



# LIBRARY AND INFORMATION PRACTITIONER (LIP)

LIP Volume 4 (1 & 2) March and Sept. 2011 ISSN 1119-4461

## A Journal of Nigerian Library Association Cross River State Chapter

### TABLE OF CONTENTS

|                                                                                                                                                                             |       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| AWARENESS AND UTILIZATION OF<br>COMPUTER-BASED LIBRARY SERVICES<br>BY FINAL YEAR STUDENTS IN THE UNIVERSITY<br>OF LAGOS, NIGERIA - - - - -                                  | - 287 |
| <i>Yetunde Zaid</i>                                                                                                                                                         |       |
| THE USE OF THE FACULTY OF LAW VIRTUAL<br>LIBRARY BY STUDENTS IN DELTA STATE<br>UNIVERSITY, NIGERIA - - - - -                                                                | - 304 |
| <i>Otolo Patience Uzez</i>                                                                                                                                                  |       |
| DEVELOPING DIGITAL LIBRARIES FOR<br>IMPROVED ACADEMIC INFORMATION<br>PROVISION IN NIGERIA - - - - -                                                                         | - 313 |
| <i>Margaret Bassey Edem and Godwin Afebende</i>                                                                                                                             |       |
| CHOOSING LIBRARIANSHIP AS A CAREER:<br>A GENDER ANALYSIS OF LIBRARY AND<br>INFORMATION SCIENCE (LIS) UNDERGRADUATES<br>IN UNIVERSITY OF NIGERIA NSUKKA - - - - -            | - 324 |
| <i>M. O. Okoye</i>                                                                                                                                                          |       |
| THE ROLE OF LIBRARIES IN THE DEVELOPMENT<br>OF KNOWLEDGE MANAGEMENT IN NIGERIA - - - - -                                                                                    | - 337 |
| <i>A. A. O. Onifade and D. A. Omidéyi</i>                                                                                                                                   |       |
| THE ROLE OF LIBRARIES AND INFORMATION<br>CENTRES IN GOVERNMENT POLICY<br>IMPLEMENTATION IN NIGERIA - - - - -                                                                | - 349 |
| <i>J. Oluwakemi Oyeniyi and Taye Paul Olaifa</i>                                                                                                                            |       |
| USER SATISFACTION IN ACADEMIC LIBRARY:<br>AN EVALUATION OF AFRICAN UNIVERSITY OF EDUCATION<br>LIBRARY AT TAI SOLARIN UNIVERSITY OF<br>EDUCATION IJAGUN, IJEBU-ODE - - - - - | - 360 |
| <i>Chinyere Amalahu, O. Abiola Laoye and O. O. Oluwasina</i>                                                                                                                |       |

**CHOOSING LIBRARIANSHIP AS A CAREER: A GENDER ANALYSIS  
OF LIBRARY AND INFORMATION SCIENCE (LIS)  
UNDERGRADUATES IN UNIVERSITY OF NIGERIA  
NSUKKA**

**M.O. OKOYE**  
DEPUTY UNIVERSITY LIBRARIAN  
UNIVERSITY OF NIGERIA, NSUKKA  
e-mail mookoye2005@yahoo.com

**ABSTRACT**

The paper attempted to find out if male and female undergraduate students were motivated by the same factors to study Library and Information Science and whether and why some people use librarianship as a “transit camp”. Survey method was applied. The instrument used for collection of data was the questionnaire. The findings of the study showed greater percentage of females (38.46%) than males (26.67%) considered LIS when they could not secure admission to their first choice programme. Females did not set high priority on economic rewards when they decided to choose the library profession and they showed greater rate of stereotyping towards the library profession than males. It was also revealed that 6.41% of females and 6.67% of males chose librarianship when they decided to change occupation and 52.78% of the total respondents did not choose library and information science out of volition, conviction and commitment to the course of librarianship but were propelled by extraneous circumstances. Out of this category 77.19% were females. The paper recommended that both the Nigerian Library Association and the Library Schools should market library services in order to create awareness of the potentials of the library profession.

**KEYWORDS:** Gender, choice of librarianship, library and information science.

## INTRODUCTION

In the medieval times, monasteries housed library collections. Library enjoyed the patronage of prominent individuals who also fostered its growth. Yet the practice of librarianship has not been regarded with such glamour and attraction often associated with other professions such as those of medicine or engineering. Before now, many of its professionals were not among the cream of the society in Nigeria. Even in the 20<sup>th</sup> century, librarians were still trying to create a niche for themselves in Nigeria. Library's import and influence are usually felt in tertiary institutions. This is contingent upon the fact that Librarians' Registration Council of Nigeria which was inaugurated in 2002 (Okojie, 2002) is yet to enforce its regulatory functions. This explains the reason why many new entrants into the profession make their choice after attending tertiary institutions or after sojourning in a first career.

In the United States and the Western countries, librarianship is regarded as a female profession (Nzotta, 1983; Carle, 1995; Garnon-Leary & Parker, 2002; Simon, 1996). It was in the late 1970's that the first crop of Nigerian female librarians strayed into the profession which hitherto had been the domain of the males. With the advent of 21<sup>st</sup> century, females displayed keen interest that questioned males' dominance in the profession. It became so dramatic that in 2005 when one of the premier university libraries in Nigeria advertised for the posts of librarian II and Librarian I, eleven candidates appeared for the interview. Among the eleven candidates, there was only one male. In a subsequent recruitment exercise for assistant librarians, among twenty-two candidates that appeared for the interview, there were only three males. Undergraduate students enrolment in the Department of Library and Information Science, University of Nigeria, Nsukka, from 1999 to 2007/2008 sessions buttresses this point as described below:

The percentage of female enrolment from 1999/2000 to 2002/2003 academic sessions far outstripped that of the males. In 2003/2004, universities were required by The Federal Government to change from quarter to semester system and there was no admission in UNN that year. The same trend of female dominance was observed in subsequent years. From 2004/2005 to 2007/2008, there were 54 males (40.90%) and 78 females (59.10%) (University of Nigeria, Nsukka, 2007a).

The gradual but steady female dominance in librarianship in Nigeria became more obvious when Agumanu (1990) reported 71 (65.14%) males' librarians and 38 (34.86%) females, while Issa and Nwalo (2008) had 50.3% males and 49.7% females. Hickey (2006) also observed that librarianship had been traditionally, the bastion of males in Australia and that it is only recently that females have clinched the top ranking jobs in the profession. The current upsurge in female preference for librarianship in Nigeria calls for investigation. Literature on choice of

librarianship as a career at undergraduate level is scarce in Nigeria. Studies by Nzotta (1983) and Bello (1992) had dealt with postgraduate students at University of Ibadan and Ahmadu Bello University Zaria respectively. Two other studies, those of Agumanu (1990) and Issa and Nwalo (2008) investigated choice of librarianship of undergraduate students at Imo State University and eight Nigerian universities respectively but none of them did analysis of gender identity. This research therefore aims at filling the lacuna. Another cause for concern is a situation where some people use the profession as a “transit camp” (Agumanu, 1990; Afolabi, 1996; Luzius, 2006). It is in this connection that it becomes pertinent to identify the factors that make people decide to study library and information science as a profession in the university.

### **Statement of the Problem**

Unemployment has been responsible for undergraduate students clutching at every opportunity or possibly registering in a course which may provide job opportunity but which the candidate has little flair for. Academic status and privileges enjoyed by librarians have also attracted new entrants into the library schools and the profession. Some of these entrants who may not be vocationally prepared, often use the profession as a “transit camp” (Agumanu, 1990; Afolabi, 1996; Luzius, 2006). Another problem is that the profession is becoming female dominated. As mentioned earlier in this paper, none of the previous researches on “Choice of Librarianship as a career in Nigeria.” dealt with analysis of gender identity. Hence, pertinent questions therefore are what factors make students choose librarianship as a profession, and are male and female students attracted to the profession by the same factors?

### **Research Questions:**

- 1      What are the factors that motivate undergraduate students to choose library and information science as a profession?
- 2      What are the academic works in the librarianship that attract undergraduate students to the profession?

### **Literature Review**

It does seem that gender influences the choice of librarianship especially in the developed countries, where there used to be masculinization, and where maleness guaranteed a future position of high status or salary (Garnon-Leary & Parker, 2002). Now, even though females do experience glass ceiling, they seem to be dominating the profession. On why females choose librarianship, Garnon-Leary and Parker (2002) observed that females see librarianship as a labour of love and that most of them are very passionate of what they do and see the career as an important and meaningful part of their lives. According to studies, women generally do a job they love and therefore may accept lower salaries than their

male counterparts (Garnon-Leary & Parker, 2002; Simpson, 2006). These authors also reported that in Eastern Europe, library work was considered more fitting employment for the females than the males. In his editorial on gender as it affects librarianship, Shimmon (2002) observed that the proportion of female practitioners had increased enormously in most countries. He noted that there had been debates about the existence of glass ceiling, preventing and delaying females from reaching senior positions.

In the occupational choices of the individual, Usoro (2000) enumerated some factors which include value of work to the community, job security, freedom from supervision and undue strain as well as availability of time. She stressed that job characteristics like prestige, status, opportunities for advancement play good roles in the choice of many females.

Nzotta (1983) and Bello (1992) identified desire to be a professional, working with people within a creative environment, job security, opportunity for intellectual development, liking for books, escape from teaching and unattractive work schedule as key motivators to postgraduate students to study library and information science. Other factors identified as external factors were, influence of friends, practicing librarians and the mass media. Factors which influenced college and undergraduate students to study library and information science included, individual likeness of the profession, job opportunity, admission standards for the course, love of reading, use of libraries, work experience. External motivators to undergraduate students include information on the course by parents, relations, peers and personal contact with librarians. These were investigated by (Reagan, 1958; Julian, 1979; Agumanu, 1990; Deeming & Chelin 2001; Issa & Nwalo 2008).

Morrison (1969) reported that both males and females were influenced by economic, social and service motivations. Other motivations listed in his research include the desire to escape from other occupations. He also observed that for many librarians, librarianship was not the first vocational choice. Over 60% of the respondents in his study waited until after college before finally deciding to become librarians. He disclosed that more than half of his respondents thought of the idea before or during college while Simon (1996) believed that both males and females were motivated to become librarians mainly by their desire to become professionals. A critical point underlying their investigations is that librarianship is not a typical first choice of a greater percentage of their respondents.

Afolabi (1996) reported that it was common in Nigeria to find librarians resigning from their jobs and opting for other occupations. This view of using librarianship as a "transit camp" was supported by Luzius (2006).

## **Methodology**

The study adopted the descriptive survey design. The area of the study was Department of Library and Information Science, University of Nigeria, Nsukka,

Nigeria. The Department runs a four-year undergraduate programme as well as postgraduate programmes in librarianship. The survey involved undergraduate students in their first, second, third and fourth year of study. The population of the study was made up of 54 males and 78 females giving a total of 132 students (University of Nigeria, Nsukka, 2007b).

The instrument for data collection was a researcher's designed questionnaire. The instrument had two sections. Section A was on the profile of the respondents. It had questions on gender and age. Section B contained questions on career factors. The instrument was subjected to face validity by two experts in the Department of Library and Information Science in UNN. It was trial-tested with 30 students of Department of Library Science, Nnamdi, Azikiwe University, Awka. The result of the test was used to calculate the reliability through Cronbach Alpha. It yielded a coefficient of 0.78.

Copies of the final instrument were administered to the students through their Head of Department. The researcher collected the completely filled copies of the questionnaire numbering 115. This gave a response rate of 87.12%. However, out of the 115 retrieved copies of the questionnaire, 108 (30 males, 78 females) were usable. The data collected were analyzed using frequencies, percentages, and mean scores (and the criterion mean in the study was 2.5).

## **RESULTS**

It has been found that there is a progressive increase in the number of females and the dwindling number of males who enrolled in Library and Information Science Schools in Nigeria. The findings of this study have revealed higher number of females (59.10%) enrolment than males (40.90%) compared with trends in earlier studies such as Agumanu (1990) who had 65.14% males and 34.86% females, and Issa and Nwalo (2008) who had 56.30% males and 49.7% females respectively.

**Table 1 Analysis of Age of Respondents**

| Age in years        | Males, No. | N=30; % of Males | Females, No. | N=78; % of Females | M & F; No. | N=108; % of M & F |
|---------------------|------------|------------------|--------------|--------------------|------------|-------------------|
| 10-20               | -          | -                | -            | -                  | -          | -                 |
| 21-30               | 21         | 70.00            | 68           | 87.18              | 89         | 82.41             |
| 31-40               | 9          | 30.00            | 6            | 7.69               | 15         | 13.89             |
| 41-50               | -          | -                | 1            | 1.28               | 1          | 0.93              |
| 51-60               | -          | -                | -            | -                  | -          | -                 |
| Above 60            | -          | -                | -            | -                  | -          | -                 |
| Years not indicated | -          | -                | 3            | 3.85               | 3          | 2.77              |
| <b>Total</b>        | <b>30</b>  | <b>100.00%</b>   | <b>78</b>    | <b>100%</b>        | <b>108</b> | <b>100%</b>       |

Table 1 shows that 82.41% of respondents were within 21 to 30 age bracket. This finding compares well with the findings of Issa and Nwalo (2008) whose respondents were in the 22 to 26 age bracket. And 70.00% of the male and 87.18% of female respondents in this study were also within the age bracket. Also 30.00% of the males and 7.69% of the female respondents were within the age range of 31-40 years. However, (3.85%) of female respondents did not indicate their age ranges. It can be concluded from this finding that majority of the respondents were between 21 to 30 age bracket.

The period of considering librarianship as a career is an indication of the level of flair and likeness one has for the profession. To measure respondents' flair for the profession, they were asked to state period of considering librarianship as shown in Table 2.

**Table 2 Respondents' Period of Considering Librarianship as a career**

| S/No. | Period of consideration                              | Females, No. | N=78; % of females | Males; No. | N=30; % of males | M & F; No. | N=108; % of M & F |
|-------|------------------------------------------------------|--------------|--------------------|------------|------------------|------------|-------------------|
| 1     | When I was filling the JAMB FORM                     | 2            | 2.56               | -          | -                | 2          | 1.85              |
| 2     | During my secondary school days                      | 8            | 10.26              | 6          | 20.00            | 14         | 12.96             |
| 3     | When my friends talked me into it                    | 7            | 8.98               | 2          | 6.67             | 9          | 8.33              |
| 4     | After being jobless for some years                   | -            | 0.00               | 1          | 3.33             | 1          | 0.93              |
| 5     | When I discovered that I have likeness for it        | 24           | 30.77              | 11         | 36.67            | 35         | 32.41             |
| 6     | When I could not secure admission to my first choice | 30           | 38.46              | 8          | 26.67            | 38         | 35.19             |
| 7     | When I decided to change my occupation               | 5            | 6.41               | 2          | 6.67             | 7          | 6.48              |
| 8     | By inquisitiveness                                   | 2            | 2.56               | -          | -                | 2          | 1.85              |
| Total |                                                      | 78           |                    | 30         |                  | 108        |                   |

Table 2 shows that the greatest number of respondents (35.19%) considered librarianship because they could not secure admission to their first choice programme. In this group were 38.46% of female respondents and 38.00% of male respondents. One can deduce from this result that these respondents do not have flair for librarianship. Among female respondents (6.41%) and 6.67% of males considered librarianship when they decided to change their occupation. One can also deduce that these categories of respondents are likely to use librarianship as "Transit Camp" (Agumanu, 1990; Afolabi, 1996; Luzius, 2006). Further analysis revealed that 2.56% of female respondents considered librarianship out of inquisitiveness. Choosing librarianship out of inquisitiveness

was not considered by the males, rather 3.33% of male respondents considered librarianship after being jobless for some years. The respondents who considered librarianship out of inquisitiveness and joblessness could not be said to have volition for librarianship. Only 1.85% of the respondents who filled librarianship in their JAMB Forms, 12.96% who made the choice during their school days and 8.33% who were talked into choosing librarianship by their friends could be said to have volition for librarianship. So only a total of 23.14% of the respondents in this study had volition for librarianship.

As reported in the literature, there are various factors which motivate undergraduate students to choose librarianship as a profession. The findings of this study are reported in Table 3.

**Table 3 Mean Scores of Factors that Motivated Undergraduate Students to Choose Librarianship/Library and Information Science as a Profession**

| S/No. | Factors                       | Females, N=78; X | Males, N=30; X |
|-------|-------------------------------|------------------|----------------|
| 1     | Status of the profession      | 2.86             | 3.33           |
| 2     | Working with books            | 2.97             | 3.03           |
| 3     | Opportunity to learn          | 3.47             | 3.43           |
| 4     | Opportunity to do research    | 3.45             | 3.57           |
| 5     | Rendering services to clients | 3.38             | 3.40           |
| 6     | Prospects of advancement      | 2.71             | 2.87           |
| 7     | Economically rewarding        | 2.24             | 2.67           |
| 8     | Intellectually stimulating    | 3.38             | 3.77           |
|       | GRAND MEAN                    | 3.06             | 3.26           |

Table 3 shows that economically rewarding has a mean of 2.24 for female respondents. This finding translates to the fact that females are not primarily motivated to choose librarianship because of economic rewards (Garmon-Leary & Parker, 2002; Simpson, 2006). All other factors have mean scores above the criterion mean of 2.5 for males and females. The grand mean for females is 3.06 while the grand mean for males is 3.26. The finding shows that males are more motivated by these factors to choose librarianship as a profession than their female counterparts.

Gender stereotyping (band-wagon effect) is another factor mentioned in the literature. Table 4 below shows respondents' responses to gender stereotyping effect.

**Table 4 Respondents' Responses to Gender Stereotyping  
(Band-wagon) effect to the Library Profession**

| s/no | Factor                                              | Females, N = 78 |       |    |      | Males, N = 30 |       |    |      |
|------|-----------------------------------------------------|-----------------|-------|----|------|---------------|-------|----|------|
|      |                                                     | Yes             | %     | No | %    | Yes           | %     | No | %    |
| 1    | Librarianship is a suitable profession of my gender | 74              | 94.87 | 4  | 5.13 | 28            | 93.33 | 2  | 6.67 |

Table 4 shows that female respondents' rate of stereotyping towards library profession is 94.87% while male respondents have 93.33%. The result shows that it can be conveniently said that stereotyping effect is also a factor which females consider while choosing librarianship as a career. In the literature, influence of gender in the choice of librarianship was also observed by Garnon-Leary & Parker (2002).

Respondents were also asked to indicate which academic works in the librarianship that attracted them to the profession. Their responses are presented in Table 5.

**Table 5 Mean Scores of Academic Work in the Library Profession as Rated by Male and Female Respondents**

| S/No | Academic Work                            | Females, N = 78 |  | Males, N = 30 |  |
|------|------------------------------------------|-----------------|--|---------------|--|
|      |                                          | $\bar{X}$       |  | $\bar{X}$     |  |
| 1    | Conducting Library Research              | 3.22            |  | 3.47          |  |
| 2    | Publishing Journal articles              | 2.63            |  | 2.47          |  |
| 3    | Publishing library and information books | 2.73            |  | 2.60          |  |
| 4    | Lecturing                                | 3.03            |  | 2.80          |  |
| 5    | Cataloguing of books                     | 3.49            |  | 3.07          |  |
| 6    | Classification of books                  | 3.27            |  | 3.03          |  |
| 7    | Indexing services                        | 3.23            |  | 3.07          |  |
| 8    | Abstracting services                     | 3.21            |  | 2.83          |  |
|      | GRAND MEAN                               | 3.10            |  | 2.92          |  |

Table 5 shows that publishing journal articles has a mean of 2.47 for males. This was borne out of the fact that male respondents did not envisage publishing of journal articles as part of a librarian's work. All other factors have mean scores above the criterion mean of 2.5 for males and females. Grand mean for females in Table 5 is 3.10 while that of the males is 2.92. The finding clearly shows that females are more attracted to the profession by academic works in the library.

## DISCUSSION

The age bracket of majority of UNN undergraduate students of LIS was within 21- 30 years. The finding compares well with that of Issa and Nwalo (2008) whose respondents were in the 22-26 age bracket. The female undergraduates' progressive dominance of LIS was found in UNN. This trend seems to be a microcosm of both national, as depicted in studies of Agumanu, (1990), Issa and

Jwalo (2008) and in this study (2010) as well as international, as shown in studies of Shimmon (2002) and Hickey (2006).

Many authors (Morrison, 1969; Nzotta, 1983; Simon, 1996; Deeming & Chelin, 2001) affirmed that librarianship is not a typical first choice of a greater percentage of their respondents. It was also reported that it was common in Nigeria to find librarians resigning from their jobs and opting for other occupations (Afolabi, 1996; Luzius, 2006). In the midst of the unsettled situation, which factors motivate students to choose librarianship?

Among the first four factors that motivated female respondents in this study were opportunity to learn, opportunity to do research, rendering services to clients and the fact that they considered librarianship to be intellectually stimulating. Contrary to Usoro's (2000) view, the female respondents did not choose factors like prestige, status or opportunities for advancement in the profession. Rather, Nzotta (1983)'s identification of rendering services to people and intellectual stimulation as factors considered for choice of librarianship as a career, were considered by these female respondents. The male respondents' choices of factors in order of priority were intellectual stimulation, opportunity to do research, opportunity to learn and rendering services to clients. It could be observed that the factors are the same but the ranking differed. However, male respondents were found to be more motivated by these factors.

Gender stereotyping is one of the factors through which choice of a career could be made (Shimmon, 2002). In his editorial on gender as it affects librarianship, Shimmon (2002) observed that the proportion of female practitioners had increased enormously in most countries. In this study, female respondents displayed greater stereotyping effect than the male respondents.

Academic work in librarianship could also be fascinating and could attract students to librarianship. However, apart from opportunity for intellectual stimulation, intellectual development and liking for books, no researcher to the best of the knowledge of the author of this study has included other academic work or academic activities in the library as factors that motivate or attract respondents, or undergraduate students to librarianship. However the first four academic works chosen in order of priority by the female respondents were cataloguing of books, classification of books, indexing services and conducting library researches. Their male counterparts also identified conducting library researches, cataloguing of books, indexing services, and classification of books. Like in the previous occasion, it could be observed that although prioritization differed, both male and female respondents are attracted to the profession by the same type of academic works in the library. However, female respondents were more attracted to the profession by library academic works than their male counterparts.

## CONCLUSION

From this study it can be concluded that undergraduate students in UNN are within 21-30 age brackets and that there has been a steady progression of female undergraduate students' dominance in U.N.N. LIS School. Findings of the study revealed that majority of the respondents did not enter Library Science Department out of volition, conviction or commitment but were propelled by extraneous circumstances. Out of this category, majority of them were females. The finding informed the situation where some people use librarianship as a "transit camp". Female respondents in this study showed that they did not set high priority on economic rewards when they decided to choose library profession. They were more motivated by variables such as, working with books, opportunity to learn and opportunity to do library research. Male respondents were more motivated to choose the library profession by variables such as status of the profession, service to clients, prospects of advancement, economic rewards, and intellectual stimulation. Considering all the variables mentioned, male respondents showed that they were more motivated to choose librarianship as a career. Female respondents in this study exhibited more stereotyping attitude towards library profession than the males and they were also more attracted to the profession by the academic work in the library than their male respondents. In view of the findings of the study, it is recommended that: the Department of Library and Information Science, University of Nigeria Nsukka, should revise their curricula to include various library ICT operations so as to make librarianship to attractive profession in line with global order; and both the Nigerian Library Association and the Library Schools should market library services and create awareness of the potentials (job opportunities) of the library profession.

## REFERENCES

- Afolabi, M. (1996). Holland's topological theory and its implications for librarianship and libraries. *Librarian Career Development*. 4(3): 15-21.
- Agumanu, J. (1990). The choice of librarianship as a career in Nigeria. Available at [http://www.world.org/vol01n02/agumanu\\_vol.1n2.shtml](http://www.world.org/vol01n02/agumanu_vol.1n2.shtml). Accessed on 30<sup>th</sup> May 2008.
- Bello, M. A. (1992). Choice of librarianship as a career. *Journal of Library World* 93(3). (Available at [http://www.emeraldinsight.com/insight/views](http://www.emeraldinsight.com/insight/views/content/item.do?je) content item. do:je sessionid=3B3FD80040728D588F3A02F26CBF29F0? Content Ty. Accessed 21<sup>st</sup> April 2008).
- Carle, D.O. (1995). A longitudinal study of Associates at the National Library of Medicine, 1957-1990. *Bulletin of Medical Library Association* 83(3): 275-279.

- Deeming, C & Chelin, J. (2001). A study of people changing careers into librarianship. *New Library World*, 102(1-2): 13-26.
- Garnon-Leary, P. & Parker, S. (2002). The round table on women's issues snapshot project: The status of women in libraries internationally. *International Federation of Library Association (IFLA) Journal*, 28(1): 17-23.
- Hickey, A. (2006). Cataloguing men. Charting the male Librarians' experience through the perceptions and positions of men in libraries. *The Journal of Academic Librarianship*, 32(3): 286-295.
- Issa, A. O. & Nwalo, K. I. N.. (2008). Factors Affecting the Career Choice of Undergraduates in Nigerian Library and Information Science (Available at [http://findarticles.com/p/articles/ml\\_7002/ls-/ai\\_n28539226](http://findarticles.com/p/articles/ml_7002/ls-/ai_n28539226). Accessed 13<sup>th</sup> December, 2008).
- Julian, C. A. (1979). An analysis of factors influencing the career choice of Librarianship. (Available at [http://eric.ed.gov/ERIC Web Portal/custom/portlets/record/Details/detail/mini.jsp?\\_nfpb=true & ERIC Ext. Search\\_search Value\\_0=ED191448 & ERIC Ext Search\\_Search Type\\_0 =](http://eric.ed.gov/ERIC Web Portal/custom/portlets/record/Details/detail/mini.jsp?_nfpb=true & ERIC Ext. Search_search Value_0=ED191448 & ERIC Ext Search_Search Type_0 =) Accessed 13<sup>th</sup> June, 2008).
- Luzuis, J. (2006). Leaving the academic library. *Journal of Academic Librarianship*. 32 (6): 593-598.
- Morrison, P.D. (1969). *The Career of the Academic Librarian*. Chicago: ALA.
- Nzotta, B.C. (1983). *Choice of Librarianship as a Career*. *Nigerian Journal of Library and Information Studies* 1(1): 1-11.
- Okojie, V. (2002). Registration of Librarians, *Librarians Registration Council of Nigeria*. (LRCN) Abuja: LRCN.
- Reagan, A. L. (1958). *A Study of Factors Influencing College Students to become Librarians*. Chicago: ACRL (Asso. of College & Research Libraries).
- Shimmon, R. (2002). Editorial: Seventy-five years of IFLA. *IFLA Journal*, 28(1): 09.
- Simon, J. (1996) The double-glazed glass ceiling in Australian libraries. *Librarian Career Development* 4(4): 4-14.

Simpson, R. (2006). Men in non-traditional occupations: Career entry, career orientation and experience of role strain. (Available at <http://bura.brunel.ac.uk/handle/2438/3755>. Accessed 3<sup>rd</sup>. February 2009).

University of Nigeria, Nsukka (2007a). Department of Library and Information Science List of 1999-2007 Sessions' Undergraduate Admissions' File.

Nsukka: UNN, Department of Library and Information Science.  
University of Nigeria, Nsukka (2007b). Department of Library and Information Science, Revised Undergraduate Degree Programme 2006-2007.

Usoro, E. B. (2000). Women in Vocational Education: Attitudinal Approach to Job Choice. *Journal of Women in Academics (JOWAS)* 1(1): 159 – 169.