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INFLUENCE OF AGE, GENDER, SUBJECT BACKGROUND AND PREDISPOSING FACTORS ON THE ADMISSION CHOICE OF UNDERGRADUATE IN NIGERIAN LIBRARY SCHOOLS

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Abstract

It has been observed that not many undergraduates of Nigerian universities apply to study library and information science unless as a last resort. This situation is unwholesome for the future of the librarianship profession in the 21st Century Nigeria, considering its dynamic nature. Hence, this study investigated the influence of age, gender, subject background and predisposing factors on the admission choice of undergraduates in Nigerian library schools. This is to allow for a better understanding of the circumstances surrounding the admission choice of this set of undergraduates in Nigerian universities. The study adopted survey research design, with the Career Choice Influence Questionnaire (CCIQ), $r = 0.92$, as the major instrument of data collection. In all, 1,228 students from eight, proportionally stratified Nigerian university library schools selected by proportionate sampling were surveyed; based on the population of students per library school and for every class involved in the study. Secondary data were obtained from the students' admission records. The questionnaire was validated through expert advice and pre-test. Students from the Federal University of Technology, Minna Library School were involved in the pre-test. Chi-square statistics were used to test the study's four hypotheses at 0.05 alpha level.

The study revealed that there are slightly more male librarianship students (50.3%) than females (49.7%), indicating that the course is popular with both sexes. That 46.9% undergraduates were in the 22-26 age bracket indicated that the younger undergraduates constitute the majority. Chi-square tests revealed significant relationships between undergraduates who chose the course originally and those who did not, regarding age and career choice ($X^2=11.1$, $df=5$, $p<0.05$); gender and career choice

($X^2=3.84$, $df=1$, $p<0.05$); subject background and career choice ($X^2=7.81$, $df=3$, $p<0.05$) and admission predisposing factors and career choice ($X^2=11.1$, $df=5$, $p<0.05$). Thus, the variables tested influenced the career choice of undergraduates in Nigerian library schools.

The study concluded that the choice of library and information science as a course of study was influenced more by the identified admission predisposing factors than other factors. This finding has implications for stakeholders in library education, especially the library schools, the Nigerian Library Association and secondary school authorities, who need to create awareness and provide adequate guidance to prospective undergraduates on career choice.

Introduction

In recent times, there has been a growing anxiety arising from a situation whereby many more library school students opting for library and information science as a course of study only after failing to secure admission into other choice courses. This places the future of the profession in jeopardy, as mainly uncommitted professionals would populate the workforce in the near future. Meanwhile, the emergence of library schools, as a potent factor in shaping new philosophies and fostering new attitudes in the library profession has been a significant aspect of the evolution of the 20th Century librarianship. As library education concerns itself profoundly with changes in the character of the library profession, it also recognizes and formulates objectives aimed at reflecting the present library problems and relating them to future professional needs. Library education is thus focuses on transmitting knowledge and skills, which are necessary for successful performance in the profession.

This function places library school at the vortex of the profession. Naturally, librarianship responds to changes in the society in which it exists. The changes, which affect librarianship especially in the last few decades, have been phenomenal. Some of these include the expanding frontiers of knowledge, the improvement in and application of, modern technology and hardware and the increased awareness and complexity in demand for information by the society the library exists to serve (Kargbo, 1999).

Students all over the world are usually faced with the Herculean task of career decision taking. The choices of careers, subjects, and courses of study in schools and of subsequent paths to follow are always difficult problems facing prospective undergraduates. Often, choosing the right subject combination leading to the right

profession can make the difference between enjoying and detesting the career in future. Dedicating oneself to career choices that are unattainable leads to frustration. Thus, many Nigerians regard work either as a mere source of livelihood or as a means to an end rather than an end in itself, one which has its own in-built satisfaction and satisfactoriness, and as an opportunity for expressing one's talents or creative potentialities. Bad attitude to work and its attendant problem of minimum productivity becomes rampant. The net effect of this untoward situation results in the crippling of the nation's economy.

In fact, it has been observed that many Nigerian youths go into unsuitable careers because of ignorance, inexperience, peer pressure, advice from friends, parents and teachers or due to the prestige attached to certain jobs without adequate vocational guidance and career counselling (Salami, 1999). Consequently, many youths are most 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. Close contact with new entrants into some Nigerian library schools showed that many of them would have preferred other courses of study to librarianship. It seems also that many fresh students in these schools offered to study librarianship only after being rejected by the department of first choice owing to low scores obtained at the University Matriculation Examination. They probably have tried in vain to secure admission into other choice courses and opted to study librarianship only as last resort. It has been observed that only a few of them usually apply to read library and information science as a first choice course.

Development of Library and Information Science Education in Nigeria

The pattern of library and information science education in any country is shaped by a combination of circumstances, which according to Kargbo (1999), include "the nature of the country's library service; the structure of tertiary education; the system of government; and the professional organizations which

librarians themselves have formed". Thus, one of the most important factors responsible for the development of any profession is the system of educating its initiates into the field. Personnel, especially professionals, are the foundations for effective and efficient library and information services as it is also with other professions. Planning for the future supply of this cadre of staff and adequate utilization of the present manpower often depend on a thorough knowledge of the characteristics of the existing professionals (Nzotta in Alemna, 1991).

Education for librarianship emanated out of a concern to develop an ideal profession to provide practitioners with appropriate working frameworks (Ibrahim, 1994). Librarianship is a labour-intensive service profession just as effective library services demand a much skilled and efficient staff. The key to library development is personnel and modern librarianship requires personnel with adequate education and training. The training of librarians in Nigeria was a feature of the second half of the 20th Century when early modern libraries that were established alongside their research institutes had acute staffing problem (Nzotta, 1984).

Initially, expatriate staff who manned the libraries could no longer cope with the management of the growing number of libraries. The need to educate and train more indigenous librarians arose, but without any training institutions in any of the African countries. This necessitated in-house training courses organized for indigenous staff by various libraries enabling them to sit for the United Kingdom Library Association examinations in the various British colonies (Aina and Serema, 2001). By the 1940s, the training of indigenous personnel to manage existing libraries began to attract more serious attention than ever. Some of the reasons advanced for the growing needs to promote library education in Nigeria, then, according to Ojo-Igbinoba (1995) include the following: -

- i. The demand for trained and professional librarians.
- ii. There were libraries with large buildings and growing collections, which required expert management.
- iii. The increase in world population and literacy required more libraries and qualified librarians to man them.

- iv. Trained manpower is required for the complex and scientific nature of library operations.

The 1953 Ibadan UNESCO Seminar was significant to the development of libraries and the establishment of professional training courses in Nigeria. During the Seminar, participants expressed the need for trained library personnel who are adequate in terms of "number, competence and vision for the enormous task ahead" (UNESCO, 1954). The West African Library Association (WALA) was one of its outcomes and was aimed, among other things, at establishing professional training courses to ensure an adequate supply of trained staff in the sub-region. John Harris, its then president, obtained financial assistance from the Carnegie Corporation, which sponsored Harold Lancour in 1957 to conduct a survey of library conditions in West Africa. Lancour (1958) recommended the establishment of a library school connected with a university level institution "with the resources, personnel and prestige to develop a high quality, professional training agency". Ibadan library school was thus established in 1959 to "help the development of libraries by training librarians and investigating problems of librarianship and bibliography with special reference to West Africa and with particular attention to the leadership level" (Ibadan University Annual Report, 1963/64).

The growing need for more personnel to man the expanding library staff requirements led to the establishment of the Zaria library school in 1968; as fallout of the 1963 Sharr's Report on the library needs of Northern Nigeria. By the mid 1970s, the two library schools could no longer cope with the growing demand by the fast expanding Nigerian libraries precipitated by the establishment of new academic libraries in newly established universities and other tertiary institutions. The growing awareness of the importance of research and libraries for socio-economic and technological development also made research institutes to expand tremendously. All these propelled a greater need for more personnel, which had to be met by expanding the existing library schools and by establishing new ones. Bayero University, Kano, 1977; University of Maiduguri, 1978; the then Imo State University, Okigwe, 1981, (now renamed Abia State University, Uturu), and Imo State University, Owerri, 1993, established library schools in that order. These numbers increased steadily while some polytechnics and colleges of education also followed suit and this is a positive development.

Critical Issues in Career Choice Decisions

Choosing a career by the individual is one of the most important, yet, difficult decisions to make in a life

time, since everyone reserves that right to make the choice. In modern society, every individual always had concern for this need though dealing with it without a real understanding of how the choice was arrived at. The child dreams of what to become in future but finds out in time that the goals to be attained in life changed just as the preferred career became largely influenced by what is possible to be done. The individual looks forward to a fulfilment in a chosen career by its reward system, although the rewards are not the same for everyone. Some are into careers so as to be looked up to, others derive great satisfaction from a job well done.

Career choice is one of the most important decisions in the life of an individual. It has far-reaching implications on the individual's future in terms of lifestyle, status, income, security and job satisfaction. Although personal philosophy, achievement and self-image are important factors in this decision, the external environment is also very influential in characterizing career and shaping aspirations. The values an individual holds, the successes and failures he experiences, the social class in which he has developed and his interests, strengths and capacities are only some of the factors which could affect his selection of a career. Thus, career choice is not merely a decision of a moment but a complex and difficult process spanning years, if not a lifetime (Ginzberg, Aelrad and Herma, 1951).

Thus, an individual's need is one of the determining factors in career choice. Other factors include important people in our lives, parents, admired works, working experiences and peer influence. The occupation makes possible the playing of a role appropriate to the self-concepts since every occupation requires a characteristic pattern of abilities, interest and personality traits with tolerance wide enough to allow a variety of occupations for each individual and a variety of individuals in each occupation. The selection of an occupation constitutes an implementation of the self-concept construct, requiring a person to recognize himself as a distinctive individual and to be aware of the similarities between himself and others. Thus, knowledge of self is crucial in making an adequate and wise choice; suggesting that career choice is developmental in nature; and not an event, which occurs at a particular point in time.

Career choice can also be influenced by interest; as students often indicate that they would like an 'interesting' job. Interests are, of course, very personal; to the extent that two people may be interested in the same activity for quite different reasons. Such features as mental stimulation, sense of achievement, excitement and using one's abilities are central to the description of a career that is interesting. Some effects of interests on career choice are that an interest may be significant in itself and therefore be vital to career choice. It can also point to jobs where similar satisfactions can be derived. Indeed, occupations can be grouped together where they have common interest elements, though one does not need to satisfy all of one's interests in a job; since some will be achieved through external activities.

An individual's skills and interests are, however, only a part of the picture when making choices about what to do in future. Other factors influencing choice include one's values and temperament. An individual's scale of value is usually based on his belief and attitudes about what he considers as important in life. Thus, if one's values match closely those of his work or colleagues', one is likely to feel a sense of pride in the chosen career and therefore be happy to devote time and energy to it.

However, it is important to note that value systems do change over time such that what is considered as appropriate today may cease to be so in five or ten years' time. At any rate, values do become more important as one gets older. Examples of values include autonomy, authority, variety, services, economic reward, prestige, social interaction and creativity. Temperament is the aspects of an individual's personality usually expressed by the style in which he deals with people and approaches tasks. It does not only influence one's feelings and emotions, it also determines how one reacts in various situations. Thus, career choice is a complicated process while the concept of career is changing. Understanding the factors which motivate individuals to choose a particular career is important to the Nigerian library science school authorities in defining and describing their current students in relation to future employment situations. A study on career choice of Nigerian library and information science school students was, therefore, significant considering the fact that if career planning were done in an efficient manner, students would, at least, be following a career plan of informed decision-making rather than that of chance.

Statement of the Problem

A major turning point in adolescents' lives involves the career choice that they make during their secondary school education. Although this is usually considered by family and community as a mere start to workplace

readiness, it is a decision which plays a major role in establishing the youth in a career path that opens and closes opportunities. The career choice that youths make is grounded in their perceptions of the "ideal job" and their individual (career decision-making maturity). More than a mere matching process, occupational choice is one made in a context of many influencing factors. The "ideal job" perception serves as a filter for job appropriateness, thus influencing the choice process. However, observations have revealed that very few students chose librarianship as first choice course at the University Matriculation Examination (UME) in Nigeria. Many of those who are eventually admitted into the library schools applied for the admission on account of their failure to secure admission to other preferred departments. That the majority of prospective undergraduates choose to study librarianship only as a last resort is not good enough for the future of a profession as dynamic as librarianship especially in the 21st Century Nigeria. Thus, the broad objective of this study, therefore, is to determine the relationship between the career choice of Nigerian library schools' undergraduates and their demographic

variables namely; age, gender, subject background and admission predisposing factors.

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant relationship between the career choice and age of undergraduates in Nigerian library schools.
2. There is no significant relationship between the career choice and gender of undergraduate students in Nigerian library schools.
3. There is no significant relationship between the career choice and subject background of undergraduates in Nigerian library schools.
4. There is no significant relationship between the admission predisposing factors of undergraduates in the library schools and their choice.

The Methodology

The study adopted the survey research design; targeting thousands of undergraduates spread across several university-based library schools in Nigeria. These students, distributed across first year to fourth year levels in eight university-based library schools, numbering three thousand, and sixty-seven (3,067) constitute the population of the study; as revealed in the table below:-

Table I. Library Schools and the Student Number

S/N.	Library Schools	Levels				Total
		100	200	300	400	Total
1.	UI Ibadan	40	30	56	63	189
2.	ABU Zaria	10	157	60	81	308
3.	BUK Kano	98	160	240	246	744
4.	UM Maiduguri	120	126	118	69	433
5.	ABSU Uturu	110	120	100	23	353
6.	UNN Nsukka	60	55	45	40	200
7.	IMSU Owerri	100	110	79	170	459
8.	UU Uyo	14	15	02	15	46
9.	AAU Ekpoma	03	20	02	01	26
10.	DELSU Abraka	118	173	50	40	381
11.	MU Okija	02	08	08	01	19
12.	NAU Awka	06	56	25	60	147
13.	ESUT Enugu	03	06	11	04	24
14.	BU Remo	30	05	13	05	53
15.	FUT Minna	120	118	-	-	238
	Total					3620

Source: - Field Survey (June, 2004)

The preliminary survey revealed that some library schools exist only as appendages of other independent departments under which they operate, such that only a few courses on librarianship are offered as cognate or minor. Others are either of a complete departure from the conventional librarianship programme or

the enrolment number was too low to meet the desire of this research. In these categories are Awka, Ekpoma, Enugu and Uyo library schools; while Babcock and Madonna library schools respectively typified the last two cases. The Minna library school was only in its third year and therefore used for the pilot study. Thus, these seven

library schools, with 553 students in all, were excluded from the study on those accounts. The study population, 3,067, was therefore

determined on the basis of the student number in the remaining eight library schools.

Table II. Study Population in the Library Schools Studied

S/N.	Library Schools	Levels				Total
		100	200	300	400	
1.	ABSU Uturu	110	120	100	23	353
2.	ABU Zaria	10	157	60	81	308
3.	BUK Kano	98	160	240	246	744
4.	DELSU Abraka	118	173	50	40	381
5.	IMSU Owerri	100	110	79	170	459
6.	UI Ibadan	40	30	56	63	189
7.	UM Maiduguri	120	126	118	69	433
8.	UNN Nsukka	60	55	45	40	200
	Total					3,067

Source: - Field Survey (June, 2004)

From the study population of 3,067, a sample size of 1,240 (40.30%) was drawn, using the stratified proportional random sampling technique to ensure equitable representation and reduce bias. Each library school was stratified into four

levels of 100,200,300 and 400 and 40% of the population was drawn as the sample size from each of the levels (to ensure both consistency and uniformity).

Table III: Study Population and Sample

S/N.	Library School	Study Population	Study Sample
1.	Abia State University, Uturu	353	142
2.	Ahmadu Bello University, Zaria	308	125
3.	Bayero University, Kano	744	302
4.	Delta State University, Abraka	381	154
5.	Imo State University, Owerri	459	185
6.	University of Ibadan, Ibadan	189	76
7.	University of Maiduguri	433	176
8.	University of Nigeria, Nsukka	200	80
	Total	3,067	1,240

As indicated in Table 3.3.2, 1,240 respondents were drawn as sample from the study population (3,067) to ensure that the study sample cuts across the old and new generations of library schools. In each level, 40% of the population was selected as sample, making for both consistency and uniformity in the sample sizes drawn across the studied library schools. It is also indicative of the proportional stratified sampling technique employed in determining the sample for the study. The justification of the study sample (1,240) from the population (3,067) was evidently representative in that the eight schools studied had a greater number of students, sufficient for the population. Thus, the sample size of 1,240 (40.30%) of the study population, is considered adequate for the study. Data for the study were collected from primary and secondary sources. The Career Choice Influence Questionnaire (CCIQ), as well as participant observation and

verification of the students' entry records served as instruments for data collection. Descriptive statistical techniques like tables of frequency counts and percentages were employed in the analysis.

Findings and Discussions of the Results

Out of the 1,240 copies of the questionnaire administered, 1,228 (99.03%) were completed, returned and found useable for the analysis; represents 99.03% returns. The totality of the study's respondents was 1,228, composed of 618 (50.33%) male and 610 (49.67%) female. This shows that librarianship can no longer be considered a female-dominated profession. The breakdown of their age bracket indicates that the majority were in the 22-26 years bracket, which has a total figure of 576 (46.91%).

Gender and Age Compositions of Respondents

The totality of the study's respondents was 1,228, composed of 618 (50.33%) male and 610 (49.67%) female. This shows that librarianship is no longer female-dominated. The breakdown of their age bracket indicates that the majority falls in the 22-26 brackets, amounting to 576 (46.91%). The respondents' parental occupation, categorized broadly into civil service and private engagements gave 382 (31.11%) for the fathers, civil service in contrast with only 98 (7.98%) corresponding to the mothers'. Also, those engaged in other kinds of private ventures had 422 (34.36%) on the mothers' side as against the 326 (26.55%) corresponding rate on the fathers'. However, a higher rate, 708 (57.66%) was recorded on the fathers' side when both options were taken together as against a lesser rate, 520 (42.34%) on the mothers'. Thus, the results indicate that most of their parents had private businesses.

Similarly, respondents' parental educational background was also broadly categorized into Educated and Uneducated, indicating whether or not they have been to school at all. The results showed that the majority, 502 (40.88%) responses for the educated came from the fathers with only 266 (21.66%) others that are not educated. This sharply contrasted the responses from the mothers

whose majority, 270 (21.99%) came under the uneducated group while only 190 (15.47%) are educated. This is to say that there are more of the respondents' fathers (40.88%) than their mothers (15.47%) who are educated.

Respondents' GCE/Ordinary Level/NECO

Subject Background

Secondary school subject background of respondents was sought along four broad subject groups- Arts, Commercial, Science and Social Science. Findings showed that the Arts group had the highest number, 448 (36.48%); while Commercial, with 98 (7.98%) had the least. This implies that more of the respondents had Arts and Social Science as their subject background than those with Science and Commercial. This, all the same, indicates that all subject backgrounds fit into librarianship; unlike law medicine, accountancy and engineering.

Results of the Hypotheses Testing

Ho₁: There is no significant relationship between the admission choice of undergraduates who made library and information science their first choice course and those who did not based on age.

Table 1: χ^2 Analysis of the Relationship between the Career Choice and Age

AGE *AGEGRP Cross tabulation								
S/N	Age Bracket	1 st Choice	Others	Total	χ^2 Crit.	χ^2 Cal.	Df	P.
1.	17-21 % within	79 (40.1%)	118 (59.9%)	197 (100%)	11.1	110.856	5	.000
2.	22-26 % within	206 (35.8%)	370 (64.2%)	576 (100%)				
3.	27-31 % within	78 (38.2%)	126 (61.8%)	204 (100%)				
4.	32-36 % within	22 (24.7%)	67 (75.3%)	89 (100%)				
5.	37-41 % within	17 (20.0%)	68 (80.0%)	85 (100%)				
6.	41+ % within	70 (90.9%)	07 (9.1%)	77 (100%)				
	Total %	472 (38.4%)	756 (61.6%)	1228 (100%)				

Significant = $P < 0.05$

To test Hypothesis 1, the data collected were analysed using the Chi-square statistics and summarized as follows: -

χ^2 Crit = 11.1; χ^2 Cal = 110.856; Df = 5; $P (.000) < .05$

Since χ^2 Crit < χ^2 Cal = Significant

Decision = Reject the Null Hypothesis

Ho₂: There is no significant relationship between the career choice of undergraduates who made library and information science their first choice course and those who did not based on gender.

Table 2: χ^2 Test of the Relationship between the Career Choice and Gender

SEX* SEXGRP Cross tabulation								
S/n	Sex	1 st Choice	Others	Total	X ² Crit.	X ² Cal.	Df	P.
1.	Male	216	402	618	3.84	6.386	1	.012
	% within	35.0%	65.0%	100.0%				
2.	Female	256	354	610				
	% within	42.0%	58.0%	100.0%				
	Total	472	756	1228				
	% within	38.4%	61.6%	100.0%				

Significant = $P < 0.05$

Using the Chi-square statistics, the data collected in respect of Hypothesis 2, were analysed; the summary of which is hereby presented: -

X^2 Crit. = 3.84; X^2 Cal = 6.386; Df = 1; $P (.012) < .05$

Since X^2 Crit < X^2 Cal = Significant

Decision = Reject the Null Hypothesis

Ho₃: There is no significant relationship between the career choice and subject background of undergraduates who made library and information science their first choice course and those who did not.

Table 3: X^2 Test of Relationship between the Career Choice and Subject Background

Subject background*SUBJGRP Cross Tabulation								
S/n.	Subject Background	1 st Choice	Others	Total	X ² Crit.	X ² Cal.	df	P.
1.	Arts	228	220	448	7.81	210.356	3	.000
	% within	50.9%	49.1%	100%				
2.	Commercial	82	16	98				
	% within	83.7%	16.3%	100%				
3.	Science	103	177	280				
	% within	36.8%	63.2%	100%				
4.	Social Sc.	59	343	402				
	% within	14.7%	85.3%	100%				
	Total	472	756	1228				
	% within	38.4%	61.6%	100%				

Significant = $P < 0.05$

To test Hypothesis 3, the data collected were analysed using the chi-square statistics; from which the following summary was presented: -

X^2 Crit. = 7.81; X^2 Cal = 210.356; Df = 3; $P (.000) < .05$

Since X^2 Crit < X^2 Cal = Significant

Decision = Reject the Null Hypothesis

Ho₄: There is no significant relationship between factors, which influenced the admission of undergraduate students into library schools and their choice of the course.

χ^2 Analysis of the Relationship between Career Choice and Admission Predisposing Factors

Admission Predisposing Factors * CAREER CHOICE Cross tabulation								
S/n	Admission Predisposing Factors	1 st Choice	Others	Total	χ^2 Crit.	χ^2 Cal.	df	P.
1.	Could not gain admission to preferred course % within	131 28.7%	325 71.3%	456 100%	11.1	192.704	5	.000
2.	Availability of career information on librarianship % within	17 19.1%	72 80.9%	89 100%				
3.	My parents (one or both) are librarians % within	01 1.1%	93 98.9%	94 100%				
4.	Admission Requirements not difficult % within	203 53.1%	179 46.9%	382 100%				
5.	Popularity of the course % within	04 11.8%	30 88.2%	34 100%				
6.	It seems an easy course to read % within	116 67.1%	57 32.9%	173 100%				
	Total % within	472 38.4%	756 61.6%	1228 100%				

Significant = $P < 0.05$

The Chi-square statistics was also used to test Hypothesis 4, the summary of which is presented as follows: -

χ^2 Crit. = 11.1; χ^2 Cal = 192.704; Df = 5; $P (.000) < .05$

Since χ^2 Crit < χ^2 Cal = Significant

Decision = Reject the Null Hypothesis

Implications of the Findings and Conclusions

From the findings above, significant relationships exist between the variables tested (age, gender, subject background and admission predisposing factors) and the career choice of library school undergraduates. However, the admission predisposing factors, more than the other variables, accounted for a more significant relationship, especially by those who did not choose to study library and information science initially. Thus, the results attest to a more significant relationship between career choice and the admission predisposing factors of undergraduates in Nigerian library schools than with the other variables. This indicates that the admission predisposing factors have influenced the career choice of these undergraduates more than the remaining variables tested. This can serve

as a pointer to the direction to which greater attention should be paid in addressing issues pertaining to the present and future library workforce. These results informed the decision to reject the four null hypotheses, which stated that no significant relationship exist between the variables.

Recommendations

Based on the findings of the study, it is hereby recommended that Library school authorities should design a programme of activities to be targeted mainly at various primary and secondary institutions around them. This way, well-prepared career talks on librarianship should be delivered in these schools from time to time. Accomplished professionals should be involved at the onset, before others could join. The students generally, but especially those on practical, should also be encouraged to be involved in this enlightenment and awareness campaign, maximizing the advantage of their outreach during the practical

exercise. The need for the consciousness of this awareness should be built into the library schools' curricular with their delivery processes and methods taking adequate cognisance of such a need. The Nigerian Library Association (NLA) should urgently address the problem of low publicity of the profession and its attendant low awareness rate about librarianship as a course, essentially among the primary and post primary school pupils. This will allow for an early orientation and subsequent awareness of the course by the youths in secondary schools who are in their career decision-making stage.

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