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Need-Achievement And Career Preference Of In-School Adolescents In Anambra State, Nigeria: The Need To Reposition School Librarian/Library Roles

By

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Abstract

The relationship between need achievement and career preference of in-school adolescents were examined in this study. The need for the study was prompted by previous studies' report that students make wrong career preferences due to poor information among other factors. The negative impact of these wrong preferences on the individual and the work place have become worrisome to all concerned. To achieve the main purpose of the research, a questionnaire was constructed through literature and was face validated by experts in the field of education. The instrument proved to be reliable (with a reliability index of .92.) to answer the research questions and also test the hypothesis at 0.5 level of significance. Participants were 380 (both male and female) in-schooling adolescents who supplied information to the questionnaires about need achievement and career preferences. Results revealed a heterogeneous pattern of career preference and a positive significant relationship between in-school adolescents' need-achievement and career preference. Based on the findings, the paper made recommendations and highlights a significant need to reposition the roles of the school librarians and the services of the libraries to include career guidance services.

Keyword: Career preference, need-achievement, in-school adolescents, reposition, library/librarian

Introduction

Career preference or decision is usually a difficult task especially among conflicting factors yet it is a significant step for a happy living. Career preferences or options involve important decisions about which specific professions or jobs the students will pursue in view of their relative importance (Siddiky & Akter 2021). It is considered by Robertson (2014), Bubic and Ivanišević (2016), as a significant issue in the developmental live of youths because it is reported to be associated with positive as well as harmful psychological, physical and socio-economic inequalities that persist well beyond the youthful age into an individual's adult life. This clearly suggests that, care must be taken while making career preferences otherwise, a wrong decision would negatively affect the life of the individual as well as the society. Career planning therefore, plays an important role in building students' successful careers via making their suitable career choices and undertaking necessary strategies to accomplish their career aspirations (Siddiky & Akter (2021).

The act to decide can be influenced by many factors which can be categorized into two major parts- internal and external factors. Hewitt cited in Koech, et al (2016) validates that factors influencing career choice can either be intrinsic (internal) or extrinsic (external) or both. Such internal factors include; innate abilities, interest, values and skills whilst external factors are all the environmental factors like, religious group, peers, school, parents and library facilities. While Chukwu, Ogidi, Akaneme and Ilechukwu (2022), found that students are influenced by parental factors, societal views, perceptions, acknowledgement, peer group and school environment (all environmental factors) to make career choices, Nyamwange (2016) asserts that students' interests as an internal factor are also significant in determining their career choice. However, Social learning theory (SLT), cited in Siddiky and Akter (2021), maintains that an individual makes a career decision based on the observations (through available information) about self-relating to his or her interests and abilities or

capabilities, and about environment, especially the generalizations about the world of work. Be that as it may, whether internal (personal) or external (environmental) based decisions, overtime experiences/interactions and available information becomes the triggering factor. Hence, career information becomes very imperative for career decisions as Greenbank (2011), believes that students relied on information they acquired from people they know (that is, friends, family, lecturers), the media, society and their courses, and their “gut feeling” (their intuition) to make good career preferences. Interestingly, Hoover and Sadley (2005) posit that a well-read person has more information related to career choice and reads more to make the crucial decision. Unfortunately, empirical studies report that students still lack the necessary information that will guide them in making adequate career decisions. For instance, Jones and Larke (2005) maintain that lack of awareness regarding profession is a factor affecting career choices.

Making career decisions can be linked with one’s identity, in that, students who make healthy career preferences are said to be sure about who they are. Consequently, identity formation helps the student to navigate and resolve effectively the crises at the 5th stage (Identity vs role confusion) of Erikson’s psychosocial stages. According to Hall, Lindzey & Campbell (2007), this stage is a time for making vocational plans and decisions. Hence, the role of friends, families, school mates, other social groups and school librarians/library becomes necessary in shaping and forming this identity. The benefits of forming an identity include commitment to a career path, trust in one’s abilities and judgments, (Erikson in Block & Cherry, 2021), otherwise they are confused about themselves, future and career preference. Similarly, Holland (1985) maintains that for occupational preference to be appropriate, the individual must have accurate self-knowledge, accurate self-evaluation and occupational knowledge. This further suggests that the role of adequate information in career preference cannot be overemphasized.

The Library stands as a viable tool for making career decisions. Library is an organized collection of books and other materials (printed and non-printed) used for study and important in research, recreation (Achebe, 2016); as a treasure house of knowledge (Rajkoomar, 2012). These collective information provides individuals information for professional growth and personal development (including healthy career decisions). It is also important to note that the role of Librarians now include career advisors to students who are undecided on a career path, (Wiley and Williams 2015). As a repository of knowledge, the library can enable access to different career information while the librarian serves as guidance. This, Wiley and Williams further confirmed that when librarians embrace their roles as academic advisors, students are enlightened and become sure about their future career paths. In addition, Ghante and Adaskar (2014) found that librarians and libraries play a very crucial role in providing information services/career guidance to the students. Thus, career guidance in schools, have been shown to affect career choice/preferences (Odia & Ogiedu, 2013). Unfortunately, libraries in Nigeria are yet to incorporate career services to the list of services they currently offer. This is quite important because, students in the 21st century are tossed with different kinds of information (verified and unverified) and libraries play a crucial role in providing substantial information for the growth and development of students (Saibakumo, 2021).

Another aspect that can facilitate good career decision making is need achievement motivation. The need for achievement was introduced by McClelland in 1950's. McClelland refers need-to-achieve as an individuals' desire for significant accomplishment, mastering of skills, control or high standards (Shaffer, 2005). It is related to the difficulty of tasks people choose to undertake. He states, there are two categories of individuals-low and high need achievers/individuals. According to him, low need achievers choose very low tasks in order to minimize risk of failure or highly difficult tasks such that a failure will not be

embarrassing. High need achieve individuals tend to choose moderately difficult tasks, feeling that they are challenging but within reach. Individuals' high need achievement levels are characterized by a tendency to seek challenging jobs. Could this explain why adolescents in Anambra state drop out of school and engage in get-rich-syndrome, they go into trading, apprentices and believed that business is better than education as reported by Ezeugwu, Ewemooje & Aiyede (2018)? And education may seem to them as long term projects and waste of energy? could it mean they are inadequately informed about other career choices? Based on the above premise, the study seeks to ascertain the career preference pattern, relationship between need-achievement and career preferences of in-schooling adolescents in Anambra state and the need to reposition the services of the school library and librarian.

Purpose of the study

The purpose of the study was to find out:

1. Career preference pattern of in-schooling adolescents in Anambra state.
2. The relationship between in-school adolescents' need-achievement and career preference in Anambra state.

Research Questions and Hypothesis

The researchers raised two research questions and formulated one null hypothesis;

1. What is the pattern of career preference of in-schooling adolescents in Anambra state?
2. What is the relationship between in-school adolescents' need-achievement level and career preference in Anambra state?

Ho₁_The relationship between in-school adolescents' need-achievement and career preference in Anambra state is not significant.

Method

The research design is correlation. It made use of 380 (both male and female) in-school adolescents as its sample. Cluster sampling and simple random sampling techniques were employed to get the sample size. The instrument for the study was a questionnaire. It was constructed based on the research questions and hypothesis. The researchers sought the consent of the school principals of the two Education Zones in Anambra used before the

instruments were administered to the students. Interestingly, the researchers observed that students were enthused to supply the needed information and this made it a lot easier for the distribution and collection of the instruments. Their reactions could only suggest that information is grossly inadequate in terms of career guidance and choice.

Results

The data collected for this study are presented in the Tables below according to the corresponding research questions and hypothesis tested at 0.05 level.

Research Question 1 and Hypothesis 1

What is the pattern of career preference of in-school adolescents in Anambra state? The items in cluster A were used to generate answers for this research question. The summary of data analyzed for this research question is presented in Table I;

Table I: Career pattern of in-school Adolescents in Anambra state

S/N	Items statement	Job specification	Cluster mean (x)	Decision
1	I like to help people understand themselves and behave well.			
2	I want to assist people decide on actions they can take to solve problems.	Psychology	3.43	A
3	I enjoy work that enables me perform a range of administrative tasks.	Administrative officer		
4	I enjoy task that allows me follow a procedure like administrative jobs.		3.11	A
5	Ensuring security of and property is my best kind of job.			
6	Keeping law and order in the community is my dream job.	Police/Military	2.6	A
7	Jobs that give me an opportunity to collect and write on information will provide me satisfaction.	Journalism	2.74	A
8	I like to publish and entertain people with what I write			
9	Any kind of job is suitable for me.	Indifferent	3.14	A
10	I hate negotiating with people on business transactions.			
11	I always want to be in charge of a business empire.			
12	I always want to have money at my disposal.			
13	I like to be identified with a business name.	Business/Trading	2.75	A
14	I hate risky jobs like trading.			
15	I do not like daily income jobs.			
16	I love to treat and look after sick people.			
17	I desire to put smiles on the faces of those in physical pain.	Medical	3.5	A
18	I enjoy jobs that enable me work with my fingers like drawing, seamstress, event decorator.	Fashion and Design	2.49	D
19	I hate jobs that require coordinating different shades of colors.			
20	I like to handle and keep records of accounts in an establishment.			
21	Analyzing facts and figures interest me.	Banking/Account	2.82	A
22	I like to defend people in court.			
23	Deliberating on facts and topics satisfies me.	Law	2.79	A
24	Jobs that enable me handle iron and steel gives me fulfillment.	Engineering	2.50	A

The result in Table 1 shows career pattern of in-school adolescents in Anambra state. The following careers had the highest mean score: Psychology, 3.43; Administration 3.11; and Medical 3.5 while Police/military, Journalism, Trade, Law, Fashion/Design, Engineering and Banking/Accounting scored slightly above the given mean. This indicates a healthy and heterogeneous pattern of career preference because it is slightly above the given mean score.

Research Question 2

What is the relationship between need achievement and career preference of in-school adolescents in Anambra state? The items in table 2 was used to generate data for this research question and thus presented.

Table 2: The relationship between Need Achievement and Career Preference of in-school Adolescents in Anambra state

S/No	Item Statement	Mean x	Std	Decision
1	I make effort to complete a task I set out to do even when it becomes difficult.	3.46	.62	A
2	I desire to work hard to excel in life.	3.86	.38	A
3	I believe hard work brings success.	3.81	.54	A
4	I know difficult tasks are for those who are strong emotionally.	2.56	1.12	A
5	I desire to achieve significantly more than my mates.	3.53	.69	A
6	I enjoy challenging tasks even where others may fail.	3.39	.76	A
7	I all, I hate to experience failure.	3.28	.98	A
8	I am satisfied with my efforts in a task especially when such efforts are on the average with my mates.	3.10	.81	A
9	I do not desire to accomplish more than my mates.	3.08	.98	A
10	I always feel depressed anytime I fail.	1.89	.97	D
11	I always want to be known and respected in life.	3.61	.64	A
12	Competition encourages me to work hard.	3.71	.57	A
13	I feel life is all about taking risk.	3.03	.96	A
14	I believe success in a task always is by luck.	2.36	.99	D
15	I do not blame others when I experience failure.	2.76	1.03	A
16	Ordinarily I like to work hard.	3.44	.77	A
17	I believe failure is not working hard enough.	2.92	1.02	A
18	I do not experience discouragement whenever failure threatens.	2.82	1.00	A
	Cluster Mean	3.14	.27	

Result in Table 2 indicates that in-school adolescents' need-achievement and career preference have a relationship and it is positive. This is drawn from the cluster mean (x) of 3.14 which is above the given mean of 2.5

Hypothesis

The summary of the hypothesis tested at 0.05 level of significant is presented in table 3;

Table 3: correlation between need-achievement and career preference of in-school adolescents

	T	Df	Sig.(2-tailed)	Mean difference	Std. error difference
Need Achievement	3.35	3	.000	3.14	.062
Career preference	5.66	3	.000	2.86	.281

Hypothesis 1 (Ho₁)_ There is no significant relationship between need achievement and career preference of in-school adolescents in Anambra state.

The data points a significant relationship between need achievement and career preference. The hypothesis that there is no significant relationship between need achievement and career preference is hereby rejected since the calculated τ 0.24 is greater than the critical value of 0.00 at the significant level of .05

Discussion

The pattern of career preferences of in-school adolescents in this study area is revealed by the result in table 1. The indication is that career pattern of in-school adolescents is healthy but a little positive because the value score is slightly above 2.5. It also shows a heterogeneous pattern since they did not make preference to a conventional career. This points to the direction of self-knowledge, self-evaluation and occupational knowledge for career preferences as maintained by Holland (1985) that for occupational preference to be appropriate an individual must have accurate; self-knowledge, self-evaluation and occupational knowledge. The question is whether these adolescents have accurate occupational knowledge to make pattern of preference significantly healthy and positively too since report has it that they drop out school to go into trading, apprentices or involved in other commercial activities to make money (Ezugwu, Ewemooje, & Aiyede 2018).

The result also shows a significant relationship between need-achievement and career preference of in-school adolescents. The finding was revealed by the calculated τ of 0.24 that is greater than the critical value of 0.00 at 0.05 level of significance. Inkson (2007) study lends support to the present finding that achievement motivation or need-achievement was related to vocational preference. This may suggest that high need-achievement may be linked to better occupational preference and performance. No wonder, McClelland (1961) noted that the need for achievement is significantly related to successful performance in an entrepreneurial role.

The need to reposition school Librarian/Library roles Recommendations:

The finding of the present study shows, a positive significant relationship between need-achievement and career preference. This implies that high need-achievement is linked with healthy career preference, a key to positive psychological empowerment (Jhas, 2010); enhanced productivity (Amenumey & Lockwood 2008) and access to information, (Spreitzer, 1995). Consequently, poor career choices constitute poor quality of life (Datar & Ahmad 2019). Undoubtedly, to make a good career preference requires availability and access to information within the environment especially in the school library. Rajkoomar, (2012) sees library as a treasure house of knowledge. Similarly, Oti, (2010) described library as a collection of records of human endeavour's in different formats and languages, preserved, organized and interpreted to address broad and different needs of individuals for information, knowledge, recreation and for aesthetic purposes. Suffice to say that this collective information provides individuals information for professional growth as well as personal development (including healthy career decisions) and no functional school library exists without adequate stock of relevant materials (Egesimba et al, 2011) such that can equip students with the skills necessary to succeed in a constantly changing technological, social and economic environment (State of Queensland Department of Education and Training,

2014). Apart from the functional areas of a library, an effective school library is expected to provide resources which may include books, periodicals, magazines, newspapers, pictures and audio visual and others (Aina, 2004). It has been revealed also that library functions now include career guidance services (Ghante & Adaskar 2014). This view was further supported by Rakshikar (2012), stating that libraries can play a vital role in career guidance information and that confirmed further that many libraries in Western countries are much ahead in providing career information to their users.

Incidentally, school libraries in Nigeria, is far from meeting with the rapidly and expanded change in library functions. For instance, the study of Ajegbomogun and Salaam, (2011) revealed that school libraries are warehouse for old books, some of which were covered with dust that had gathered over time, with mismatched chairs and tables blending well with the ageing book shelves, inadequate infrastructure and equipment; school libraries in Nigeria are outdated and lack reference materials (Aniebo, 2006); improvised accommodation, lacks qualified personnel (Adetoro, 2005). Mbachu (2007), further added that school libraries in Nigeria are characterized by poor funding, inadequate print and non-print resources and total neglect from the school authorities.

All things being equal, a school library occupies a strategic position in providing information service relating to every area of the students. Unfortunately, the poor state of library services creates problems for the effective implementation of these including career guidance services. Therefore, the need to reposition the roles and services of the school librarian and library respectively becomes imperative since information is essential if students are to make good career preferences. Fund must be made available not only for the procurement of information sources but also for the improvement of library services in order to meet the information needs of the students (Adegbomogun and Salaam 2011). More so,

effective dissemination of career guidance information means that the librarian must be knowledgeable with current awareness service techniques to collect and pass on information to their users (Ghante & Adaskar, 2014). Such that, students' need-achievement and other inherent qualities can be influenced positively. Hence the need to reposition the role of the school libraries and librarians to serve these purposes.

Conclusion

On the bases of the findings, the study concludes that career preference pattern of in schooling adolescents in Anambra state is a healthy career preference. It shows they do not make preferences to a conventional career. The result also revealed that Need-achievement will significantly predict career preference of in-schooling adolescents.

Recommendations

The following recommendations were made:

1. Parents and teachers should help teach adolescents to maintain healthy career preferences in order to maximize their potentials thus become better persons to themselves and contribute effectively to the society.
2. Realistic and worthwhile career preferences are result of high need achievement. There is need for parents to encourage, support and accept their children's preferences to specific careers thus they should not take decisions on careers for their children.
3. There is urgent need to incorporate special collection on career related information and career guidance sections and regularly maintained in school libraries so that students can easily access career information in the library.
4. Federal and state government must fund school libraries and ensure these funds are utilized effectively to avoid divergent of these funds.
5. Qualified library staff are to be employed and regularly trained in every public school in Nigeria. This is to ensure they provide adequate and current career services to students.

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