

INFLUENCE OF CAREER CHOICE ON THE ACADEMIC PERFORMANCE OF LIBRARY AND INFORMATION SCIENCE UNDERGRADUATES IN A NIGERIAN UNIVERSITY OF EDUCATION

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Abstract

This study investigated the influence of career choice on the academic performance of library and information science students at the Tai Solarin University of Education Ijagun, Ijebu-Ode with objectives of finding out the influence of career choice on the academic performance of library and information science undergraduates, to identify various career choice of students before gaining admission into Nigerian university of education and to investigate factors influencing the choice of library and information science course by undergraduates of a Nigerian university of education. A quantitative methodology and descriptive survey design was adopted for the study while the population of the study is 908 students from the department of LIS TASUED from 200L-400L, 252 students from LIS TASUED were randomly selected as the sample size; questionnaires were distributed and duly returned. Findings showed that 38(16.9%) chose business education as their most preferred course of study while 134(59.6%) indicated that their parents/relatives influence their decision; that career choice influences the academic performance of undergraduate students. The study concluded that the majority of the students are on average performance in terms of academics. The study, therefore, recommended that students should choose careers according to their capabilities among others.

Keywords: Influence, Career Choice, Academic Performance, Library and Information Science, Undergraduate Students

Introduction

Academic performance is the measure of students' achievement across academic disciplines which is often measured through classroom performance and results from standardized tests to evaluate students' progress. It is the measure of the extent to which a learner has attained their short or long-term educational goals. It is the superlative indicator of the potential for success in life, which determines the possibility of academic success in future (Abiola, 2012). Academic success involves consistency, focus and determination towards the chosen course of study and all these indicators are a necessity for a significant academic performance as attached by higher institutions of learning for students.

Institutions of higher learning attached success to the attainment of the academic stand which reflects the aftermath of students' success in his/her course of study. Aminu and Timothy (2014) supported this view by stating that in determining the academic performance of students in higher institutions of learning, such students must be successful in his/her given course of

study. Academic success entails demanding active and dogged mental work. Academic performance covers the ability of an individual to master and reproduce what has been taught over time which could be in form of oral communication, written or both. Academic performance is significant to student exploitation of career choices in their fields of endeavour. Academic performance is also applicable to influence students' ability in taking advantage of career choices in their preferred discipline. To be successful academically, the career path is essential as this gives a drive to achieving academic success.

Career choice is essential in the bit of achieving academic excellence in students. A career is a chosen field of study that spans a lifetime. The academic performance of students depends solely on their chosen careers. Career choice is a stimulus that drives students' passion towards attaining academic height. The emergence of information and communication technologies and the post-industrial revolution have promoted the competitive state of the job thus making career choices to be complex (Koech, Bitok, Rutto, Koech, Okoth, Korir and Ngala, 2015). A career can be said to be the job an individual undertakes for a lifetime. It can be regarded as a profession. Career last throughout one's life once it has been pursued by an individual. Career choice illuminates one's future as it shows the path which an individual desires to take. Career development is a continuum that is it ranges from childhood to death. Career choice plays a major role in the formation of the attitude of students towards any chosen discipline and the succeeding achievement accomplished in the field of study (Aminu and Timothy, 2014).

Statement of the Problem

Academic performance is the measure of a student's achievement in his or her chosen career. Career choice is very significant in any chosen course of study as this serves as a booster for attaining academic success. Students of library and information science are seen to be a cluster of students who had chosen different career *Ab initio* and this does affect the performance of these students as they are deprived of their chosen career due to not meeting up with the point ascribed to their initial chosen career. This has been a cog in the wheel of this profession as most of these students do not see reasons to give in their best in their course of studies. Could this be a result of the change in their chosen career? Or could it be a result of the influence of their parents and guardians towards their choice of career? This, necessitates a research into the influence of career choice as it affects the academic performance of library and information science students of the Tai Solarin University of Education

Objectives of the study

The study intends to achieve the following objectives:

1. To identify various career choice of students before gaining admission into Nigerian university of education
2. To investigate factors influencing the choice of library and information science course by undergraduates of a Nigerian university of education
3. To find out the academic performance of the undergraduate students of library and information science of a Nigerian university of education.

Research Hypothesis

H0: There is no significance influence of career choice on the academic performance of undergraduate students of library and information science department.

Literature Review

Career choice is an essential concept to the success of individual students included. It is worth noting that career choice positively impacts one's future. Issa (n.d) concurred with this statement by stating that career development is in broad sequential stages which start from childhood till death. Abayomi and Olawale (2010) as cited by Igere (2017) viewed library studies as a professional course which is aimed at offering services to users by developing the society at large; that is, library and information science profession is the mother of all professions in that it provides information materials and services needed by other professions such as Medicine, Engineering, Sciences, etc. From experience, it is seen that not many students have an interest in the library and information science profession as the majority of the students studying library and information science were students who were denied admission into their chosen/preferred field of study and those transferred from other departments of the school. Agumanu (1989), Abayomi and Olawale (2010) as cited in Igere (2017) supported the above statement by stating that factors influencing students' choice of librarianship at Imo State University Library School were due to the inability of the students to be admitted into their desired profession chosen at the point of admission while some chose the course since their parents or family members are librarians. This indeed shows the cluster of students offering the course nationwide; thus, impacting their commitment to the programme which later had a reflection on their academic performance. Hewitt (2010) opined that either intrinsic or extrinsic or both factors can influence career choice.

Studies had shown that students have no interest in studying Library and Information Science as a career (Igbinsosa, 2007; Abayomi & Olawale, 2010) this is due to the non-popularity of library and information science as a profession. Students' interest in a particular programme of study is paramount as it affects attitude which further transpires to student academic performance (Aminu and Timothy, 2014). Similarly, a study on Career choice and its influence on the academic performance of library and information science students in a Nigerian University revealed that the initial course chosen by a majority of students at the point of registering for a programme at university was not a library and information science; they found themselves in the career all because they failed to meet up with the cut-off point of their desired course of study (Igere, 2017). This indicates that a large number of these students in Nigeria Universities studying library and information science are accidental students, this is evidenced in a study by Issa and Nwalo (nd) where some of the students studying library science in Nigeria were interviewed and they responded that their preference was on other courses rather than studying library and information science. It is significant to note that the interest of an individual towards a course of study is paramount as it will later reflect on the academic performance of students.

In the bit to choosing a career is a process of decision-making; thus, the choice of career is individualistic (Issa, n.d). Choosing an appropriate career cannot be over stress as it involves an individual lifetime thus necessitating getting it right at the point of going in for a programme.

Fatoki (2014); Shumba and Naong (2012) as cited by Igere (2017) reflected that when the right choice concerning a career is made, it will help in either being satisfied or detestable about the course in the future times. Also, Navin, (2009) as cited by Koech, Bitok, Rutto, Koech, Okoth, Korir & Ngala (2016) opined that investigating a course before choosing it for the study will help to make an informed choice, get satisfied and be successful in life. This implies that if a student makes a wrong choice, it will affect his performance in school which will also affect his future life in terms of his job (Igere, 2017). With all these aforementioned, it is imperative to note the effect of career choices on the academic performance of students as this serves as a motivator in achieving academic height.

Over the years, the choice of choosing a career path has been a great challenge for young adults, this is evidenced in studies by Watson, Macmahon, Foxcros and Els, (2010); Mashige and Oduntan, (2011); Olamide and Olawaiye, (2013) and Fatoki, (2014) which revealed that students do experience challenges at the point of deciding on what career to go-in-for. This view is supported by Issa and Nwalo (2008) by stating that a wrongly chosen course or an imposed course brings feelings of annoyance which leads to poor academic performance; that is if a career is being imposed on students the probability of performing woefully is high. Shumba and Naong, 2012; Issa and Nwalo, 2008; Salami, 2006; Tella, 2007) highlight certain factors that contributed to career choice and they are family, school and age group, ignorance, inexperience, good salary, conducive working environment, security in terms of the job among others are the factors that prompted youth to go for a career without proper guidance and counselling; all these factors have both positive and negative implications on students' academic performance. Studying the right course/career does make a difference between a high or low academic performance that is a career chosen by a student doesn't transcend him/her into being successful academically. Igere (2017) aligned thought with the aforementioned by stating that career choice influences the academic performance of library and information science students in a Nigerian University as the majority of these students' performance was on average which therefore means that the choice, of course, had a positive effect on their academic performance. This is because most of these students do not choose Library and Information as their preferred course of study and it was a given course due to their inability to meet up with the cut-off standard of their preferred course of study at the point of entry into the university. Also, a study by Aminu and Timothy (2014) on Career choice and academic performance of Microbiology students in a Nigerian university found that students that chose Microbiology as their course of study performed better academically than those that were deployed from other professions. Thus, the choice of career played a prominent role in the academic performance of these students under study. Zhirin (2015) in a study on the Influence of Academic Performance in Agriculture on the Choice of Vocational Agriculture as Students' Future Career in Colleges of Education in the North-Central Zone, Nigeria found that Students with low academic performance had a strong and negative influence and did not choose vocational Agriculture as a future career. It could be inferred that the academic successes/performance of students is partly an influence of his/her chosen career at the point of entry into the university.

Methodology

A quantitative methodology and descriptive survey research design was adopted for the study using a copy of the questionnaire to collect data from the respondents. A total population of nine hundred and eight (908) undergraduates from 200L-400L of the library and information

science department in Tai Solarin University of Education Ijagun, Ijebu-Ode was used to represent the study. Two hundred and fifty-two (252) LIS TASUED undergraduates were stratified randomly selected to represent the sample size from 200 Level to 400 Level and two hundred and twenty-five (225) copies which are 89.3% of the questionnaires were distributed were retrieved and found usable for the study. The hypothesis was tested at a 0.05 level of significance using SPSS. Data were analysed using frequency count, percentages, means, standard deviations, and correlation statistics.

Results and Discussion

Table 1: Students career choices before gaining admission into Nigeria Universities

S/N	COURSE	Frequency	Percentage
1	Chemistry education	2	0.8%
2	Educational Technology	12	5.3%
3	Library and information science	17	7.6%
4	English language education	11	4.9%
5	Biology education	3	1.3%
6	Agricultural Science. education	3	1.3%
7	Educational Management.	29	12.9%
8	Childhood Education	6	2.7%
9	Economics Education	27	12%
10	Adult Education	4	1.7%
11	History & diplomatic studies	5	2.2%
12	Physics Education	2	0.8%
13	Social Studies	6	2.7%
14	Creative Art	4	1.7%
15	Business Education	38	16.9%
16	Home Economics	8	3.6%
17	Political Science	20	8.9%
18	Geography	7	3.1%
19	Computer Science	14	6.2%

20	Others	7	3.1%
	Total	225	100%

Table 1 indicates the various choice of course amongst library and information science students before been admitted into the university, the proportion for their various choice of course is as follows; majority of them which represent 38(16.9%) chose business education, 2(0.8%) applied for chemistry education, 12(5.3%) chose education technology and Education management 29 (12.9%) put in for English education, 11(4.9%) each put in for Biology education and Agric education, 6(2.7%) each applied for Childhood education and social studies, 27(12%) put in for Economics education and Adult education and Creative art accordingly, 5(2.2%) applied for History & diplomatic studies, 2(0.8%) for Physics education, 14(6.2%) computer science education, 6(2.7%) applied for social studies, 38(16.9%) put in for Business education, while, 8(3.6%) of the respondents applied for Home economics, 20(8.9%) requested for Political science, and 7(3.1%) applied to run Geography and other courses such as; guidance and counseling, mathematics, transport management, Yoruba, religious studies etc. respectively. This implies that the majority of the students presently undergoing studies in LIS in TASUED initially chose a course different from what they are studying at the moment. This finding concurred with a study carried out by Issa and Nwalo (n.d.) which revealed that most of the library science students in Nigeria initially chose a profession other than library and information science at the point of application into the university system. Equally, Igere (2017) aligned views with Issa and Nwalo by stating that the initial course most of the students chose at the point of registering for a programme at university was not a library and information science; they found themselves in the career all because of not meeting the point of their chosen course of study.

Table 2: Factors influencing the choice of library and information science course

S/N	Factors	Agreed		Disagreed	
		frequency	percentag e	frequency	Percentage
1	I fulfilled the merit of requirement	122	54.3%	103	45.7%
2	I was unable to meet the requirement of my dreamed course	128	56.9%	97	43.1%
3	My parents/relatives are in the same/similar profession.	134	59.6%	91	40.4%
4	I have lower certificate in it and I need to proceed	32	14.2%	193	85.8%
5	Its working conditions suit me well base on my gender.	109	48.4%	116	51.6%
6	I am fully confident that I will give my best here	103	45.7%	122	54.3%
7	I was inspired /advised by my teachers/tutors.	98	43.7%	127	56.4%

8	I thought I could succeed in this career like my friends.	109	48.4%	116	51.6%
9	I got information about it from internet	49	21.8%	176	78.2%
10	I was accidentally given the course	117	52%	108	48%
11	Employment opportunity after school	119	52.9%	106	47.1%
12	Prospect for good and attractive salary	122	54.2%	103	45.8%

Table 2 shows that majority of the students with 122(54.3%) chose library and information science because they fulfilled the merit of requirement while 103(45.7%) could not meet up with the requirement, 128(56.9%) was unable to meet the requirement of their dreamed career but 97(43.1%) meet up the requirement of their dreamed career, 134(59.6%) indicated that either of their parents/relatives are in the same library profession and 91(40.4%) disagreed that they neither have relatives or parent in library profession, 32(14.2%) have lower certificate in library and information science and they need to proceed but 193(85.8%) did not fall within this category, 109(48.4%) of the respondents agreed that the working conditions suit them well base on their gender while 116(51.6%) opposed the option, 103(45.7%) agreed that they were fully confident that they will give their best in library and information science course but 122(54.3%) disagreed to that idea, 98(43.7%) of the total respondents were inspired /advised by my teachers/tutors to choose library and information science course while 127(56.7) were not, 109(48.4%) of the respondents thought they could succeed in library and information science career like their friends 116(51.6%) were not on the same page with that thought, 49(21.8%) of the respondents indicated that they got information about library and information science course from internet and 176(78.2%) disagreed, 117(52%) of the respondents agreed that they were accidentally given the course while 108(48%) disagreed on it, 119(52.9%) indicated that they chose library and information science course because of the employment opportunity after school but 106(47.1%) disagreed to that idea, 122(54.2%) of the total respondents chose library and information science course because of they have prospect for good and attractive salary(while 103(45.8%) did not view it the same way. This corroborates the views of Shumba and Naong, 2012; Issa and Nwalo, 2008; Salami, 2006; Tella, 2007 that stated that the factors that influence career choice in library and information science are family, school and age group, ignorance, inexperience, good salary, conducive working environment, security in terms of the job.

Table 3: Academic performance of undergraduates of library and information science

Grades	200 Level Frequency (%)	300 Level Frequency (%)	400 Level Frequency (%)
5.00-4.50	01 (0.5%)	3 (1.0%)	1 (0.3%)
4.49-3.50	32 (15.2%)	45 (15.5%)	54 (16.2%)

3.49-2.40	102 (48.6%)	91 (31.3%)	125 (37.4%)
2.39-1.50	65 (31%)	110 (37.8%)	114 (34.1%)
1.49-1.00	08 (3.8%)	31 (10.7%)	29 (8.7%)
Below	02 (0.9%)	11 (3.8%)	11 (3.3 %)
Total	210 (100%)	291 (100%)	334 (100%)

Table 3 shows the academic performances of respondents base on their results during their first year with the ranges of their cumulative grade point average (CGPA.), the table reveal that 1(0.5%) fall within 4.5 and above, 32(15.8%) have their grade point between 4.49-3.50, 102(48.6%) have their CGPA. at the range of 3.49 and 2.40 and indicate the level of academic performance of the majority of the respondents, 65(31%) were at 2.39-1.50, while 31(14%) have 2.50-3.00, 16(7%) have their results at the range of 2.00-2.50, 9(4%) of the respondents fall within 1.50-2.00 and only 3(1%) of the total respondents have their CGPA. between 1.50 and below. It also reveals the academic performances of respondents for their second year with the ranges of their cumulative grade point average (CGPA.), the table reveal that 3(1.0%) fall within 4.5 and 5.0, 45(15.5%) of the respondents have their grade point between 4.49-3.50, 91(31.3%) have their CGPA. at the range of 3.49 and 2.40 majority of the respondents 110(37.8%) were at 2.39-1.50 during their year two of study, while 31(10.7%) have their results at the range of 1.49-1.00 and 11(3.8%) of the total respondents have their CGPA. between 1.00 and below. While it indicates the academic performances of respondents for their third year according to the ranges of their cumulative grade point average (CGPA.), the table shows that 1(0.3%) fall within 4.5 and above, 64(16.2%) have their grade point between 4.29-3.50, 125(37.4%) have their CGPA. at the range of 3.49 and 2.40 and the respondents with 114(34.1%) were at 2.39-1.50, in their third year while 29(8.7%) have 1.49-1.00, and 11(3.3%) have of the respondents have their result below 1.00. This is in line with the study carried out by Igere (2017) on Career choice and its influence on academic performance of library and information science students in a Nigerian University revealed that the majority of the student’s performance was on average this means the choice of course significantly influence on the academic performance of the students.

Table 4: Analysis of variance of Career choice influence on Undergraduate student base on their academic performance

Source of variation	Sum Of squares	Df	Mean square	F	Sign at P < .05
Between groups	20306.25	1	20306.25	48.3	0.02
Within groups	840.5	2	420.25		
Total	21146.75	3			

Data in table 4 shows the correlation analysis of career choice and academic performance. The results in the table indicate that the Pearson correlation coefficient was 0.02 which is less than the alpha level (.05). This implies that the relationship between career choice and academic performance has a positive significant correlation. Therefore, the null hypothesis is rejected. This implies that career choice do significantly influence the academic performance of library and information science students. This has a backing in a study by Aminu and Timothy (2014) on Career choice and academic performance of Microbiology students in a Nigerian university found out that student that chose Microbiology as their course of study performed better academically than those that were deployed from other profession. Thus, the choice of career played a prominent role in the academic performance of these students under study also Zhirin (2015) scribed to the view of Aminu and Timothy by stating that Students with low academic performance had a strong and negative influence and did not choose vocational Agriculture as future career.

Summary of the findings

1. The findings of this study revealed that most of the undergraduate students in library and information science accept it as a career because of the procedures for admitting students into the university which mandate and allocate a given quota of admission to each department regardless of students' choice of courses which indicates the categories of the students that are studying it which may reflect in their academic performance at the university level.
2. Career choice have influence on the academic performance of undergraduates students because majority of the student does not have the intention of studying library and information science at the initial stage but they rather have choice for other courses which might have emotionally and psychologically affected them in their academic activities and limit their performance.
3. This findings of this research work shows that the undergraduate students library and information science are mostly on the level of average academic performance in their course of study, which shows that career choice have negative influence on the academic performance of library and information science students which may also affect their future life in term of job.

Conclusion and Recommendations

The study examined career choice and its influence on the academic performance of library and information science students at Tai Solarin University of Education Ijagun, Ijebu-Ode. The study showed that the majority of the students chose business education as their most preferred course of study at the point of registration. The study further revealed that the choice of career influenced the academic performance of the students thus; their academic performance was on an average level. The study recommended that Career choice is the responsibility of an individual that should be handled with care. As such, students should be allowed to explore and drive their career-choice path themselves, students should choose a career which is according to their capabilities and their interest. In this decision, the school should help the student by making centres of counseling for students. And the department of library and information science should

organize various programs that will educate and motivate fresher of all kinds to get settled into the career in which they have found themselves.

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