Factors Influencing Senior High School Students to Enroll in Library and Information Science

Hazle Joy L. Colanggo[1] and Annabelle P. Acedera[2]

[1]MLIS Student, Lourdes College, Inc.
[2]Research Mentor, Lourdes College, Inc.

Abstract— In today's knowledge-driven society, Library and Information Science (LIS) plays a vital role by intersecting with fields like technology, data management, and information literacy. As global demand for information professionals rises, LIS program face low enrollment rates worldwide (Gorman et al., 2020; Hodgkinson, 2020), including in the Philippines. This study investigates factors influencing senior high school students' intention to enroll Library and Information Science (LIS) courses. The present study examined if students' personal, school, and social variables, perceived value of librarianship by students, and effectiveness of BLIS campaign programs significantly influence their enrollment decisions. This study utilized a descriptive-correlational research design. The data were gathered from 232 senior high school students from a university in Ozamiz City, through a researcher-constructed questionnaire. The sample size of 232 students was determined using the Taro Yamane formula. Results showed that personal factors such as self-efficacy and career motivation, were most influential, followed by social and school influences. Findings also revealed a high correlation between contextual factors, perceived value, marketing strategies, and students' intention to pursue LIS. The research offers LIS educators, policymakers, and career counselors' implications of how to promote LIS programs and solve enrollment problems. It also highlights the importance of strategic marketing and good career guidance in recruiting students to the LIS profession in the Philippine setting.

Keywords— BLIS Marketing, Career Choice, Career Guidance, Philippines, Enrollment Intention, Library and Information Science, Senior High School, Social Cognitive Career Theory, Personal Factors.

I. INTRODUCTION

Despite the growing demand for information professionals, Library and Information Science (LIS) programs, like in the Philippines, have low enrollment because of inadequate promotion, public attitudes, and career advice (Gorman et al., 2020; Hodgkinson, 2020). Most LIS career studies focus on Western countries, with a necessity to account for certain Southeast Asian factors of the Philippines' digital revolution, culture, and economic drivers on students' intentions (Borrego et al., 2018; Bulatao et al., 2022; Muega et al., 2021).

Recent global events have made digital transformation of the Philippines industry accelerate, resulting in the need for information professionals. There has been minimal research examining the impact of this digital shift on students' perception of LIS as a career choice. As the country grows its digital systems and services, this understanding becomes critical.

Recent studies highlight that while the K–12 curriculum in the Philippines includes career guidance, its impact on awareness of Library and Information Science (LIS) careers is limited. Lascano (2021) found that most senior high school students have little interest in LIS due to its low visibility and limited promotion. Development Asia (2023) reported inconsistent implementation of the Career Guidance Program, with many students lacking access to personalized counseling. Maestrado and Bucar (2024) also noted a shortage of qualified guidance counselors, further limiting students' exposure to diverse career options like LIS. These findings suggest a need for stronger LIS promotion within the K–12 system. Study aims to identify factors influencing senior high school students' selection of LIS programs. Understanding these factors holds importance for LIS schools' growth and for policymakers and career counselors in enhancing LIS programs' appeal. The research examined various factors that may encourage or discourage students from pursuing LIS careers.

The study aims to identify factors influencing senior high school students' selection of LIS programs. Understanding these factors holds importance for LIS schools' growth and for policymakers and career counselors in enhancing LIS programs' appeal. The research examined various factors that may encourage or discourage students from pursuing LIS careers.

In addition, the study's findings can inform institutional strategies for attracting students to LIS programs and developing a strong LIS workforce. This research will

contribute to understanding career selection patterns among Filipino students, potentially improving LIS education and policies. The results could guide the development of specific interventions addressing low enrollment in LIS programs while considering Philippine educational and cultural contexts.

Furthermore, the timing of this research aligns with the Philippines' goal of becoming a knowledge economy hub in Southeast Asia. Understanding student motivations in LIS career selection will facilitate the development of effective strategies for training information professionals. These insights can help address the gap between the increasing demand for information professionals and the current shortage of LIS graduates in the country.

Since Library and Information Science (LIS) professionals support education and research at all levels by organizing, preserving and providing access to scholarly resources and learning materials, this particular research contributes to the overall quality and effectiveness of education which is the central tenet of the United Nation's Sustainable Development Goal number 4 on Quality Education.

II. RATIONALE

In the Philippines, where government is making efforts to promote information literacy in national development plans, LIS programs are dwarfed by other more popular courses like business and engineering. The lack of awareness, the scarcity of proper information on LIS careers, and cultural attitudes have been the reasons behind this phenomenon. Added to this is the digital revolution that has opened up greater opportunities for information professionals, but the trend in enrollment does not support this demand. There is also limited research on the impact of cultural, economic, and educational determinants on LIS enrollment choices in the local setting.

III. OBJECTIVES OF THE STUDY

The primary aim of the study is to determine the factors influencing senior high school students to enroll in LIS programs.

Specifically, it intends to:
1. Explore how personal, social, school, and contextual factors influence student choices.
2. Assess how students perceive the value of librarianship as a career.
3. Identify gaps in career guidance related to LIS.
4. Provide data that may inform strategies to promote LIS education.

IV. THEORETICAL AND CONCEPTUAL FRAMEWORK

This study employs Lent, Brown, and Hackett's (1994) Social Cognitive Career Theory (SCCT) to explore the impact of environmental and personal variables on students' decision to enroll in Library and Information Science (LIS) programs. SCCT is concerned with the impact of self-efficacy, performance expectations, and contextual variables like education, family, and social support on career choice. Interest-based, value-driven, and aspiration-based students, and strong belief about LIS satisfaction, will be more inclined towards choosing the profession. School factors, such as exposure to LIS in courses, mentoring, and co-curricular activities, also play a pivotal part in fostering interest.
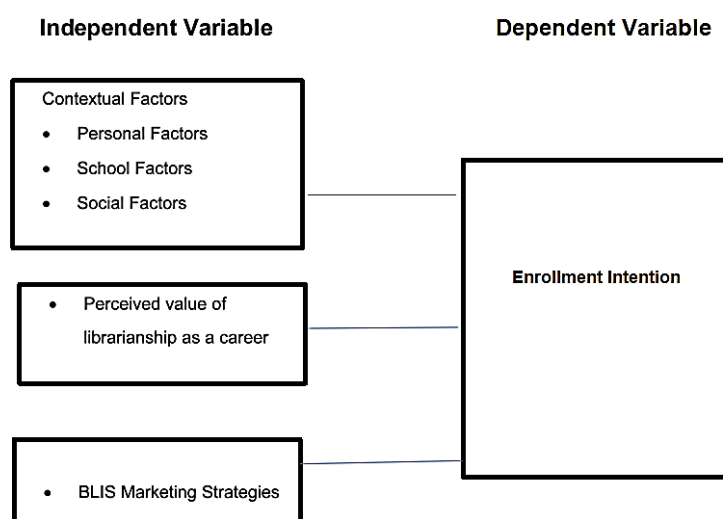

Fig. 1. The Systematic Presentation of the Study

V. RESEARCH DESIGN

The research applied a descriptive-correlational design to investigate the determinants of senior high school students' choices in taking the Library and Information Science (LIS) course. The descriptive correlate was used to describe the participants' profile, while the correlational aspect was to establish the association between personal, school, and environmental influences and students' intention to take LIS as a collegiate subject.

VI. PARTICIPANTS AND SAMPLING PROCEDURE

The participants of this study consisted of 232 senior high school students selected from a total of 578 enrollees at a university in Ozamiz City, using the Taro Yamane formula to determine the appropriate sample size.These students were selected from a cross-section of tracks depending on availability and specialty; Science, Technology, Engineering, and Mathematics (STEM), Humanities, Social Sciences, (HUMSS), Accountancy Business, and Management (ABM), as well as General Academic Strand (GAS).

The study used the stratified random sampling technique to pull out participants for the study. This method categorized the participants into different groups by academic type then sample the respondents from the different categories.

This sampling technique helped to minimize bias so that each academic track was fairly represented in the study.

To ensure that the sample was appropriate for the study, certain inclusion and exclusion criteria were used. Students who were taking the senior high school program at the university and were enrolled the STEM, HUMSS, ABM, or GAS tracks were considered as potential participants.

VII. RESEARCH INSTRUMENTS

A researcher-made questionnaire was developed to gather data on factors influencing senior high school students' decision to enroll in the LIS program. The instrument used a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), allowing participants to indicate their level of agreement with each statement based on their experiences and knowledge. The questionnaire was organized into five main sections that align with the study's variables: Personal Factors, School Factors, Social Factors, Perceived Value of Librarianship as a Career, and Satisfaction with Information Received. Each section contained statements designed to measure specific aspects of these variables, such as personal interest in librarianship, school support, family encouragement, career perceptions, and information satisfaction. The statements were crafted to be clear and direct, ensuring respondents can easily understand and provide accurate responses.

VIII. ETHICAL CONSIDERATIONS

The research followed ethical standards of research. Informed consent was gained from all participants and their guardians or parents. It was voluntary for them to participate, and confidentiality was observed in the course of the research. Respondents were assured that their identities would not be revealed and that the information gathered would only be used for academic purposes.

IX. STATISTICAL TREATMENT

Descriptive statistics like frequency, percentage, mean, and standard deviation were applied to describe the profile and participant responses.

Pearson's r and Chi-square tests were utilized to test variable relationships. Statistical Package for the Social Sciences (SPSS) software was utilized to analyze the data to ensure reliability and accuracy.

X. RESULTS AND DISCUSSION

1. How are the participants characterized in their contextual factors in terms of:

1.1. Personal Factors

1.2. School Factors; and

1.3. Social Factors

Table 1. Summary Table of Participants' Characterization

Dimensions of Participants' Characterization	Mean	Description	SD
Personal Factors	4.16	Agree	0.56
School Factors	3.91	Agree	0.66
Social Factors	4.01	Agree	0.67
Overall Participants' Characterization	4.03	Agree	0.55

The results indicate individual factors exerted the strongest influence on students' LIS interest (mean = 4.16), according to intrinsic motivation.

Social (mean = 4.01) and school factors (mean = 3.91) also exerted positive but weaker influences.

Overall, all factors scored high, which signifies an enabling environment for LIS career interest, as per Lee, Park, and Kim (2022).

Problem 2. What is the level of participants' perception of the value of the librarianship as a career?

Table 2 indicates the respondents' attitude towards librarianship as a profession, and the result is generally high (M=4.19). More than half of the respondents (54.74%) responded with high relevance, adding positively to their perspective on its career prospects. Also, 32.76% of the respondents particularly scored the value of librarianship as agree, which shows strong acknowledgment of the value and potential of the profession.

Table 2 (a): Frequency, Percentage and Mean Distribution of the Participants' Perception of the Value of the Librarianship as a Career

Range	Description	Frequency	Percentage
4.51-5.00	Strongly Agree	76	32.76
3.51-4.50	Agree	127	54.74
2.51-3.50	Neutral	29	12.50
1.51-2.50	Disagree	0	0.00
1.00-1.50	Strongly Disagree	0	0.00
	Total	232	100.0
	Overall Mean	4.19	
	Interpretation	Agree	
	SD	0.58	

(b)

	Specific Indicators of the Participants' Perception of the Value of the Librarianship as a Career	M	Interpretation	SD
1	Librarians have a vital role in literacy and education promotion within the community.	4.25	Agree	0.70
2	There are varied career advancement and specialization opportunities within the profession of librarianship.	4.09	Agree	0.69
3	Librarians make a difference in access to information and are appreciated by society.	4.22	Agree	0.73
4	Librarianship contributes positively to personal and professional development.	4.16	Agree	0.76
5	Skills acquired in LIS are transferable to other disciplines.	4.15	Agree	0.75
6	Librarians have an important role in supporting research and academic success.	4.26	Agree	0.70
7	A career in librarianship is seen as a fulfilling and meaningful profession.	4.21	Agree	0.71

The findings suggest that participants have a positive view of librarianship and that they most highly esteem the role of librarians in supporting research and academic success (M=4.26), which reflects their positive view of librarians as a core driver for learning and intellectual development. Nonetheless, the lowest-rated item (M=4.09) is access to career advancement and specialization in the profession, an apparent constraint on long-term growth despite the vastly high overall rating. Such a disconnect can be filled with career counseling, mentorship, and work experience exposure to better equip students' appreciation and perception of longer-term professional prospects in the field (Fagan et al., 2021; Ho et al., 2023; Wood et al., 2020).

Problem 3. What is the participants' assessment of the school's BLIS marketing strategies?

Table 3 shows that the students find the marketing efforts of the BLIS program to be highly effective (mean = 4.03), with over half of them scoring them Agree. This overwhelming endorsement proves the success of the school's advertisement campaign and aligns with

literature emphasizing the need for marketing to student registration as well as building the image of specialized disciplines such as LIS.

Table 3(a). *Frequency, Percentage and Mean Distribution of the Participants' Assessment of the School's BLIS Marketing Strategies*

Range	Description	Frequency	Percentage
4.51-5.00	Strongly Agree	58	25.00
3.51-4.50	Agree	125	53.88
2.51-3.50	Neutral	45	19.40
1.51-2.50	Disagree	4	1.72
1.00-1.50	Strongly Disagree	0	0.00
	Total	232	100.0
	Overall Mean	4.03	
	Interpretation	Agree	
	SD	0.66	

(b)

	Specific Indicators of the Participants' Assessment of the School's BLIS Marketing Strategies	M	Interpretation	SD
1	School marketing materials inform students about the benefits of the BLIS program.	4.03	High	0.80
2	Informational sessions on LIS programs are provided to students for information and to encourage them to pursue the LIS program.	4.00	High	0.78
3	BLIS promotional activities raise awareness in students about various career options available.	4.06	High	0.76
4	Social media campaigns by schools effectively reach the target students for LIS education.	4.03	High	0.79
5	Cooperation with local libraries promotes the BLIS program at the school.	4.05	High	0.78
6	The school events showcasing library services make students interested in the LIS program.	4.00	High	0.83
7	The marketing strategies of the BLIS program include feedback from current students.	4.00	High	0.78

The findings suggest that students have a positive perception of the promotion of the BLIS program with high ratings across all statements.

Promotion channels like posters and online content are effective in creating awareness, but the potential for further raising engagement is there in areas like events, info sessions, and use of feedback.

Increasing the student orientation in strategies can further maximize their impact.

Problem 4. What is the level of senior high school students' intention to enroll in the LIS program?
Table 4 shows an "Agree" intention level among senior high school students to take the Library and Information Science (LIS) course with a total mean score of 3.83. This implies that students tend to have positive attitudes toward the LIS profession regarding its values, justification, and career fit. Notably, 44.83% of the participants expressed a high intention to pursue LIS, indicating a high interest in the program from potential students.

Table 4 (a): *Frequency, Percentage and Mean Distribution of the Level of Senior High School Students' Intention to Enroll in the LIS Program*

Range	Description	Frequency	Percentage
4.51-5.00	Strongly Agree	53	22.84
3.51-4.50	Agree	104	44.83

2.51-3.50	Neutral	66	28.45
1.51-2.50	Disagree	9	3.88
1.00-1.50	Strongly Disagree	0	0.00
	Total	232	100.0
	Overall Mean	3.83	
	Interpretation	Agree	
	SD	0.73	

	Specific Indicators of the Level of Senior High School Students' Intention to Enroll in the LIS Program	M	Interpretation	SD
1	I love libraries, and I think pursuing a career in Library and Information Science will be a way of contributing to my community.	3.88	Agree	0.88
2	A degree in Library and Information Science seems to me a good fit for my personal interests and professional ambitions.	3.64	Agree	0.99
3	I believe that knowledge sharing is an important value for lifelong learning.	4.20	Agree	0.78
4	I am inspired by the work of librarians or information professionals; hence, I intend to pursue my career.	3.85	Agree	0.90
5	I am very passionate about accessing information and therefore feel that by pursuing LIS education, I can develop my capabilities for this process.	3.82	Agree	0.91
6	I wish to have a better impact on information management, which will be highly achieved by undertaking the LIS course.	3.80	Agree	0.89

(b)

		M	Interpretation	SD
7	I am determined to pursue a career in Library and Information Science (LIS) by enrolling in the LIS program.	3.63	Agree	1.09

Nearly half of the students see LIS as worth and interesting, with high interest in its values namely knowledge sharing for lifelong learning (mean = 4.20).

Fewer, however, are committed to pursuing it professionally (mean = 3.63), suggesting a gap between valuing the discipline and choosing it professionally.

This is possibly because of imprecise professional choices or LIS professional exposures.

Problem 5. Are the participants' contextual factors, perceived value of librarianship, and marketing strategies significantly associated with their enrollment intention in the LIS program?

- H_{o1}. The participants' contextual factors are not significantly associated with their enrollment intention in the LIS program.
- H_{o2}. The participants' perceived value of librarianship and assessment of the marketing strategies are not significantly associated with their enrollment intention in the LIS program.

Table 5. *Shows the correlation results between the participants' contextual factors and their intention to enroll in the Library and Information Science (LIS) program.*

		Contextual Factors				Perceived value of Librarianship	Assessment of Marketing Strategies
		Personal	School	Social	Overall		
Intention to Enroll in LIS Program	Correlation Coefficient	.456**	.646***	.619***	.662***	.504***	.619***
	Sig. (2 tailed)	.000	.000	.000	.000	.000	.000

**significant at 0.01 level

The study established a strong correlation between students' perceived value of librarianship, successful marketing strategies, and their intent to pursue LIS programs, thereby rejecting the null hypothesis. The students who view the profession as valuable and are exposed to forceful marketing tend to follow it. Unlike studies in India (Gupta et al., 2020), where lack of promotion led to disinterest, results affirm the need for

LIS studies to be concurrent with real careers and suggest broader enrollment depends on broader motivation, visibility, and support—congruence with Social Cognitive Career Theory.

XI. FINDINGS

From the data gathered, the following findings were drawn:

1. Overall, the participants' characterization across all three contextual dimensions - persona, school and social factors - is generally high. This highlights the significance of a robust support system that allows individuals to pursue their aspirations, achieve academic success, and feel recognized and valued within their communities.
2. Generally, the participants' perception of the value of the librarianship as a career is generally high. Librarianship is viewed as a meaningful and rewarding profession with diverse opportunities, reflecting a strong appreciation for the role librarians play in society.
3. Generally, the participants' assessment of the school's BLIS marketing program is generally high, reflecting a favorable impression among the participants' regarding how well the school communicates and markets the BLIS program.
4. The participants rated as high their intention to enroll in the LIS program, indicating a substantial and promising pool of students who are strongly inclined toward pursuing this field.
5. The participants' intention to enroll in the LIS program is strongly influenced by personal, school, and social factors, reflecting the role of both intrinsic motivations and external support. Additionally, students who value librarianship and view the school's marketing efforts positively are more likely to consider enrolling.

XII. CONCLUSIONS

The study concludes that senior high school students' decisions to enroll in the Library and Information Science program are influenced by a multifaceted interaction of personal, school, and social factors. Personal alignment with career goals emerged as the most significant determinant of enrollment intention, followed by school support systems and social validation. While students generally maintain positive perceptions of librarianship and recognize its essential contribution to education and research, there exists a notable gap in their awareness regarding the comprehensive range of career advancement and specialization opportunities within the profession.

The school's marketing strategies have demonstrated partial effectiveness in raising awareness about LIS career prospects; however, substantial room for improvement exists, particularly regarding student engagement and information dissemination methods. Supporting these findings, Malik and Ameen (2021) highlight the significant potential of digital platforms in expanding awareness about LIS careers while emphasizing the necessity for more strategic and interactive outreach approaches to fully engage prospective students.

These insights provide valuable implications for LIS educators, administrators, policymakers, and career counselors seeking to promote LIS education and address enrollment challenges within the Philippine context. Targeted interventions that address personal motivations, enhance program visibility, and strengthen support networks could significantly impact enrollment intentions and program sustainability.

The findings of this study align with Social Cognitive and Career Theory which posits that career choices are shaped by the dynamic interplay between self-efficacy beliefs, outcome expectations, and personal goals and that individuals develop career interests and make educational choices based on their belief in their abilities to succeed and their expectations of positive outcomes.

XIII. RECOMMENDATIONS

Based on the findings and conclusions, the study arrived at the following recommendations:

1. For School Administration that they may:

1.1. explore developing a comprehensive career guidance program that helps students identify alignment between personal interests and LIS career opportunities, potentially highlighting how librarianship connects with diverse career aspirations; and
1.2. contemplate on student support mechanisms including scholarships, grants, and financial aid specifically targeted at promising LIS candidates as a way to address economic barriers to enrollment.

2. For BLIS Department that they may:

2.1 reflect on redesigning promotional materials to showcase the diverse career pathways and specializations available within the LIS field, potentially moving beyond traditional librarianship representations;
2.2 evaluate the potential benefits of developing a strategic social media presence to highlight student

success stories, program achievements, and emerging trends in information science might increase visibility among digital-native prospective students;

2.3 consider establishing a mentorship program pairing senior high school students interested in LIS with current students or recent graduates, potentially fostering personal connections to the field; and

2.4 contemplate establishing a mentorship program pairing senior high school students interested in LIS with current students or recent graduates, potentially fostering personal connections to the field.

3. For Library Educators, that they may:

3.1. reflect on workshops for senior high schools that showcase information literacy skills and emerging technologies in librarianship as potential means to generate interest and address outdated perceptions;

3.2. collaborate with school guidance counselors to provide accurate information about LIS career opportunities, salary prospects, and professional growth trajectories; and

3.3. consider integrating innovative teaching methodologies and real-world applications into curriculum discussions during recruitment events, which may demonstrate the dynamic nature of LIS education.

4. For Future Researchers that they may:

4.1 explore the possibility of conducting longitudinal studies tracking how enrollment intentions translate to actual enrollment and eventual career choices, potentially identifying critical decision points and influencing factors;

4.2 consider as a research direction the impact of socioeconomic backgrounds on students' perceptions of and access to LIS education to give information for more inclusive recruitment strategies; and

4.3 conduct comparative analyses between regions or institutions with high versus low enrollment seems worthy attention , as this might identify transferable best practices in program promotion and student recruitment.

REFERENCES

[1] Borrego, Á., Ardanuy, J., & Urbano, C. (2018). Librarians as research partners: Their contribution to the scholarly endeavour beyond library and information science. The Journal of Academic Librarianship, 44(5), 663-670. https://doi.org/10.1016/j.acalib.2018.07.012

[2] Bulatao, J. M. G., Tuazon, A. P., Sison, J. T., & Jimenez, R. N. (2022). Library and information science education in the Philippines during the COVID-19 pandemic: Challenges and opportunities. Information Development, 38(1), 90-101. https://doi.org/10.1177/02666669211015441

[3] Development Asia. (2023). Improving career guidance in the Philippines: Challenges and opportunities. Asian Development Bank. https://development.asia/insight/improving-career-guidance-philippines-challenges-and-opportunities

[4] Fagan, J. C., Ostermiller, H., Price, E., & Sapp, L. (2021). Librarian, faculty, and student perceptions of academic librarians: Study introduction and literature review. New Review of Academic Librarianship, 27(1), 38-75.

[5] Gorman, M. (2020). Our enduring values revisited: Librarianship in an ever-changing world. American Library Association. http://publish.illinois.edu/whylibraries/files/2019/10/gorman-2015-enduring.pdf

[6] Gupta, J., Singh, S., Pandita, R., & Bhat, S. K. (2020). Enrolment scenario of LIS education in India through distance mode: a study. Global Knowledge, Memory and Communication, 69(6/7), 483-499.

[7] Ho, T. T. H., Le, V. H., Nguyen, D. T., Nguyen, C. T. P., & Nguyen, H. T. T. (2023). Effects of career development learning on students' perceived employability: a longitudinal study. Higher Education, 86(2), 297-315.

[8] Hodgkinson, T., & Innes, J. (2020). The evolving role of information professionals. *Journal of Librarianship and Information Science*, 52(3), 379-396. https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=6243&context=libphilprac

[9] Lascano, E. A. (2021). Students' Knowledge on Library and Information Science (LIS): An Option for Choosing a Career. Library Philosophy and Practice, 1-29. https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=10874&context=libphilprac

[10] Maestrado, J. R., & Bucar, M. D. (2024). Guidance counseling in Philippine schools: Addressing the gaps in career awareness. International Journal of

Multidisciplinary: Applied Business and Education Research, 5(2), 42–52.

[11] Malik, A., & Ameen, K. (2021). The employment landscape and LIS education in Pakistan: challenges and prospects. Global Knowledge, Memory and Communication, 70(1/2), 79-93.

[12] Muega, M. A. G., Tuazon, A. P., & Ramiscal, C. I. (2021). Research productivity of library and information science educators in the Philippines. Scientometrics, 126(5), 4285-4309. https://doi.org/10.1007/s11192-021-03928-9 https://ijmaberjournal.org/index.php/ijmaber/article/view/1537

[13] Wood, B. A., Guimaraes, A. B., Holm, C. E., Hayes, S. W., & Brooks, K. R. (2020). Academic librarian burnout: A survey using the Copenhagen Burnout Inventory (CBI). Journal of Library Administration, 60(5), 512-531.