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# INFLUENCE OF CAREER CHOICE ON PROFESSIONAL AND JOB COMMITMENT OF LIBRARIANS IN SELECTED LIBRARIES IN OYO AND OGUN STATES, NIGERIA

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## *Abstract*

*This study examined the influence of career choice on professional and job commitment, factors influencing career choice, the perceptions on professionalization and the extent to which career choice has influenced the growth, job and professional commitment of librarians in selected libraries in Oyo and Ogun states of Nigeria. Descriptive survey research design was adopted with questionnaire as the research instrument. The reliability co-efficient of the instrument was 0.83. The statistical methods used to analyze the data obtained were descriptive statistics of frequency distribution counts, percentages and tables for the demographic variables and standard deviation for research questions. Findings revealed that intellectual development obtained the highest score (61.8%; mean 4.26, Std Dev. = 1.17), as the greatest factor that influences career choice of librarians, while findings also showed that the major perceptions of librarians about the professionalization of librarianship was poor as majority of the respondents indicates they hate being librarians though majority indicated that their career choice of librarianship has influenced its growth (scores = 118; 69.8%; mean 4.72; StdDev = .50). The study concludes that intellectual development played significant role in the career choice of librarians. The study recommended that intellectual development activities should further be intensified in librarianship.*

**Key words:** Career choice, librarianship, job commitment, professional commitment.

## INTRODUCTION

The determining factors and motivations which led to individual's involvement in an action have been seen to influence the performance level of such individuals in such actions. The influence of an individual's needs and desires both have a strong impact on the direction of his/her behaviour. Motivation is based on people's emotions and achievement-related goals. This has been confirmed especially in situations where a student is being forced to enrol for a course which does not come from the intuition of such student. It has been confirmed that university students who have selected their own choice of courses to study have performed wonderfully as against their counterparts who were forced or were given a substitute course when they could not secure the course of their choice (Mizener and Williams, 2009). This process of career choice is key to the success of any given profession as the students who are studying are the future of the profession. In other words, it is assumed that career choice will have effect on the eventual profession.

While some careers like medicine, law, accountancy enjoy wide popularity, librarianship as a career is still having difficulty to get known. For instance, there have been several reports of negative stereotypes of a library career among students heading for the university and several other studies have found out that even library and information science school students tend to list librarianship as a profession with low prestige. In Nigeria, many

youths go into unsuitable careers due to ignorance, inexperience, peer pressure, advice from friends, parents and teachers or as a result of the prestige attached to certain jobs without adequate vocational guidance and career counselling (Okoro, 2009). Consequently, many of them are unsuited for their careers as they usually find themselves in jobs where they could not satisfy their value needs. When this occurs, they constitute nuisance to themselves and their employers. They are usually unable to contribute meaningfully to the society and ultimately become liability to the nation. Therefore, prospective students and practitioners of librarianship require guidance of the professional librarians for take career choice decisions, as these relate to professional and job commitments of librarians.

Factors adduced to Library Information Science (LIS) students' choice for entering into librarianship have been seen to be influenced by contact with a librarian or working in a library while choosing it as a career. In some specific populations of students which are choosing specialized programme like law librarianship, their perception of the field of study have not been encouraging going by their attitude to the profession. The same attitude was the case of the University of Ghana library students. Their perceptions of the field were not positive though this changed positively after one year in the school.

The career choice of librarianship by its current chunk of practitioners is presumably far from passion or conviction as it has been indicated in research findings. Librarianship is among the least sought-after professions in Nigeria people, particularly students; do not like to pursue a career in librarianship It has equally been reported that various library students in Nigeria entered the library school because they failed to secure admission into other departments such as law or engineering and that 20% of the students choose pick the profession due to the influence of librarians in their family.

Career commitment is an umbrella word used to describe one's commitment to a number of work related targets; namely, to one's career, one's profession and one's occupation. Career commitment is also referred to as occupational commitment or professional commitment, and is a person's belief in the values of a chosen occupation and a willingness to maintain membership in that occupation. There are three forms of career commitment. These are affective commitment, the degree at which people experience a sense of identification and involvement with chosen career; continuance commitment, the cost associated with leaving or quitting the chosen career or line of work; and normative commitment, the feeling that one is obligated to remain in a chosen career or line of work.

Borchert (2002) asserts that on-the-job experience early in one's tenure plays a significant role in the development of affective commitment. Adio and Popoola (2010) found out that career commitment of librarians in Nigerian federal university libraries has a bearing in the way they carry out their professional duties and that job satisfaction equally have effect on their organizational behaviour. Equally, Burd (2003) explored relationships between values, job satisfaction, commitment and intent to leave librarianship, the study found out that librarians in the organizations which are run by bureaucratic hierarchies are less satisfied, less committed and more likely to leave the organisation or even the profession. It is thus assumed that this scenario will definitely have influence on the profession which will invariably influence the job commitment of the practitioners. It has been established in teaching profession that decline in career commitment has generated negative effect on professional commitment and career longevity of teachers (Knobloch and Whittington, 2003).

Meanwhile, career choice as well as professional and job commitments are germane to job satisfaction emanating from job motivation. Olufolajimi (2010) stressed the interface between work motivation and job commitment, adding that adequate provision of motivational incentives would not only induce those already in the career to be committed to the profession or the career, but would also motivate and attract prospective or intending practitioners of librarianship.

Job commitment has also been closely attributed to job satisfaction. Burd (2003) relates job commitment, job satisfaction, job values, and intent to leave among the academic librarians and found out that the librarians whose libraries are in hierarchies had less commitment and more intent to leave the organisation and even the profession so, job satisfaction is significant in job commitment and should be brought about by adequate provision of motivational incentives such as attractive remunerations, fringe benefits, good offices, participation in decision-making and the like.

It has been observed that issues regarding career choice of librarianship by students at both undergraduate and postgraduate levels are influenced by previous work experience in a library, inability to secure desired first choice course (Issa and Nwalo, 2008; Salaam and Abayomi, 2010), this situation is unwholesome for the future of the librarianship profession in Nigeria. The objective of this study, therefore, was to examine factors affecting career choice of librarians in selected libraries of Oyo and Ogun states, Nigeria and to find out the effect of career choice on job and professional commitment of librarians in the selected libraries.

## **LITERATURE REVIEW**

Choice of career by individuals has been influenced by different reasons and have been various studies carried out to determine the relationship between career choice and individual values. Common opinion treats career choice as a paradigm of a matter for individual decision. Borchert (2002) categorised factors influencing career choice of individual into three broad groups. The first factor in career choice according to Borchert (2002) is the environment which the author claimed may influence the career students choose. Students who have lived on an island may choose a career dealing with the water, or they may choose to leave the island behind, never to have anything to do with water again. Maybe someone in the student's life has made a significant impact or impression, leading to a definite career choice. Parents' educational background may influence students' views on whether or not to continue their education. Someone they saw on television may have influenced the student, or parents may have demanded that they assume a family business. These are various environmental factors that would lead a student to a chosen career.

How students have seen themselves in a role in which personality is a determining factor may influence a chosen career. Some careers demand that you have the personality to match the qualities of the occupation. Personality plays an important role in the choosing of the right career. A student's personality must be a self-motivated type, as to investigate career possibilities from early on in their lives, and not the procrastinating type that waits until they are compelled to decide. Students must take seriously the role grades play in limiting opportunities in the future. It is important for you to have a good understanding of yourself, your personality, if you are to make intelligent career plans (Borchert, 2002).

Opportunity is the third factor that has shaped career choices for students. Opportunity may influence how students have perceived their future in terms of the reasonable probability of a future in particular career fields. The issue of poverty has played an important determining role in the opportunities available to all. The income level of high school families may determine what career a student chooses during a specific time in the student's life; choices that will determine a large part of that student's future. Some students will have to budget education according to their personal income (Borchert, 2002).

Kaygin and Gelluce (2013) found a significant relationship between career choice and individual values among student in a Turkish university. In addition, the study which surveyed 300 students based on quantitative method, available in Business, Economics and Public Administration departments within Faculty of Economics reported significant relationships between sub-dimensions of career choice and individual values.

Douglas and Shepherd (2002) investigated the relationship between career choice and peoples' attitudes toward income, independence, risk, and work effort using conjoint analysis to determine the significance and nature of peoples' attitudes in choosing one job over another. The study also investigated the effect these attitudes have on the intention to start one's own business. It found significant relationships between the utility expected from a job and the independence, risk and income it offered.

Persson (2009) carried out a study to find which career path a group of intellectually gifted individuals chose, if any, how did they actually like their work, and which were the reasons for satisfaction or dissatisfaction with their chosen career? Using survey with a sample population of 287 Mensa members based on Internet questionnaire using the SPSS Dimensions software. Results show that participants tended to pursue careers mainly in Technology, Science and Social Work and to a lesser degree in Practical and Aesthetic work. For all these fields work satisfaction was shown to be average. For individuals choosing to start their own company and/or who end up in leading managerial positions, however, satisfaction with work and career is very high.

According to Osa-Edoh and Alutu (2011) there is significant difference in educational values and career aspirations of the students from high and middle socio-economic homes in favour of the higher socio-economic status. There is significant difference in educational and career choices of students from middle and low socio-economic homes in favour of the former. The study which examined the effect of socio-economic status on vocation choices used Super's theory on occupation and career and the series of proposition as well as Holland's personality and career pattern. The study was based on survey with a population of 100 SS III students in Benin City, Edo State, Nigeria.

In a similar study by Edward and Quinter, (2011) to examine factors influencing career choice among form four secondary school students in Kisumu municipality, Kenya. It was found out that availability of advancement opportunities and learning experiences are the most influential factors affecting career choices among students. While males reported learning experiences and career flexibility as the most influential factors, females however reported availability of advancement opportunity and opportunity to apply skills as the most influential factors. However, no variance was reported for persons influencing career choice by gender.

Several researchers have found that parents are one of the most commonly consulted and influential sources of career information and advice. In a United Kingdom (UK) study which used 462 semi-structured interviews with young people who had just completed Year 11, Russell and Wardman (1998) found that 'on the whole, young people are more likely to have discussed the various career resource materials with their parents than with their careers teachers or advisers'.

Similarly, in a study of 12,915 young people completing Year 12 in Queensland, Whiteley (2004) found that parents were one of the primary sources of information on transition options. Looking at students from two schools in a mid-western city in the USA, Paa and McWhirter (2000) found that 'both girls and boys identify their parents as important influences on their career expectations' and that both boys and girls indicated that they considered their parents influence to be positive.

In a cross-sectional study of juniors from six high schools in North Carolina, Otto (2000) found that mothers were the group that young people were most likely to turn to for help in making career plans and that this applied equally to both genders and across racial groups. The study suggests that parents, particularly mothers, are allies and resources for career counselors in facilitating the career development process.' Furthermore, half of the young people he surveyed wanted 'to talk more about their career plans', and again this applied across both gender and race. Otto (2000) concludes that there should be opportunity

to develop ways to multiply effectiveness by working with parents to help young people make career decisions.

Schroder et al. (2011) investigated the determinants of career choice intentions of adolescents with family business background from both adolescents' and parents' views by Comparing three groups of adolescents ("intentional successors," "intentional founders," and "intentional employees") from 106 German family firms through multinomial regression analyses, the authors found personality traits (i.e., Openness and Agreeableness), gender, adolescent identification with the family business, perceived parental job rewards, and parental succession preference and preparation to significantly differentiate adolescents' career choice intentions.

Skills and values also affect peoples' career choices. Values are the guiding principles that are ordered in importance .and serve as standards for judging and justifying actions. Osakinle and Adegoye (2008) identified factors that influence adolescents' choice of career as: sex, location of choice maker, environment, school influence (peer and curriculum content), and religious affiliation, child rearing and family values. In the opinion of Morris and Levinson (1995); Pierce et al. (2003), although intelligence is associated with career maturity and the development of decision making skills, factors other than skills, abilities, and personality play a major role in career development and satisfaction for people with mental retardation.

Factors such as interests, social opportunities, emotional rewards, and economic benefits influence career choices of most adolescents, including those with cognitive limitations. In addition, Krumboltz et al. (1976) opined that there are four factors that affect career choice of individuals. These are: genetic endowment and special abilities (such as race, gender, physical appearance and characteristics), environmental conditions and events (like social, cultural and political; economic forces; natural forces and natural resources), learning experiences (instrumental learning experience which consists of: preceding circumstances/stimulus; behavioural responses (overt and covert); consequences, associative learning experience, and task approach skills (personal standards of performance; work habits; emotional responses).

On career choice Mauser and Schwartz (1970) unfortunately many people give too little thought to the kind of career they would like to have as a result of which they find themselves in occupation or professions for which they lack interest and ability. They (Mauser and Schwartz) added that very often the discovery is made too late that the wrong career has been chosen changing a specialized career in later life means that a person will have to start over at the bottom when he has already assumed family and financial responsibilities. Naturally he or she hesitated switch careers and may be forced to endure a lifetime of discontent.

According to Mauser and Schwartz (1970), there are two major reasons for mistakes in selecting careers. First, many young people are not acquainted with the variety of career opportunities which exist. This is either because they lack knowledge and information about the many different career opportunities in existence.

Second, many people err in their career choice because they fail to analyse themselves objectively. For instance, interests, temperament, abilities and desired income are some of the elements which one should also consider. Career determination is a matter of matching one's own abilities and needs with the job requirements and environmental circumstances under which the job will be performed.

Furthermore, each career has various phases any people intent on selecting a career should try to identify on familiarize themselves with whichever career they intend to choose prior to their choice. Thus, Mauser and Schwartz (1970) advise that whatever a particular aspect of business career appears especially interesting or attractive to a person, one must

investigate further – at first through additional reading, and then, if the interest persists, through consulting people who are familiar with that career or profession, adding that once a career is decided on, it is possible, of course, to prepare for it through specific courses and job experience.

## MATERIALS AND METHODS

The research instrument for this study is questionnaire which contained four sections of demographic variables, factors influencing career choice of librarians, perceptions of librarians about professionalism of librarianship and career choice influence on the growth of librarianship. A total of 169 questionnaires were distributed among librarians in 12 libraries which cut across academic and public libraries. The statistical methods used to analyze the data obtained were descriptive statistics of frequency distribution counts, percentages and tables for the demographic variables and standard deviation for research questions.

This study focuses on examining the effect of career choice on professional and job commitment of librarians and is limited to selected libraries in Oyo and Ogun States. Selected institutions are: University of Ibadan, Federal University of Agric., Abeokuta, Ladoke Akintola University, Ogbomosho, Olabisi Onabanjo university, Ago Iwoye, Lead City University, Ibadan, Babcock University, Ilishan-Remo, The polytechnic Ibadan, Moshood Abiola Polytechnic Abeokuta, Federal College of Education (SP) Oyo, Federal College of Education, Ogun State, Oyo State Library Board and Simeon Adebo Library Ogun State. These institutions were chosen because the preliminary investigations revealed that the constructs which the researcher intended to investigate were present there. They were also accessible to the researcher.

**Table 1.** Study population according to each library under study.

<b>Name of institution</b>	<b>Number of librarians</b>
University of Ibadan	33
Fed. University of Agric., Abeokuta	25
Ladoke Akintola University, Ogbomosho	13
Olabisi Onabanjo university, Ago Iwoye	12
Lead City University Ibadan	6
Babcock University, Ilishan-Remo	14
The polytechnic Ibadan	5
Moshood Abiola Polytechnic Abeokuta	3
Federal College of Education (SP) Oyo	12
Federal College of Education, Ogun State	12
Oyo State Library Board	22
Simeon Adebo Library Ogun State	12
Total	169

## RESULTS

One hundred (169) questionnaires were administered for the study. The demographic data of the respondents were analysed using frequency and percentage

**Table 2.** Demographic details of respondents.

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Male	107	63.5
Female	62	36.5
Total	169	100.0
<b>Educational qualification</b>	<b>Frequency</b>	<b>Percent</b>
Bachelor of Library and Information Studies/Bachelor of Science (BLIS/BLS/BSc.)	65	38.2
Master of Library and Information Studies/Master of Science (MLIS/MLS/MSc.)	82	48.8
Ph.D	22	12.9
Total	169	100.0
<b>Experience</b>	<b>Frequency</b>	<b>Percentage</b>
Less than 10yrs	80	47.1
11-20yrs	59	34.7
21-30yrs	17	10.0
30yrs and above	14	8.2
Total	169	100.0
<b>Rank</b>	<b>Frequency</b>	<b>Percentage</b>
Assistant Librarian	18	10.6
Librarian I	28	16.5
Librarian II	24	14.1
Senior Librarian	41	24.1
Principal Librarian	13	7.6
Chief Librarian	20	11.8
Deputy University Librarian	10	6.5
University librarian	15	8.8
Total	169	100.0

Table 2 presents gender distribution of respondents, educational qualification and rank. The result shows that, the male have the highest frequency 107 (63.5%) while the female are 62 (36.5%). This therefore implies majority of the respondents that constitute the study area are male. It can also be established from the above that 82 (48.8%) out of 169 has MLIS/MLS/M.Sc. qualification followed by BLIS/BLS/B.Sc. qualification with 65(38.2%) while Ph.D constitute 22(12.9%). This therefore implies that majority of the respondents have second degree. Distribution by rank of respondent reveal that, Senior Librarian constitute 41 (24.1%) of the respondents, followed by Librarian I 28(16.5%), Librarian II with 24(14.1%), Chief librarian with 20(11.8%), Assistant Librarian with 18(10.6%) while University Librarian, Principal Librarian and Deputy University Librarian constitute 15(8.8%), 13 (7.6%) and 10 (6.5%) respectively.

**Research Question 1: What are the factors influencing career choice of the librarian?**

**Table 3.** Factors influencing career choice of librarian.

Question Items	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Mean	Std.Dev
Intellectual development	105 (61.8%)	32 (18.8%)	15 (9.4%)	6 (3.5%)	11 (6.5%)	4.26	1.17
Employment opportunity	32 (18.8%)	92 (54.1%)	33 (20.0%)	5 (2.9%)	7 (4.1%)	3.80	.91
Previous work experience in libraries	50 (29.4%)	50 (29.4%)	36 (21.8%)	20 (11.8%)	13 (7.6%)	3.61	1.23
Love of books and reading	61 (35.9%)	41 (24.1%)	27 (16.5%)	19 (11.2%)	21 (12.4%)	3.60	1.39
Prospects for good salary	29 (17.1%)	64 (37.6%)	38 (22.9%)	17 (10.0%)	21 (12.4%)	3.37	1.23
Attractive work environment	56 (32.9%)	48 (28.2%)	36 (21.8%)	11 (6.5%)	18 (10.6%)	3.66	1.28
Parents'/Relatives' influence	40 (23.5%)	53 (31.2%)	32 (19.4%)	24 (14.1%)	20 (11.8%)	3.41	1.40
Forced to take the course due to failure to secure my first choice course	39 (22.9%)	41 (24.1%)	36 (21.8%)	22 (12.9%)	31 (18.2%)	3.21	1.40
By accident	38 (22.4%)	39 (22.9%)	36 (21.8%)	22 (12.9%)	34 (20.0%)	3.13	1.44

Table 3 shows the factors influencing career choice of the librarian, therefore it reveals that, majority of participants claimed that 'intellectual development influence them in career choice' this constitute 61.8% with highest mean score (Mean=4.26). However, 'employment opportunity as a factor' constitute 18.8% with (Mean=3.80), 32.9% claimed that 'attractive work environment influence their career choice' with (Mean=3.66). 'Previous work experience in libraries' also constitute 29.4% with (Mean=3.61). The result also shows that 'love of books and reading' constitute 35.9% of the factors influencing career choice with (Mean=3.60). Others are 'Parents'/relatives' influence' with (Mean=3.41); 'prospects for good salary' with (Mean=3.37); 'forced to take the course due to failure to secure first choice course' has a mean score (Mean=3.21) while the least in the mean rank was 'by accident' with (Mean=3.13). This result shows that intellectual development is the major factor that influence career choice of the majority of librarian since it has highest mean score 4.26.

**Research Question 2:** What are the perceptions of librarians about professionalism of librarianship?

**Table 4.** Perceptions of Librarians about professionalism of librarianship

Question items	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Mean	Std.Dev
Being a librarian is important to my image	84 (49.4%)	52 (30.6%)	12 (7.6%)	6 (3.5%)	15 (8.8%)	4.08	1.22
I regret having entered the librarianship profession	33 (19.4%)	63 (37.1%)	24 (14.7%)	13 (7.6%)	36 (21.2%)	3.26	1.41
I am proud to be in the librarianship profession	62 (36.5%)	51 (30.0%)	24 (14.7%)	14 (8.2%)	18 (10.6%)	3.73	1.31
I dislike being a librarian	44 (25.9%)	49 (28.8%)	20 (12.4%)	22 (12.9%)	34 (20.0%)	3.27	1.47
I do not identify with the librarianship profession	39 (22.9%)	45 (26.5%)	33 (20.0%)	23 (13.5%)	29 (17.1%)	3.24	1.39
I am enthusiastic about being a librarian	62 (36.5%)	48 (28.2%)	39 (23.5%)	12 (7.1%)	8 (4.7%)	3.84	1.13
Too much of my life would be disrupted if I were to change my profession	45 (26.5%)	57 (33.5%)	37 (22.4%)	17 (10.0%)	13 (7.6%)	3.61	1.19
I have put too much into the librarianship profession to consider changing now	76 (44.7%)	50 (29.4%)	19 (11.8%)	12 (7.1%)	12 (7.1%)	3.97	1.22
I would feel guilty if I left the librarianship profession	55 (32.4%)	57 (33.5%)	34 (20.6%)	14 (8.2%)	9 (5.3%)	3.79	1.14
I believe people who have been trained in a profession have a responsibility to stay in that profession	105 (61.8%)	31 (18.2%)	8 (5.3%)	8 (4.7%)	17 (10.0%)	4.16	1.31
I feel a responsibility to the librarianship profession to continue in it	52 (30.6%)	57 (33.5%)	35 (21.2%)	13 (7.6%)	12 (7.1%)	3.72	1.18

People who have been trained in a profession have a responsibility to stay in that profession' (Mean =4.16) was ranked highest by the mean score rating and was followed by 'Librarian is important image' (Mean=4.08), 'I have put too much into the librarianship profession to consider changing now' (Mean=3.97), 'I am enthusiastic about being a librarian' (Mean=3.84), 'I would feel guilty if I left the librarianship profession' (Mean=3.79), 'I am proud to be in the librarianship profession' (Mean=3.73), 'I feel a responsibility to the librarianship profession to continue in it' (Mean=3.72), 'Too much of my life would be disrupted if I were to change my profession' (Mean=3.61), 'I dislike being a librarian' (Mean=3.27) and lastly 'I regret having entered the librarianship profession' (Mean=3.26). It can be deduced from this result that major perceptions of librarians about professionalism of librarianship was that, people who have been trained in a profession should stay in that profession.

**Research question 3:** To what extent has career choice affected the growth of librarianship?

**Table 5.** The extent to which career choice has affected the growth of librarianship.

Question items	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Mean	Std.Dev
Career choice has influenced the growth of librarianship to a little extent	26 (15.4%)	22 (13.0%)	20 (11.8%)	89 (52.7%)	12 (7.1%)	3.23	1.23
My career choice has never influenced the growth of librarianship	-	-	4 (2.4%)	40 (23.7%)	125 (74.0%)	1.34	.56
My career choice has influenced the growth of librarianship to a great extent	118 (69.8%)	44 (26.0%)	7 (4.1%)	-	-	4.72	.50

Table 5 shows the extent to which career choice has affected the growth of librarianship. Using the mean scores, the result reveals that the variable ‘My career choice has influenced the growth of librarianship to a great extent’ has the highest mean=4.72, followed by ‘Career choice has influenced the growth of librarianship to a little extent’ with mean=3.23 and the least in the rank is ‘My career choice has never influenced the growth of librarianship’ with mean=1.34. this finding indicated that though many might have not influenced to choose librarianship out of professional or job value, librarians tends to start developing passion for the profession on the job and there by transferring this passion to job and professional commitment of the profession. Finally, career choice has influenced the growth of librarianship to a great extent.

## DISCUSSION

The first research question aimed to identify the factors influencing career choice of the librarians, findings revealed that intellectual development was the major factor which influenced career choice of the majority of librarian about professionalisation of librarianship as it has the highest mean score of 4.26. This finding confirmed the expression by Borchert (2002), and Ming (2010) that certain factors influence career choice.

As regards the second research question which sought to know the perceptions of librarians about professionalisation of librarianship, findings showed that major perceptions of librarians about professionalization of librarianship were that people who had undergone relevant training in a profession or career should stay in the profession. This buttressed up the assertions made by Vondracet (1995), Shumber and Naong (2012) that training leads to professional development which sustains a person in his profession and brings about increased production and organisational growth.

Regarding the research question 3 which sought to examine the extent to which career choice has influenced the growth of librarianship, findings revealed that career choice has influenced the growth of librarianship to a great extent. This is in support of Olufolajimi’s (2014) statement that career choice of the prospective career individuals has been proved to be influencing the growth of any profession.

## RECOMMENDATIONS

Based on the findings of the study, the study has made the following useful recommendations:

1. Efforts should be intensified further to educate and enlighten students on the career choice regarding librarianship as a profession.
2. All librarians must join hands towards making librarianship more intellectually attractive, for better career and intellectual development.
3. There must be adequate and regular raining facilities for the librarians at student levels and at all professional levels.
4. Prospective career individuals should be encouraged choose librarianship as their career, so as to contribute to the growth of librarianship.
5. All libraries must be provided with adequate funds and facilities so as to encourage students, professionals and other users to make adequate use of the libraries and to have confidence in the services in the libraries.
6. Those who have received adequate training in librarianship should remain in librarianship to avoid brain drain in librarianship.

#### **Conflict of Interests**

The author has not declared any conflict of interests.

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