

**A COMPARATIVE STUDY OF THE DEMOGRAPHIC CHARACTERISTICS OF
STUDENTS IN TWO LIBRARY SCHOOLS IN KWARA STATE: A CASE STUDY
OF UNIVERSITY OF ILORIN AND FEDERAL POLYTECHNIC
OFFA LIBRARY SCHOOLS**

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Abstract

The purpose of the study was to make a Comparative Study of the Demographic Characteristics of Students in University of Ilorin and Federal Polytechnic, Offa Library Schools. A descriptive research survey was used; data were collected by means of a structured questionnaire designed by the researchers. A total of 300 copies of questionnaires were randomly administered, retrieved analyzed using percentage and used for the study. The findings show that LIS is not gender and religion centered. The subject background of LIS students are Arts, social sciences and sciences and the factors influencing the choice of librarianship are personal interest in the course, job/career opportunities and work experience. On the admittance of LIS students the study shows that students met the entry point requirement for admission. The socioeconomic background of the students cuts across high, middle and low classes. The challenges faced by students in both schools were lack of ICT infrastructure, changes in curriculum, lack of skill/vocational education, inadequate funding, lack of awareness and unpopular nature of the course. The result also shows that although most of the students did not like the course initially but now beginning to develop interest in it because the course is now very interesting especially now that they have been motivated by friends and parents. The study recommends LIS to be included in secondary school curriculum and conform to the current job market also there should be provision of ICT infrastructure by government, provision of skill/ vocational education and more and qualified staff.

Keywords: Comparative, Demography, Characteristics, Library

Background to the Study

The choice of students to go into any profession is expected to make many decisions regarding their career either by influences or self-interest which determine future plans. Technological advances, socioeconomic issues and rapid changing information environment and other factors could affect new generation of librarians' mind set. Individuals are constantly shaped by the environment and the variables from which they surround themselves. The same can be true for students. VanderStel (2014) noted that each student's life is composed and stimulated by different features whether it is a low-income family, family traditions, their parent's education, community involvement or race. He further explained that teachers need to understand that every student has been influenced by these demographic characteristics in order to be effective.

Demographic analysis describes any kind of dynamic in human population and profession. They are quantifiable characteristics of a given population that can change over time and space. The demographic factors which affect undergraduate students can be defined by characteristics such as age, gender, race and ethnicity, subject background, religion, income level, enrolment/admittance level, job opportunity, awareness, parental and socio-economic factors. Alhajraf and Alasfour (2014) posit that student performance is naturally considered a critical aspect for many educationists and others since a long period. Student's performance can be influenced by one or all the demographic characteristics of students including; age, gender, population, family background, ethnicity.

Librarianship is now becoming a career of interest for students in tertiary institution. As a result of dynamic nature of librarianship profession, there have been increase in students' population in library schools, variation in demographic characteristics and increase in the number of library schools in Nigeria. These and other factors relating to demographic characteristics may have influence on students' academic pursuit hence, need to be looked into from one library school to the other. Therefore, this study sought to do a Comparative Study of students' Demographic Characteristics in two Federal Library Schools in Nigeria; University of Ilorin library school, and Federal Polytechnic Offa, Library Schools, Kwara State Nigeria.

The Objectives of the Study were to:

- i find out the subject background of library school students in University of Ilorin and Federal Polytechnic, Offa;
- ii find out why library school students choose library and information science.
- iii determine the parental and socioeconomic backgrounds of library school students
- iv find out the admittance of students in the two library schools
- v find out the challenges facing library and information science students
- vi determine the coping strategies for library and information science students

The objectives of the study were converted to research questions as follows:

1. What are the subject backgrounds of library and information science students in University of Ilorin and federal polytechnic, Offa?
2. What are the factors influencing the choice of librarianship?
3. What are the admittance of students?
4. What are the students' socioeconomic backgrounds?
5. What are the challenges facing students?
6. What are the coping strategies for library and information science student?

Methodology

The research design used was descriptive research survey; simple random sampling technique was used the data were collected by means of a structured questionnaire designed by the researchers. A total of 300 copies of questionnaires were randomly administered, a number of 100 copies were administered to university of Ilorin library school while a number of 200 copies were administered to Federal polytechnic, Offa library school all were retrieved and analyzed using descriptive statistics therefore frequency distribution and percentage were used for the computation of the questionnaires.

Review of Related Literature

Presently library and information science education in Nigeria is a vibrant profession and the various categories of degree such as DLIS, BLIS, MLIS, and Ph.D. are available in more than 30 tertiary institutions in Nigeria (Jimoh & Igwe, 2011). In India, a painstaking research was carried out by Singh and Chander (2013), part of their findings were that large students in India enthusiastically and wilfully chose librarianship as a career. One of their findings is that majority of respondents (69.3%) chose librarianship as their primary career, whereas 30.7%

respondents had thought of making career in other occupation before joining librarianship. Hence, the study finds that majority of the students have their primary choice to pursue their career in librarianship. Issa and Nwalo (2008) studied the Factors Influencing the Career Choice of Undergraduates in Nigerian Library and Information Science School. They discovered that 68.86% of the respondents claimed that they chose the profession because of their previous work experiences in library while 15.68% admitted that they opted for the profession in order to secure jobs.

Fumilayo (2015) carried out a study to investigate gender perspectives of professional inclination in library studies using LARIS, Ibadan as case study. A total of 120 respondents randomly selected from 100- 400 levels were used for the study and data was collected through a questionnaire. Results showed that the greatest factors that motivated the male gender to Library studies profession were career prospects. This is followed by personal interests. Seven factors motivate the female students to the library profession. These are parental background, sibling's influence, career prospects, employment prospects, personal interest, and better working environment.

Undergraduate students in Nigerian library schools possess all the required entry qualifications and are therefore not academically inferior to their counterparts in other programmes. Their diverse subject background ranging from social sciences, arts, and humanities to commercial is, after all, an advantage to the profession. This will allow for the much desired subject specialization in future career pursuit. Exposure of the students to the nitty-gritty of the programme, the profession and their prospects both to society and the practitioners engendered in them a more positive impression of the programme. (Issa and Nwalo, 2008). This was supported by (Egunjobi, Salisu, & Ogunkeye, 2013) that Undergraduates in LIS departments are also admitted based on specified admission criteria used for their counterparts in the "profession" disciplines. They have to meet up with predetermined cut-off marks. All these and the subjects taken at secondary school constitute the entry profile of students. An undergraduate's entry profile into LIS is not restrictive rather it is a combination of different subjects, hence the richness of the profession. In a study conducted by Anuoluwa, Taofik & Olufela (2013) which investigated the academic profile and career choice of fresh undergraduates in library and information science school in a Nigerian university of education. The study sought to find out the academic profile and the preferred choice of course chosen by undergraduate students as well as the perception of undergraduates about library and

information science profession. A total of 120 newly admitted students from the department in the library and information science Tai Soalrin University of Education (TASUED) Nigeria were purposively chosen. Data were gathered using an instrument tagged perception of new entrants about LIS profession. All questionnaires administered were retrieved. The study showed that 94.3% and 93.4% of the students had at least a credit or more in mandatory subjects i.e. English and mathematics also the UTME score revealed that most of the students had 200 and above i.e. 72.5% over a total of 400.

Socio-economic status (SES) is an economic and sociological combined total measure of a person's work experience and of an individuals or family's economic and social position in relation to others, based on income, education and occupation. (Wikipedia, 2018). When analyzing a family's SES, the household income, earners education and occupation are examined, as well as combined income, versus with individual, when their attributes are assessed. Or more commonly to depicts economic difference in society as a whole. According to Singh (2014), income status of parents, the educational level of parents and health status of students are the most important family conditions that have significant role in the determination of educational achievement and social behavior of children. In a study of socio-demographic factors that encore career choice among psychology students in South Africa, Mudhovozi and Chireshe (2012) found that the participants who attended rural-situated public schools made delayed career decisions. The same study also found that participants were mainly influenced by parents, teachers and friends to choose psychology as a career. In a study conducted by Almon and Matsidiso (2012) On Factors Influencing Students' Career Choice and Aspirations in South Africa. A quantitative paradigm guided this study. A survey method in the form of a structured questionnaire was used in this study in order to identify the factors that influence career choice and aspirations among South African students. A purposive sample of 133 first and second year university students (77 females, 56 males; age range 15 to 30 years) participated in the study. The Career Aspirations Questionnaire was used in this study. Career Aspirations Questionnaire which explored the factors that influence medical students' career choice and aspirations. Data were analyzed using percentages and tables. The study found that the family; the ability of the learner self to identify his/her preferred career choice; and teachers were significant factors that influence the career choice and aspirations of students.

Kavulya (2007), observed in his study that LIS training programmes "do not sufficiently address current job market requirements due to, inadequate teaching resources at LIS training, lack of adequate ICT content in the courses, inadequate length of courses, courses that are outright irrelevant to the job market and inadequate industrial attachments for LIS students". Amunga and Khayesi (2012), stated that LIS education faces various challenges such as variations in the names of the programme, which students find confusing and at times present a challenge to prospective employers, shortage of teaching staff in LIS school, curricula which are not in tandem with the job market, lack of information resources and other teaching/learning facilities, low funding of LIS schools and departments and low completion rates and wastage

Data Presentation and Analysis

Table 1: Demographic Characteristics of LIS Students

	University of Ilorin (N=100)	Federal Polytechnic Offa (N=200)
Gender		
Male	45.0%	60.0%
Female	55.0%	40.0%
Age		
15-19	10.0%	15.0%
20-24	56.0%	58.0%
25-29	30.0%	25.0%
30 and above	4.0%	2.0%
Level of study		
100 ND I	30.0%	50.0%
200 ND II	20.0%	50.0%
300 HND I	19.0%	50.0%
400 HND II	31.0%	50.0%
Religion		
Christianity	68.0%	40.0%
Islam	32.0%	60.0%
Traditional	-	-
Others	-	-

Table.1 describes the demographic characteristics of students in University of Ilorin and Federal Polytechnic, Offa library schools. The result of the findings shows that there are more females (55%) than males (45%) in University of Ilorin. The result however is contrary to that of Federal Polytechnic, Offa where the ratio of male to female is 60:40. The result shows that while females slightly dominate in University of Ilorin, males dominate in Federal Polytechnic, Offa. Therefore that LIS is not a gender centered. The study further explained the age range of students in the two schools and found that the majority of the respondents in both schools fall

between the age ranges of 20-24. The study also shows the religions of the respondents in University of Ilorin shows 68% Christians and 32% Muslims while Federal Polytechnic, Offa it records 60% Muslims and 40% Christians. This shows that LIS is not religious centered.

Table.2: Subject Background of LIS Students

	University of Ilorin	Federal Polytechnic Offa
Subject background		
Arts	26.0%	24.0%
Social Sciences	44.0%	50.0%
Sciences	30.0%	28.0%

Table.2 shows the subject background of library and information science students. The result for the subject background of the respondents from University of Ilorin are Arts (26%), Social Sciences (44%) and Sciences (30%) while that of Federal Polytechnic, Offa are Arts (24%), Social Sciences (50%) and Sciences (8%). The result shows that LIS accepts all background which makes it multidisciplinary in nature.

Table.3: Factors Influencing the Choice of Librarianship

Statement	University of Ilorin				Federal Polytechnic, Offa			
	SA	A	SD	D	SA	A	SD	D
I have personal interest for LIS	24.0%	35.0%	21.0%	20.0%	44.5%	47.5%	2.0%	6.0%
There are career opportunities in course	48.0%	50.0%	1%	1%	39.5%	51.5%	4.0%	5.0%
There was no alternative	18.0%	23.0%	52.0%	8.0%	6.5%	3.5%	40.0%	50%
I find the course very cheap	5.0%	7.0%	60%	28.0%	14.5%	19.5%	52.5%	13.5%
Someone influenced me to choose LIS	20.0%	20.0%	20.0%	40.0%	10%	40.0%	14.0%	52.0%
I failed to secure my choice course	18.0%	30.0%	20.0%	31.0%	-	4.0%	46.0%	50.0%
I have never liked the course	48.0%	44.0%	4.0%	4.0%	40%	50%	2%	9%
I already have work experience in the library	25.0%	33.0%	15.0%	27.0%	30%	40%	10%	20%
I have books	28.0%	58.0%	4.0%	10.0%	38%	50%	4%	8%

Table 3 shows a higher percentage of respondents (59%) of students from University of Ilorin have personal interest for LIS while an overwhelming number of the respondents from Federal Polytechnic, Offa(92%) have personal interest for LIS. However, some of the respondents

(41%) from University of Ilorin disagreed, while (8%) disagreed in Federal Polytechnic, Offa. This study therefore refutes any claim that LIS is a dumping ground.

On the career opportunities in LIS, almost all the respondents in both institutions agreed that there were career opportunities in LIS, University of Ilorin (98%) while Federal Polytechnic, Offa (91%). A good number of the respondents (60%) from University of Ilorin disagreed that there was no alternative while a better number (90%) of the respondents from Federal Polytechnic, Offa disagreed. Majority of the respondents (88%) from University of Ilorin and (66%) Federal Polytechnic, Offa disagreed that the course was cheap.

The table also shows that majority of the respondents (60%) and 66% from university of Ilorin and federal Polytechnic, Offa respectively were influenced by someone. This shows that majority of the respondents in the two schools were influenced by someone. A higher number of the respondents(51%) disagreed that they failed to secure their choices of course in University of Ilorin while almost all the respondents(96%) in Federal Polytechnic, Offa disagreed they failed to secure their choices of course. This shows that failure to secure admission to other courses was not a reason for choosing library and information science in the two institutions. Few respondents (20%) from University of Ilorin agreed they never liked the course while fewer respondents (8%) from Federal Polytechnic, Offa agreed.

Majority of the respondents (80%) and (92%) from university of Ilorin and federal polytechnic Offa respectively disagreed that they never liked the course. This shows that students in both school liked the course.

An insignificant number of respondents (8%) from University of Ilorin and (10%) from Federal Polytechnic, Offa library schools disagreed there were job opportunities the course while almost all the respondents (92%) and (90%) agreed. This shows that job opportunities greatly influenced the choice of librarianship. More than half of the respondents (58%) from university of Ilorin agreed they had work experience in the library, a larger number (70%) agreed in Federal Polytechnic, Offa. This could be an experience from Students' Industrial Work Experience Scheme (SIWES).

On love for books, great number of the respondents (86%) from University of Ilorin and greater number (88%) from Federal Polytechnic, Offa expressed love for books while just (14%) and (12%) disagreed they love books.

Table 4: Admittance of LIS students: 'O' Level Qualifications

Statement	University of Ilorin		Federal Polytechnic, Offa	
	Yes	No	Yes	No
I have single sitting in my 'O' level	80%	20%	72%	26%
I gained admission through JAMB examination	82%	18%	76%	24%
I gained admission through 'A' level	14%	86%	23.5%	76.5%
I gained admission through remedial	4%	96%	24%	76%
I scored below 200 in JAMB examination	12%	88%	48.5%	51.5%

Table 4 shows that a very good number of the respondents (82%) from University of Ilorin and (76%) from and Federal Polytechnic, Offa gained admission through JAMB examination while 14% and 24% gained admission through A Level but 4% and 24% gained admission through remedial. The result also reveals that 88% of the respondents from University of Ilorin scored above 200 in JAMB examination while 51.5% scored more than 200 in Federal Polytechnic, Offa. This shows that students in library and information science in the two schools met the entry requirement

Table 5: Parental and socio-economic background of Students University of Ilorin

	University of Ilorin	Federal Polytechnic Offa
Father's occupation		
Teaching	20%	10.5%
Civil servant	28%	30%
Private engagement	42%	36%
Public servant	2%	4%
Farmer	8%	19.5%
Father's educational qualification		
School leaving certificate	15%	11%
O' Level certificate	13%	10%
ND certificate	7%	15%
HND certificate	5%	13%
NCE certificate	-	1%
1 st degree	20%	16%
2 nd degree	15%	10%
PhD	20%	19%
No certificate	5%	5%
Mother's occupation		
Teaching	15%	12.0%
Private engagement	50%	40.0%
Public servant	5%	2.0%
Farmer	20%	30.0%
Mother's educational qualification		
School leaving certificate	15%	14.0%
O' level certificate	9%	16%
ND certificate	4%	5.0%
HND certificate	6%	4.0%
NCE certificate	13%	30.0%
1 st degree	30%	15.0%
2 nd degree	8%	6.0%
PhD	10%	4.0%
No certificate	5%	6.0%

Table 5 shows the parental and socio-economic background of students. Respondents' parents from both schools were privately engaged. With fathers' (42%) and mothers (50%) in university of Ilorin and fathers (36%) and mothers (40%) in Federal Polytechnic, Offa. The result also shows that most of the respondent's parents have good educational background and that the students socioeconomic backgrounds cuts across high, middle and low classes

Table 6: Challenges Facing LIS Students

Challenges	University of Ilorin				Federal Polytechnic, Offa			
	SA	A	SD	D	SA	A	SD	D
Lack of ICT infrastructure	44%	46%	2%	8%	24.5%	39.5%	14%	22%
Changes in curriculum	30%	44%	-	26%	16%	24.5%	18%	41.5%
Lack of skill/vocational education	30%	48%	10%	12%	20%	34%	16%	30.0%
Lack of good teaching method	23%	26%	3%	48%	13.5%	26.5%	30.0%	30.0%
Inadequate staff and expertise	28%	32%	6%	34%	16.0%	24.0%	20.0%	40.0%
Over-enrollment in the course	10%	34%	16%	40%	20.0%	10.0%	20.0%	50.0%
Inadequate funding by government	48%	42%	2%	8%	40.5%	49.5%	4.0%	6.0%
Multidisciplinary nature of the course	48%	26%	2%	24%	16.0%	42.0%	8.0%	34.0%
Interdisciplinary nature of the course	36%	27%	9%	28%	12.0%	36.0%	10.0%	42.0%
Lack of awareness of the course	40%	46%	4%	10%	22.5%	57.5%	3.5%	16.5%
Unpopular nature of the course	40%	54%	2%	4%	20.0%	50.0%	10.0%	20.0%
Bad image of the course	42%	34%	2%	22%	10.5%	33.5%	6.0%	50%
The course is a dumping ground	20%	21%	30%	29%	4.0%	6.0%	30.0%	60.0%

Table 6 describes the challenges faced by library and information science students. The challenges faced in university of Ilorin and federal polytechnic, Offa library schools were lack of infrastructure (90%) and (64%), change in curriculum(74%) and (60%), lack of skill and vocational education (78%) and (54,) inadequate funding by the government (90%) and (90%), Multidisciplinary nature of the course(72%) and (58%), interdisciplinary nature of the course(63%) and (34%), the lack of awareness of the course (86%) and (80%), Unpopular nature of the course(94%) and (70%), bad image of the course(76%) and (44%), course is a dumping ground (59%) and (90%). In Federal Polytechnic, Offa library school interdisciplinary nature of the course and bad image of the course were not a challenge

Table 7: Coping Strategies for LIS Students

Coping Strategies	University of Ilorin				Federal Polytechnic, Offa			
	SA	A	SD	D	SA	A	SD	D
Although I didn't like the course initially, but I'm beginning to develop interest	40.0%	42.0%	10.0%	8.0%	22.0%	50.0%	8.0%	20.0%
I have always been interested in the course	32.0%	24.0%	30.0%	14.0%	21.5%	62.5%	4.0%	14.0%
The course is now very interesting	48.0%	38.0%	8.0%	6.0%	50.0%	44.0%	2.0%	4.0%
I am now highly motivated by friends	24.0%	48.0%	18.0%	10.0%	16.0%	52.0%	12.0%	20.0%
I am now highly motivated by my parents	30.0%	32.0%	16.0%	22.0%	22.0%	54.0%	4.0%	20.0%
I will change if I'm given the opportunity	20%	18.0%	36.0%	26.0%	4.0%	16.0%	52.0%	28.0%
I can never be interested in the course	8%	6.0%	60.0%	26%	4.0%	6.0%	56.0%	34.0%
I am frustrated continuing this course	12.0%	10.0%	50.0%	28.0%	8.0%	12.0%	10.0%	70.0%
I don't have academic problems on the course	42%	36.0%	8.0%	14.0%	30.0%	40.0%	10.0%	20.0%

Table 7 shows the coping strategies for LIS students. The result shows that the respondents (82%) and 64% from university of Ilorin and federal polytechnic, Offa respectively did not initially like the course but beginning to develop interest in the course in Only 18% and 28% disagreed. 56% and 84% of the respondents from University of Ilorin and Federal Polytechnic, Offa respectively agreed they had always been interested on the course. (86%) and (94%) of the respondents from University of Ilorin and Federal Polytechnic, Offa agreed the course is now very interesting especially now that they have been motivated by friends (72% & 68%) and parents (62% & 76%) from University, of Ilorin and Federal Polytechnic, Offa respectively. Majority of the respondents from University of Ilorin (62%) and (80%) from Federal Polytechnic, Offa disagreed that they would change if given the opportunity only 38% and 20% expressed readiness to change. While 86% of the respondents from University of Ilorin disagreed they would never be interested in the course, a greater number (90%) also disagreed in Federal Polytechnic, Offa. Very negligible numbers (14% & 10%) agreed they would never be interested in the course.

A significant numbers (78% & 80%) of the respondents from University of Ilorin and Federal Polytechnic, Offa respectively, disagreed they were frustrated continuing on the course but (22% & 20%) agreed they are frustrated continuing on the course. A very good number of the respondents from both schools, University of Ilorin (78%) and Federal Polytechnic, Offa (70%) do not have academic problems on the course while just 22% and 30% have academic problems on the course.

The results therefore shows that students in LIS actually did not like the course initially but are now finding the course interesting especially now that they have been motivated by friends and parents and also expressed satisfaction in the course that they would not change if given the opportunity since they are not frustrated continuing on the course as well as do not have academic problems in the course

Discussion of the Findings

Based on the data successfully collected and analyzed, the study shows that the subject background of library and information science students cuts across Arts, Social Sciences and Sciences which make it multidisciplinary in nature. This study correlates with that of Issa and Nwalo (2008) that their diverse subject background ranging from Social Sciences, Arts, and Humanities to Commercial is, after all, an advantage to the profession.

On the factors influencing the choice of librarianship it could be said that there is a paradigm shift in librarianship as majority of the respondents chose the course by interest. This result therefore is in line with the claim made by Issa (2003) that career choice in librarianship can also be influenced by interest and opposes Issa & Nwalo (2008) that students sporadically choose librarianship as a career at their own will and that not many undergraduates of Nigerian universities apply to study library and information science unless as a last resort.

A mind blowing number of the respondents in the two schools under study exercised great confidence in career and job opportunities in the course which supports the study carried out by Funmilayo (2015) on gender perspective of motivational factors influencing the choice of librarianships and found that most respondents were influenced by personal interest for the course, career and job opportunities. Respondents disagreed that the course was cheap and that their reason(s) for choosing the course was not as a result of failure to secure admission to other courses as claimed by Ayebusi (2015) in a similar study on the attitudes of undergraduates towards library and information science in University of Ilorin and University of Ibadan where he found that most of the respondents from the University of Ilorin opted for the course because they failed to secure admission to their choices of courses.

An appreciable number of the respondents seem to have work experience in the library which corroborates with the study carried out by Issa and Nwalo (2008) on the career choice of library and information science and found that previous work experience motivated students

On the admittance of library and information science students, the study revealed that students in library schools met the entry point requirement for admission like their counterparts in other courses. It however, refutes that of Esther and Ayuk (2012) that students accepted the course because they could not meet their cut-off point and in line with Issa and Nwalo (2008) that Undergraduate students in Nigerian library schools possess all the required entry qualifications and are therefore not academically inferior to their counterparts in other programmes. Their diverse subject background ranging from social sciences, arts, and humanities to commercial is, after all, an advantage to the profession

The study also sought to find out the challenges faced by library and information science students and found various challenges. Of the challenges lack of fund by the government was seen as the most challenging followed by unpopular nature of the course, lack of awareness of the course, multidisciplinary nature of the course. However, interdisciplinary nature of the course, lack of staff and expertise and change in curriculum was only perceived a challenge by respondents from the University of Ilorin while respondents from Federal Polytechnic, Offa

disagreed. However, a significant number of the respondents in both schools disagreed that the course is a dumping. This study is therefore supports the one carried out by Edegbo (2011) where he pointed out that the Nigerian library and information science schools will have to deal with a number of obstacles to accomplish its task. In this vein, the challenges inhibiting teaching practical application of ICT to library services in Nigerian Library and information science schools were highlighted as the same stated above.

On the coping strategies for library and information science students, majority of the respondents agreed that although they did not like the course initially but now like the course. They agreed that the course is now very interesting especially, now that they are motivated by friends and parents. The respondents disagreed that they will never like the course and that if given the opportunity they would not change since they are not frustrated continuing on the course and do not have academic problems on the course. This therefore opposes the study carried out by Esther and Ayuk (2012) where they discovered that students in the department of library, archival and information studies, University of Ibadan in 2002/2003 academic session came from subsequent list and that they expressed readiness to defect if given the opportunity.

Conclusion

Undergraduates in the two schools seem to have similar characteristics with regard to interest in the course, career and job opportunities, work experience and love for books. The above stated were factors that influenced students to choose librarianship as a career choice. From this study it could be concluded that there is a paradigm shift in librarianship as students now opt in for the course not as a last resort as previously believed. The result therefore refutes such claim.

Recommendations

Based on the findings, the study recommends as follows;

1. Due to lack of awareness of the course and unpopular nature of the course, which could be as a result of the fact that the course is not taught and known by secondary school students and lack of career guidance, it is therefore recommended that librarianship as a career be introduced to all secondary school curriculum and career guidance should be provided.

2. Due to lack of ICT infrastructures, funding by the government and lack of skill/vocational training, there should be provision of ICT infrastructures, sufficient funding by the government in library schools and provision of skill/vocational training to students by institution.
3. Due to lack of staff and expertise, the study therefore recommends recruitment of more and qualified staff 3.

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