIS education is not completed by the MLISc course. In the questionnaire, the participants were asked to remark on their preferred areas of specialization if they would get the chance to do research. Ten research areas of LIS were listed out and they were asked to select any four.



*Figure 3 Preferred areas of research after MLISc*

It is very clear from figure 3 that research in the area of digital library development (19%) is the first priority for the participants. IT service and multimedia support (14%), Administration & Management (12%), and Archival Work & Digitization (11%) are the other three areas preferred most by the participants. The participants of 9% agree that they would select the following areas for their research namely, Reference and Library Instruction, Cataloguing, Cataloguing, Indexing and Abstracting, and Library Publicity, Marketing and Legal Issues. Circulation Services (8%) and User and Metric Studies (5%) are the less important areas of research according to the opinion of the participants.

### 6.7 Choice of the institution after MLISc

By completing the MLISc course, students become competent and qualified enough to apply for various categories of job. Many institutions and organizations are employing qualified LIS professionals. The respondents were asked to select any four of the destinations where they preferred to work as LIS professionals. The result of the study is given below.

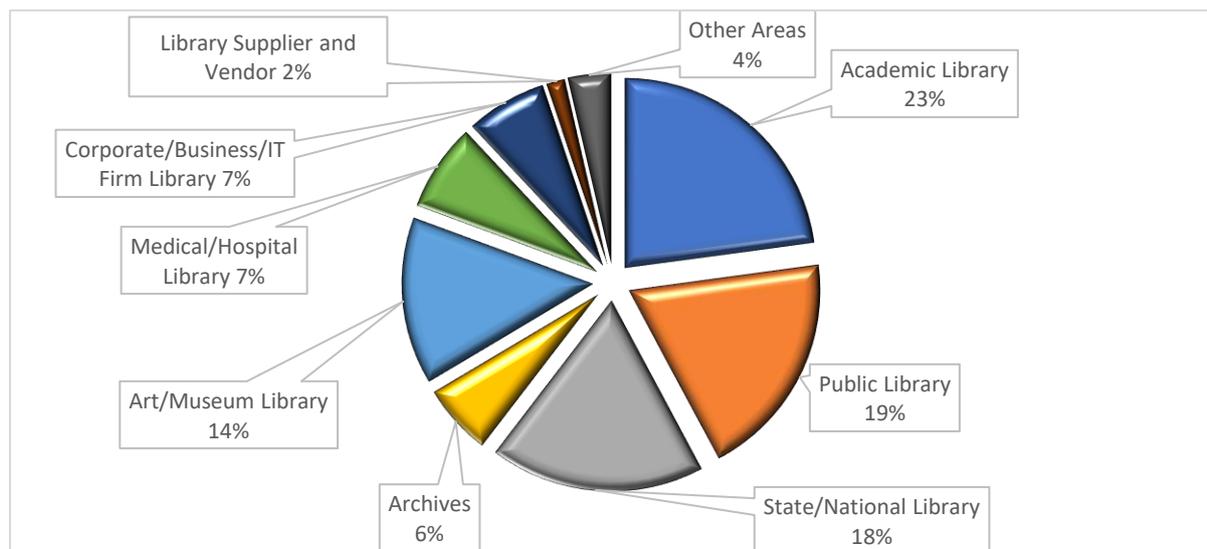


Figure 4 Choice of the institution after MLISc

Results show (figure 4) that more than half of participants highly preferred to be employed in an academic library (23%), public library (19%), and national/state library (18%). There are 14% of participants like to work in the art/museum library, and 7% want to join in medical/hospital, or corporate/business/IT firm library. There are very few want to work in archives (6%), other areas (4%), and library supplier and vendor (2%).

### 6.8 Opinion on the Present LIS Course

LIS course is selected by all with a career expectation. The participants are asked to specify their satisfaction with the present enrolled course.

| No | Satisfaction Level | Frequency  | Percentage  |
|----|--------------------|------------|-------------|
| 1  | Very Satisfied     | 38         | 30%         |
| 2  | Satisfied          | 83         | 65%         |
| 3  | Dissatisfied       | 7          | 5%          |
| 4  | Very Dissatisfied  | -          | -           |
|    | <b>Total</b>       | <b>128</b> | <b>100%</b> |

*Table 5 Opinion on the Present LIS Course*

It is evident from table 5 that 65% of the participants are satisfied with the present LIS course. At the same time, 30% of them mention that they are very satisfied. There are 5% who is dissatisfied with the present MLISc program.

### **6.9 The Outcome of the present LIS course**

The basic aim of the MLISc program is to develop personnel with knowledge, skills and character leading the knowledge society. LIS course would help to design the learners for the challenging career. In the questionnaire, the participants are asked to select two outcomes out of five.

| No | Outcome   | Percentage  |
|----|---|-------------|
| 1  | To develop necessary technical skills                             | 26%         |
| 2  | To develop administrative skills                                  | 6%          |
| 3  | To develop service orientation                                    | 17%         |
| 4  | To develop a thorough knowledge of various sources of information | 28%         |
| 5  | To develop the professional awareness                             | 23%         |
|    | <b>Total</b>  | <b>100%</b> |

*Table 6 The Outcome of present LIS course*

The results (table 6) specify that the enrolled LIS program helps the participants to develop a thorough knowledge of various sources of information (28%). The participants of 26% and 23% affirm that they could develop technical skills and professional awareness through the LIS program. The outcome of service orientation is stated by 17%. It is to be noted that the present LIS course is not capable enough to develop the administrative skills of LIS students.

### 6.10 Ways to make librarianship a reputable profession in the society

There are many who not even heard of the LIS course and ask whether the LIS course is necessary to be placed in a college as a librarian or in any other related field. Even a career in LIS is less reputed. Thus, here in this study, the participants are asked to select one of the four ways to make librarianship a reputable profession in society.

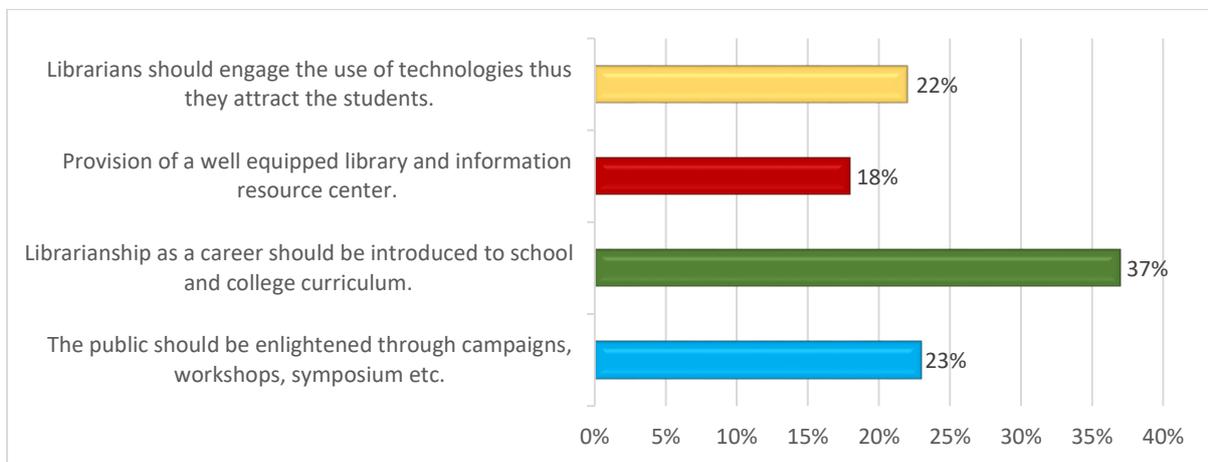


Figure 5 Ways to make librarianship a reputable profession in the society

The collected data on the ways to make LIS a reputable profession is placed in figure 5. It is mentioned that 37% of the participants have the opinion that librarianship as a career should be introduced to school and college curriculum. Campaigns, workshops, symposium etc are ways to enlighten the public (23%). LIS students of 22% have the opinion that the librarians should engage the use of technologies and many will attract to LIS career. The participants of 18% view that the presence of a well-equipped library and information resource centre would make the LIS profession as reputable in society.

## 7. FINDINGS

1. The frequency of the enrolment to LIS course reveals of domination of female, 21-25 the age group of participants and majority of them choose LIS course after their bachelor's degree.

2. The most determining factor in joining the LIS course is the personal interest (41%) and the most motivational factor is being close to books and knowledge (18%).
3. LIS is perceived as a service-oriented (23%) and technology-oriented (20%) profession.
4. LIS is considered a well-paid profession and most of them want to further their career.
5. The most preferred areas of research and employment are digital library development (19%) and academic library (23%) respectively.
6. The majority of the participants are satisfied with the present LIS course and 28% of them affirm that they could develop a thorough knowledge of various sources of information by the course.
7. The most suitable way to shoot up the reputation of LIS as a career is to introduce librarianship as a career should be introduced to school and college curriculum (37%).

## **8. RECOMMENDATIONS**

1. The government with the help of the department of education should develop policies to create opportunities in the area of librarianship.
2. Opportunity factors must be created for the students at an early stage to prepare them to select the career choices at the early stage of life.
3. There is the necessity of continuous outreach and promotion programs by which the significance and prestige of LIS professionals improve.
4. The LIS professionals must have a plan for continuing education that supplies an opportunity to develop skills, expertise in an area of specialization and offers satisfaction in the accomplishment.
5. The developing areas in which the LIS career can be specialized must be introduced thoroughly while doing the academic course.

## **9. CONCLUSION**

A career is an occupation and a chosen profession that gives income to an individual. It determines and decides the identity of an individual in society. Here in this study, the determinants in choosing LIS as a career among the LIS students of MG University, Kottayam are investigated. The findings of the study do support many conclusions on the motivational factors in choosing a career in LIS. It can be strongly concluded that the career choice in LIS is motivated by the internal values of an individual and actively influenced by many external factors. It is to be accepted that in the middle of constantly growing electronic technologies, the task of library professionals and librarians and even the field of LIS are still evolving and

not even well defined. It is necessary that one must do career planning and research before choosing a career. Though it is a personal choice, occupational opportunities play the supremacy. Career choice determines future plans and even its impact will be present throughout life. LIS is the nucleus of any community and it should be appropriately taken into consideration.

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