

Environmental and Personal Contexts as Predictors of Students' Drive to Pursue Librarianship

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Abstract. Identifying the factors influencing students' intentions to enroll in specific courses is crucial for developing effective strategies to attract prospective students. Career decision-making often poses challenges for potential college students. This research focuses on assessing Grade 12 students' perceptions of a career in librarianship, examining both environmental and personal factors and their motivation to pursue such a career. The study employs a descriptive-correlational methodology using a standardized questionnaire to collect data from 205 Grade 12 students at Saint Michael College of Caraga. Results indicate that environmental and personal factors significantly influence students' desire to enter the field of librarianship. Regression analysis revealed that the perception of the librarian's role and students' self-efficacy are strong predictors of their inclination toward this profession. This suggests that students' self-assessment of their abilities and how they manage situations with the skills they possess play a crucial role in their career decisions. Educational institutions should create targeted marketing campaigns to highlight the benefits and opportunities in librarianship, aligning with students' goals and the factors influencing their career choices. To boost enrollment, librarians and associations must employ effective promotional strategies. Additionally, recognizing library and information science as a priority by the Commission on Higher Education emphasizes the critical need for expanding the librarian workforce through strategic outreach and education.

Keywords: Career decision-making; Environment factors; Librarianship; Self-efficacy; Student motivation

1.0 Introduction

Deciding on a future career is a significant challenge that potential college students frequently face. Making informed decisions is crucial for selecting appropriate career paths, and numerous career guidance applications have been developed to ensure students follow compelling career trajectories. Career decision-making describes the choices individuals make when selecting a specific career (Ghuangpeng, 2011). However, the existing literature has predominantly focused on broader fields such as business, engineering, and healthcare, leaving a substantial gap in understanding the specific factors influencing students' decisions to pursue librarianship.

Librarianship requires specialized knowledge and skills, with its essential function being to provide broad access to information for recreational and professional needs. Despite the incentives and marketing strategies implemented by departments and institutions, enrollment in library and information science (LIS) courses remains low. This gap in enrollment persists despite various initiatives, including scholarships from the Commission on Higher Education (2021) and the Department of Science and Technology (2019), aimed at encouraging students to enter the field.

Recent studies have highlighted the importance of understanding the environmental and personal contexts influencing students' career choices (Baglama & Uzunboylu, 2017; Brown et al., 2021). However, limited research specifically addresses the predictors of students' motivation to pursue librarianship, particularly in the context of Grade 12 students. The evolving landscape of information science and the critical role of librarians necessitate a deeper exploration of these factors to develop effective strategies for attracting prospective students to the profession.

This study aims to bridge this gap by examining how environmental influences, such as perceived value and opportunities within the field, alongside personal factors, including self-efficacy and outcome expectations, impact Grade 12 students' decisions to pursue a career in librarianship. By identifying these predictors, this research provides valuable insights that can inform targeted interventions and strategies to attract more students to this pivotal profession. Understanding these factors is essential for developing initiatives that can effectively address the enrollment challenges in LIS programs and ensure a robust future workforce in librarianship.

2.0 Methodology

2.1 Research Design

This study utilized a descriptive-correlational research design. According to Lappe (2000), descriptive-correlational research aims to describe the relationship between variables rather than infer cause-and-effect relationships. This design was appropriate for the study as it aimed to explore the relationship between environmental and personal contexts and the motivation of Grade 12 students to pursue a career in librarianship.

2.2 Research Locale

The research was conducted at Saint Michael College of Caraga, located in Barangay 4, Atupan St., Nasipit, Agusan del Norte, beside Saint Michael Parish. Founded on July 1, 1948, SMCC is a Roman Catholic private school. Over the years, it has developed various educational programs and facilities, earning recognition for its academic excellence and compliance with ISO 9001:2015 standards.

2.3 Research Respondents

This study's respondents were Grade 12 students from Saint Michael College of Caraga for the school year 2020-2021. A stratified sampling method was employed to ensure a representative student population sample. 205 Grade 12 students participated in the study, providing a comprehensive dataset for analysis.

2.4 Research Instrument

The researchers have utilized Anino's (2019) questionnaire in his study entitled, "Environmental and Personal Context as Predictors of Senior High School Students' Intent to Pursue Librarianship." The first part of the questionnaire dealt with librarianship's environmental context, which comprises three (3) assessment indicators: employment opportunities of librarianship, tangible rewards of librarianship, and image of a librarian. The second part of the questionnaire assessed the librarianships context, which has three (3) assessment indicators: students' self-efficacy in librarianship, outcome expectations of librarianship, and personal goals on librarianship. The third part of the questionnaire determined the students' level drive to pursue librarianship. The respondents were asked to indicate their responses by checking the corresponding number 4-point Likert type scale.

The questionnaire underwent a thorough validation process to ensure its reliability and validity. Initially, the instrument was reviewed by a panel of experts in education and librarianship to assess its content validity. This process ensured that the items in the questionnaire were relevant and adequately covered the measured constructs. After the expert review, a pilot study was conducted with thirty (30) Grade 12 students who were not part of the main study. The responses from the pilot study were analyzed to determine the instrument's reliability using Cronbach's alpha. The results indicated that the questionnaire had high internal consistency, making it a reliable tool for data collection in the main study.

2.5 Data Gathering Procedure

The data-gathering procedure involved several steps. Initially, the researchers obtained permission from the Principal of the Senior High School Department to conduct the study and access the list of Grade 12 students. The researchers then coordinated with the teachers of each strand to distribute the questionnaires to the students. Due

to the COVID-19 pandemic, data collection was conducted online using Google Forms to ensure the safety of respondents. Completed questionnaires were collected electronically. The researchers ensured that the data was securely stored and only accessible to authorized personnel involved in the study.

Specific statistical tools were employed to analyze the collected data. The weighted mean and standard deviation were used to address the first three research questions, providing a way to understand the average significance of various factors under consideration and the variability of responses. Regression analysis was conducted to determine whether the respondents' assessments of environmental and personal context significantly predicted their motivation to pursue a career in librarianship. These statistical tools were essential for interpreting the complex data sets and deriving meaningful conclusions from the study.

2.6 Ethical Considerations

Researchers ensured informed consent by providing respondents with a consent letter detailing the study's purpose, procedures, and their rights. Anonymizing responses and securely storing data maintained confidentiality. Participation was voluntary, with respondents informed they could withdraw without consequences. Questions were designed to pose minimal risk, and participants could skip any they were uncomfortable answering.

3.0 Results and Discussion

3.1 Environmental Context

Employment Opportunities

Table 1. Environmental context in terms of employment opportunities

Indicators	Mean	SD	Interpretation
1. Librarianship will help me get a professional job quickly	3.06	0.75	Agree
2. Librarianship will help me have higher employment qualifications	3.03	0.78	Agree
3. Librarianship will help me apply to different organizations or agency	3.02	0.74	Agree
4. Librarianship will help me get quickly promoted	2.95	0.81	Agree
5. Librarianship will help me acquire professional growth	3.10	0.72	Agree
6. Librarianship will help me become a dignified and respected professional	3.08	0.77	Agree
7. Librarianship will help me become more engaged in a job-related task	3.10	0.70	Agree
8. Librarianship will help me feel safe sharing my plan, program, and policies relevant to my work	3.07	0.76	Agree
Average	3.05	0.75	Agree

Table 1 shows the respondents' perceptions of the environmental context of librarianship, specifically regarding employment opportunities. The findings reveal that respondents perceive librarianship as offering satisfactory employment opportunities with an overall mean rating of 3.05, corresponding to an agreement. This suggests that the respondents believe librarianship can provide them with positive outcomes, likely due to its broad employment possibilities. This finding aligns with recent studies highlighting the significant employment prospects in the LIS field (Khan & Hussain, 2022).

Tangible Rewards

Table 2 shows the respondents' perceptions of the environmental context of librarianship, particularly regarding tangible rewards.

Table 2. Environmental context in terms of tangible rewards

Indicators	Mean	SD	Interpretation
1. Librarianship will offer me a regular salary	2.89	0.79	Agree
2. Librarianship will offer me job security	2.94	0.77	Agree
3. Librarianship will offer me fringe benefits	2.94	0.75	Agree
4. Librarianship will offer me a good income.	2.93	0.78	Agree
5. Librarianship will offer me materials and equipment that I need to do my work right	3.03	0.73	Agree
6. Librarianship will offer me bonuses and cash incentives	2.87	0.80	Agree
7. Librarianship will offer me a pay rise	2.87	0.79	Agree
8. Librarianship will offer me free access to the information I need.	3.07	0.74	Agree
9. Librarianship will offer me a job promotion.	2.91	0.76	Agree
10. Librarianship will offer me gift certificates.	2.96	0.75	Agree
11. Librarianship will offer me awards for a job well done.	3.03	0.74	Agree
Average	2.95	0.76	Agree

Respondents rated their satisfaction with tangible rewards in librarianship with an overall mean of 2.95, indicating agreement. This suggests that respondents are content with job promotions and recognition for their work. Librarians benefit from bonuses and other financial incentives that can cover their expenses, but importantly, librarianship fulfills their informational needs. This implies contentment with job promotions and recognition, aligning with findings by Singh et al. (2013) that highlighted the appeal of LIS due to promising job opportunities.

Image of Librarian

Table 3 shows the respondents' perceptions of the environmental context of librarianship, which pertains to the image of librarians, yielded an average weighted mean of 3.18.

Table 3. Environmental context in terms of image of librarian

Indicators	Mean	SD	Interpretation
1. A librarian is highly knowledgeable and well-informed.	3.22	0.68	Agree
2. A librarian is well-respected in the community	3.23	0.67	Agree
3. A librarian plays a vital role in society	3.20	0.69	Agree
4. A librarian has unique personal and professional skills	3.26	0.65	Agree
5. A librarian is technologically savvy.	3.10	0.73	Agree
6. A librarian is an organized, innovative, and creative professional	3.22	0.66	Agree
7. A librarian possesses high morale and respected by many	3.20	0.68	Agree
8. A librarian provides a positive impact on student	3.20	0.70	Agree
9. A librarian facilitative, approachable, and accommodating	3.18	0.71	Agree
10. A librarian can perform multiple tasks	3.18	0.72	Agree
11. A librarian can contribute to the national development	3.18	0.71	Agree
12. A librarian is a noble professional	3.19	0.70	Agree
13. A librarian possesses favorable character	3.07	0.74	Agree
14. A librarian is information literate and research-oriented	3.18	0.73	Agree
15. A librarian has a positive image and is recognized globally.	3.18	0.72	Agree
Average	3.18	0.70	Agree

The verbal interpretation of "agree" suggests that respondents recognize the characteristics and contributions of librarians to society. This supports Alansari's (2011) study, which found that job function and positive personal attributes significantly motivate career choice in librarianship.

3.2 Personal Context

Self-Efficacy

Table 4 shows the the respondents rated their outcome expectations in librarianship with an overall mean of 3.01, indicating agreement.

Table 4. Personal context in terms of self-efficacy

Indicators	Mean	SD	Interpretation
1. I feel I can deal with suppliers and books publishers	3.01	0.77	Agree
2. I feel I can organize the library collections effectively for efficient retrieval of Information	3.01	0.75	Agree
3. I feel I can handle multiple tasks	2.95	0.79	Agree
4. I feel I can perform Librarians' duties and responsibilities	3.05	0.76	Agree
5. I feel I can work well with the library staff	3.12	0.74	Agree
6. I feel I can handle issues and conflicts in the library environment	3.00	0.78	Agree
7. I feel I can do library networking and linkage	2.96	0.80	Agree
8. I feel I can easily find a solution to workplace issues and problems	2.97	0.79	Agree
9. I feel I can market the library's collection and services	2.98	0.78	Agree
10. I feel I can quickly deal with library users of different personalities	3.03	0.75	Agree
Average	3.01	0.77	Agree

This suggests a belief in their ability to perform various librarianship tasks, aligning with studies showing that self-efficacy is a major predictor of academic performance and professional commitment (Girelli et al., 2018).

Outcomes Expectations

Table 5 shows the respondents' perceptions of the context of librarianship in terms of outcome expectations. Respondents rated their outcome expectations in librarianship with an overall mean of 3.10, indicating agreement.

Table 5. Personal context in terms of outcomes expectations

Indicators	Mean	SD	Interpretation
1. Doing librarianship task will increase my self-worth and self-satisfaction	3.06	0.75	Agree
2. I believe librarianship skills will be fruitful for my career	3.12	0.72	Agree
3. Becoming involved in librarianship will lead to the kind of career I most want.	3.01	0.74	Agree
4. Being involved in librarianship will contribute to my development as a professional	3.13	0.71	Agree
5. My involvement in librarianship will lead to meaningful contributions to the field	3.05	0.73	Agree
6. People I respect well approved of my involvement in librarianship	3.12	0.72	Agree
7. Librarianship involvement is valued by the significant people in my life	3.10	0.74	Agree
8. Performing librarianship tasks increases my confidence as a professional	3.13	0.70	Agree
9. Librarianship involvement can increase my intrapersonal and interpersonal skills	3.12	0.72	Agree
10. Librarianship as my career can contribute meaningfully to my family and the community.	3.11	0.73	Agree
Average	3.10	0.73	Agree

This finding suggests that respondents believe librarianship can provide them with satisfactory outcomes, likely due to its diverse employment opportunities and economic benefits. This is consistent with research emphasizing the importance of career outcomes and self-efficacy in motivating students (Restubog et al., 2010). Walters (2020) highlighted that through hard work, a well-planned path, and deep reflection, individuals could set themselves on the right trajectory toward a rewarding and fulfilling career that meets family needs and converts efforts into happiness.

Personal Goals

Table 6 shows the overall mean of 3.03 for personal goals, with standard deviations ranging from 0.70 to 0.79, indicating agreement.

Table 6. Personal context in terms of personal goals

Indicators	Mean	SD	Interpretation
1. The library is the suitable workplace that I most want	2.95	0.79	Agree
2. Being a librarian will earn me social acceptance and approval	3.04	0.74	Agree
3. Librarianship offers me sufficient income and benefits	2.93	0.78	Agree
4. Librarianship offers me opportunities to travel both locally and abroad	2.98	0.77	Agree
5. Librarianship will enhance my professional being	3.02	0.75	Agree
6. Librarianship allows me to meet people from all walks of life.	3.05	0.73	Agree
7. Being a Librarian will increase my worth in the society	3.03	0.72	Agree
8. Being a Librarian will make me knowledgeable on the current trends and issues	3.08	0.70	Agree
9. both locally and abroad.			
10. Being a Librarian will help develop my personal and professional skills.	3.11	0.71	Agree
11. Being a Librarian will help me achieve fulfillment in life.	3.08	0.70	Agree
Average	3.03	0.74	Agree

This suggests that the respondents see librarianship as a profession that can provide personal and professional fulfillment. This aligns with findings that highlight the satisfaction and fulfillment associated with a career in librarianship (Li & Yin, 2022).

3.3 Level of Drive to Pursue Librarianship

Table 7 shows the respondents' motivation to pursue librarianship.

Table 7. Descriptive statistics of the level of drive to pursue librarianship

Indicators	Mean	SD	Interpretation
1. I will enroll in Bachelor of Library and Information Science (BLIS)	2.50	0.85	Agree
2. I will make BLIS my priority course	2.53	0.83	Agree
3. I will not choose any course except BLIS	2.58	0.81	Agree
4. I will encourage my friends and classmates to pursue Librarianship	2.84	0.76	Agree
5. I will encourage other family members and relatives to pursue librarianship.	2.78	0.79	Agree
Average	3.03	0.74	Agree

Table 7 shows the respondents' motivation to pursue librarianship. The overall mean is 2.65, indicating a low intention to choose librarianship as a future career. Factors such as imperfect job markets, personal interests, and fulfillment from assisting others through information services have been identified as reasons for choosing the library profession (Onyancha, 2018; Morton, 2015).

Table 8. Regression analysis for the factors driving librarianship

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	.217	.296	.733	.464
	Employment opportunities	.180	.117	.132	.124
	Tangible rewards	.157	.112	.126	.162
	Image of librarian	-.261	.112	-.220	.020
	Self-efficacy	.436	.134	.334	.001
	Outcome expectations	.221	.133	.176	.099
	Personal goals	.067	.104	.053	.521
Model Summary					
R = .561		Adjusted R ² = .294	F = 15.157	p = .000	

Table 8 displays a model summary from the regression analysis incorporating all predictor variables. Analyzing students' motivation to pursue librarianship as the outcome variable yielded a model with a moderately positive correlation of 0.561. This indicates a 29.4% variation in the students' motivation to pursue librarianship. Regression analysis showed the significance of the independent variables: (A) Employment opportunities ($p=.124$), which is greater than the significance level $\alpha=0.05$; (B) Tangible rewards ($p=.162$), also greater than $\alpha=0.05$; (C) Image of a librarian ($p=.020$), which is less than $\alpha=0.05$; (D) Self-efficacy ($p=.001$), less than $\alpha=0.05$; (E) Outcome expectations ($p=.099$), greater than $\alpha=0.05$; and (F) Personal goals ($p=.521$), greater than $\alpha=0.05$. This reveals that the image of a librarian and self-efficacy significantly predict the drive to pursue librarianship, with a moderate positive correlation of 0.561. This suggests that while other factors are relevant, these two variables influence students' career choices. Studies have shown that personal interest and self-efficacy are significant motivators for pursuing a career in librarianship (Nguyen & Pham, 2011). Busayo's (2017) study revealed that most respondents were drawn to librarianship through personal interest, while others entered the field by chance.

4.0 Conclusion

This study shows that environmental and personal contexts significantly influence students' intentions to pursue a career in librarianship. Among these, the image of the librarian and self-efficacy emerged as the strongest predictors. These findings align with the Social Cognitive Career Theory (SCCT), emphasizing the interplay between individual actions and environmental factors. Additionally, the results support Krumboltz's Happenstance Learning Theory, highlighting the role of both planned and unplanned learning experiences in shaping career outcomes.

Students see librarians as important and respected community members and believe in their ability to handle the profession's required tasks. To attract more students to librarianship, schools, and library organizations need to focus on improving the profession's image and boosting students' confidence through targeted programs and activities. Engaging students in library activities can enhance their appreciation of the profession. Librarians should actively promote the profession through approachable and interesting programs.

Campaigns targeting Grade 12 students, using special programs, flyers, and social media, can increase interest in LIS careers. Investing in employee training ensures motivated staff and improves organizational performance. Future research should explore additional factors influencing LIS career choices to address current challenges and contribute to program development. Effective promotional strategies highlighting the benefits of librarianship are essential for expanding the librarian workforce and attracting more students.

5.0 Contributions of Authors

Marisel C. Alcontin led the study's conception and design, focusing on developing the framework and methodology. She was also instrumental in collecting and initially analyzing the data. Eloisa A. Ambal played a crucial role in analyzing and interpreting the data, contributing significantly to writing the results and discussion sections. Jolo Van Clyde S. Abatayo provided critical revisions to the manuscript, ensuring the findings were robust and presented. All authors collaborated on the final writing and approval of the manuscript.

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7.0 Conflict of Interests

The authors declare no conflicts of interest regarding the publication of this paper.

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