

Information Literacy Skills and Environmental Factors as Determinants of Career Choice Among Secondary School Students: Analysis of Five Secondary Schools in Ibadan-North Local Government, Oyo State, Nigeria

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ABSTRACT

In recent times, emphasis are not put on information as important tool for career choice, most Nigerian students do not have accurate information to help them make appropriate career choice, this problems has been for ages and still waxing stronger among Nigeria students, hence, this study. This study aimed at investigating information literacy skills and environmental factors as determinants for career choice among Secondary School Students in Ibadan North Local Government, Oyo State, Nigeria, as choice of individual career begins in Secondary School where one need adequate information for type of career to be happy with in future. Survey design mainly quantitative in nature was used, questionnaire was used in collection of data. Data were analyzed using descriptive statistics, regression and correlation was used, facilitated by using the (SPSS). Findings were made from the study that the students' information literacy level, which comprises, Information need, Information seeking, sources of information and uses of information towards career choice does not statistically and significantly affect career choice, while the environmental factors such as school, peer group, guidance and counseling, role model, family and religious affiliation according to this study play significant role in career choice of young adolescence Students rely on the environmental factors in choosing their career. It is therefore recommended that schools as one of the environmental factors should expose students to more career oriented programmes especially during their final year in school; this will enlighten them on how to identify, locate, evaluate and effectively make use of information for their career choice.

Keywords: Information literacy skills, environmental factors, career choice

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1. INTRODUCTION

Adolescent or teenagers are one of major population of any given state or nation, they need to be adequately informed about their future, if these adolescent are not well equipped for their career, it will definitely lead to unhappiness and threat to the society. The career aspirations of adolescents are different from those of adults. Career plays very fundamental and significant role in the life of an individual, not only because they determine the pattern of income but also because they affect individual personality in life.

Career therefore is a choice pursuit, life work or success in one's profession. It is the sequence of major position occupied by a person throughout his lifetime. In a nutshell, career is the totality of work one does in his life time. Career choice is a complex decision for students as it determines the kind of profession that they intend to pursue in life. As students try to make career choice while in secondary school, they face problem of harmonizing their career choices with their abilities and school performance. Studies indicate that most students enter into careers that are totally different from the ones they chose while in secondary. According to Hiebert, 2009 Career decisions are complicated and have broad and long term consequences that are not always obvious.

Bandura, 2002 opined that, people's life is majorly spent in occupational activities and occupation do more than simply provide income for livelihood. From the above, It is expected that students think as far as possible in regard their career choice, as it is permanent. Career choice is something very hard to enter especially as one's life will depend on it hence information literacy skill is very essential while planning career especially among young adolescence .

1.1 Statement of the Problem

Adolescence is the period during which the desire of children begins to be more realistic, Students face significant barriers in choosing their career. Many students do not know where to go for help regarding career information and decision-making. Children begin forming concepts of work at an early age, but since their knowledge is so narrowed, if no effort is made to correct these concepts in children, they may retain them into adolescence and adulthood, when they proceed to make relatively uninformed career decisions in terms of the range of information and opportunities actually available to them.

Some students even study all the school subjects together without any differentiation between core subject and optional subjects or between science and arts subjects, they are faced with choosing areas of specialization whether science or Arts due to lack of information. This is the beginning of their career choice problems. It becomes obvious that arts students can never again think of pursuing science, engineering courses or medicine in the universities, neither will science students think of pursuing courses in arts leading to bachelor of arts degree in the universities.

These students find it difficult to locate all the information they needed to make a career decision and not aware of knowing from where to get the answers to questions about their future. Some students do not know the fact what grades or courses are required to achieve their career goals, this malice had been for years and are still affecting students from generations to generations. As results of the stated problems, this study deems it fit to investigate the influence information literacy skills which comprises of and environmental factors such as, school, peer groups, guidance and counselors, role model, family, religious affiliations has on career choice among Secondary School Students in Ibadan-North Local Government, Oyo State, Nigeria.

1.2 Research Objective

The general objective of this study is to analyze Information Literacy Skills and Environmental Factors as Determinants of Career Choice among Secondary School Students in Ibadan North Local Government in Oyo State, while the specific objective is to know:

1. The level of information literacy skills senior secondary school students has towards career choice in Ibadan North Local Government.
2. Various environmental factors that determines career choice of senior secondary school students in Ibadan North Local Government.

Research Questions

The following are research questions that guided the conduct of this study:

1. What is the level of information literacy skills senior secondary school students have towards career choice in Ibadan North Local Government?
2. What are various environmental factors that determine career choice of senior secondary school students in Ibadan North Local Government?

Hypothesis: The following Null hypotheses were formulated for the purpose of this study:

Ho₁: There will be no significant relationship between individual factors of information literature skills and environmental factors with career choice.

Ho₂: There will be no significance joint influence of information literacy skills and environmental factors on career choice of Secondary School Students in Ibadan North Local Government.

2. CONCEPTUAL REVIEW

2.1 Information Literacy

Information Literacy as been defined as the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively use that information for the issue or problem at hand information literacy is a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. Information literacy as information competencies which involve the capacity to identify when information is needed, and the competence and skill to locate, evaluate and use information effectively. An information literate individual is expected to possess some qualities, an information literate person today should possess specific online searching skills such as the ability to select appropriate search terminology, logical search strategy and appropriate information evaluation. Acquisition and appropriate use of skills in the information communication technology age. Skill as the ability to bring about some end result with maximum results and minimum cost of time and energy.

Information literacy is "knowing when and why you need information, where to find it, and how to evaluate, use and communicate in ethical manner". An information literate person is one who: recognizes the need for information; appreciates the importance of accurate and complete information to make, intelligent decisions; formulates questions based on information needs; identifies potential sources of information; develops appropriate search strategies; accesses sources of information including computer-based and other technologies; evaluates information; organizes information for practical application; integrates new information into an existing body of knowledge and uses information in critical thinking and problem solving for example career making decision. Information literacy skills enables individuals to recognize not only when information is needed, but also when different kinds of information are needed.

2.1.1 Information Literacy and Career Choice among Students

Information literacy is "a set of abilities which enable individuals to recognize when information is needed, and possessing, the ability to locate, evaluate, and utilize the needed information. Living in the information era, these abilities have become imperative in virtually all life situations, and especially in the learning/educational environment.

Many youths made wrong career choices due to ignorance, lack of information, inexperience, peer pressure, advice from friends, parents and teachers, or as a result of prestige attached to certain jobs without adequate vocational guidance and career counseling.

Secondary school period is one of the most sensitive and crucial stage of a child's life in every educational pursuit. It is a stage of being careful in the selection of subjects that would lead to career choice in the future. Choosing a Career among Secondary School Students are sometimes complicated and have broad and long term consequences that are not always obvious. The context in which career decisions occur is complex and therefore many people require assistance and prompt information in exploring alternatives and weighing the consequences associated with various options. Students are being educated for the wrong future; this implies that youths do not get well informed in terms of the job market and a chosen career.

Career choice occurs in broad sequential stages; starting from childhood till death, just as information is a lifelong thing, starting from cradle till death. The earliest stage is often a non-realistic conceptualization of one's potentials and the world. But with time, the child begins to be more realistic in appraising himself with potential jobs. This second phase normally extends from about the end of primary school to secondary school. The third stage is referred to career choice and its influence on academic performance.

Before making career choices, students are supposed to be provided with a full information and various types of career available from which they are supposed to make choices. Most of the students lack adequate information regarding various careers, hence, the choices that they make are embedded in their perception of the ideal job and the subjects they study in secondary school.

2.1.2 Environmental Factors

Factors determining career choice have been reported in different studies. Two conditions are required to meet career choice such as availability of alternative career options and an individual preference between the career options. A Study on career choice in Ethiopia indicated that the students had an external locus of control and believes that there are numerous external factors which influence their career choices. These external factors include; political and economic considerations, previous work experience and the influence of key individuals in a person's life.

Career choice is influenced by multiple factors including: personality, interests, self concepts, cultural identity, globalization, socialization, role model, social support and available resources such as information and finances. Nature of schooling, family socio-economic background, influence of family members and close friends, and the expectations that evolve from these interactions are seen as the prime determinants of occupational choice, level of attainment and what prompts a person to make a career choice. Career decision is made many times throughout ones career.

2.1.3 Environmental Factor and Career Choice

There are two types of environment, which are: The social environment and natural environment. The Social Environment refers to all special impacts on interaction of an individual within the process of his living in the natural environment. The social environment has functioned since it looks into social impressions such as the family, parents, friends, religion, education, and even political group. These factors have a huge influence on the career of the students because the factors are the part of basic socialization that may affect an individual in choice of career especially among secondary school students. The environment plays a large part in a student's career choice. Students traditionally stay at home to either obtain education or start employment.

Environmental factor is made up of some variables which include peer groups, role models, mentors, social groups, socio-economic status, and type of family which determines the nature of career choice of secondary school adolescents. The environment of home affects the educational performance of students. Environment is the external force which can affect career of student.

2.2 Theoretical Framework

The focus of this research work is “information literacy skills and environmental factors as determinants of career choice among Secondary School Students, Analyzing in Ibadan North Local Government Ibadan, Oyo State, therefore, it will anchor on: The PLUS information Literacy model developed by James E. Herring and Super’s Career Development Theory propounded by Donald Super

2.2.1 Super’s Career Development Theory

One of Donald Super’s greatest contributions to career development has been his emphasis on the importance of the development of self-concept. According to Super, self-concept changes over time and develops as a result of experience and information. As such, career development is lifelong. Super developed the theory and work of colleague Eli Ginzberg. Super felt that Ginzberg’s work had weaknesses, which he wanted to address. Super extended Ginzberg’s work on life and career development stages from three to five, and included different sub-stages, which are:

- ❖ **Growth Stage** (roughly age 4 to 13), the first life stage, the period when children develop their capacities, attitudes, interests, socialize their needs, and form a general understanding of the world of work.
- ❖ **Exploration Stage** (Ages 14-24) is the period when individuals attempt to understand themselves and find their place in the world of work. Through classes, work experience, and hobbies, they try to identify their interests and capabilities and figure out how they fit with various occupations.
- ❖ **Establishment Stage** (25-44 years) is the period when the individual, having gained an appropriate position in the chosen field of work, strives to secure the initial position and pursue chances for further advancement.
- ❖ **Maintenance Stage** (45-65) is the period of continual adjustment, which includes the career development tasks of holding on, keeping up, and innovating. The individuals strive to maintain what they have achieved, and for this reason they update their competencies and find innovative ways of performing their job routines.
- ❖ **Disengagement stage** (over 65) is the final stage, the period of transition out of the workforce. In this stage, individuals encounter the developmental tasks of deceleration, retirement planning, and retirement living. With a declined energy and interest in an occupation, people gradually disengage from their occupational activities and concentrate on retirement planning.

It is with no doubt that Donald Super’s career development theory provided a foundation for professional work force, however it is important to stress that the developmental stages an individual goes through in making a career choice according to this theory depends on the level of information or opportunities exposed to during the stages in life. If adolescents or young adult lacks information before choosing a career, this might result in making unsatisfactory choices and ending up with the wrong choices of career. This shows that the period marking the stage of changes in a person’s self concept which takes place during growth (4 years to 13years) and exploration (14years to 24years) stages from this theory, and adolescence and young adulthood stage in this study requires much information on the type of career that will sustain them through other stages which are: **Establishment stage** (25-44 years) and **Disengagement stage** (over 65)

One of the greatest impact of this theory, Donald Super's theory to career development has been his emphasis on the importance of the development of self-concept. According to Super, self-concept changes over time and develops as a result of experience. As such, career development is lifetime, just as information is also a lifelong. Information will be required for the rest of one's life time. Even till Disengagement stage, which is over 65 years of age, information literacy is still very relevant in one's life. We stop using information only when we are no more.

2.2.2 The PLUS Theory

The PLUS theory developed by James E. Herring in 1991, hangs on the ability to know the Purpose of information, the Location of information needed, the skill of effective usage of information gotten and the ability to evaluate the information gotten for decision making processes like career choice. All these are components that Information Literacy Skills comprises, which are ability to find, use, apply, and evaluate information. The ability to get information from all environmental factors of career Choice like the family, peer group, role model etc. by students for career choice decision making. Literacy skills and Information that students has at their disposal will serves as a great tool in choosing a fulfilled career.

Studentship period, as a crucial stage in life, when students need to know when to find information, use the found information, apply the information into day-today knowledge and have time to evaluate the information gotten. Information for career choice can be gotten from schools, peer groups, family etc.

3. METHODOLOGY

The study was a qualitative research. Descriptive statistics in the form of percentages were used in this study. The Statistical Package for the Social Sciences (SPSS) version 23 was used to analyze the data.

3.1 Research Design

The present study adopted descriptive survey design, Sample size of 300 students selected from five schools from Ibadan North Local Government in Oyo State Nigeria, For the purpose of this study, stratified random sampling technique was used, Five randomly selected secondary school in Ibadan-North Local Government, Oyo State, Nigeria. Three (3) which are public and two are private schools. The schools are:

1. Abadina Secondary School, U.I Ibadan
2. Emmanuel College, Ibadan.
3. Polytechnic, Secondary School, Ibadan
4. Starlite College, Ibadan
5. Francisc M Memorial College, Agbawo Ibadan.

Twenty students were selected from each class of SSS I, SSSII and SSIII totaling 60 students per school. The total population from the five schools was 300. A structured questionnaire was administered to these three hundred (300) students and all the questionnaires were completed and returned under close supervision of the teachers and researcher which constitute the sample size. For the purpose of this study, proportional stratified random sampling technique was used, In selecting the sample size for the study, proportional stratified sampling technique was used because there were five different schools with irregular population and each school had to be equally represented. Below is the selection of the sample size.

Table 1 : Sample size from the five (5) Schools

Schools	Total Population	Sample Size
School 1	800	60
School 2	500	60
School 3	280	60
School 4	150	60
School 5	200	60
Total	1,930	300

Source: field survey data 2019

4. FINDINGS AND RESULTS

Table 2: Analysis of Bio-Data

Schools	Ages			Sex		Total
	13 – 15	16 – 18	19 – 21	Female	Male	
School 1	16(27%)	32(53%)	12(20%)	48(80%)	12(20%)	60
School 2	10(17%)	45(75%)	5(8%)	41(68%)	19(32%)	60
School 3	11 (18%)	43(72%)	6(10%)	39(65%)	21(35%)	60
School 4	15(25%)	40(67%)	5(8%)	39(65%)	21(35%)	60
School 5	12(20%)	43(72%)	5(8%)	38(63%)	22(37%)	60
Total	64	203	33	205	95	300

Source: field survey data 2019

From the table 2 above, Bio-data analysis reveals that most of the students in all the five (5) schools were between ages 16-18 with 203 total numbers of students representing 68% of the total students from all the five schools. It was also revealed from the students' bio-data that all the five schools had more female students than male students with 48 students representing 80% from school 1, 41 students representing 68% from school 2, 39 students representing 65% from school 3 and 4, and 38 students representing 63% from school 5.

From the analysis above, most of the participants were between adolescent ages, this implies that, there are more adolescence in all the sampled school and as a result they needed more information in regard to their choice of career.

Analysis of Research Question One: What is the level of information literacy skills senior secondary school students has towards career choice in Ibadan North Local Government?

To find out the level of information literacy skills Senior Secondary School Students has towards career choice in Ibadan north Local Government, students were asked to indicate their agreement or otherwise on a number of items in the research instrument on their level of information literacy towards career choice. Table 3 on the next page shows the students level of information literacy toward career choice.

Table 3: Level of information Literacy Skills of SSS towards career choice in Ibadan North Local Government.

Options	SA (%)	A (%)	D (%)	SA (%)	Total
I know the subject I should read to prepare for my career in future	146 (48)	125 (41.7)	25 (8.3)	4 (1.3)	300 (100)
Information and education on career is very necessary	203 (67.7)	64 (21.3)	24 (8)	9 (3)	300 (100)
I read and research well on different careers	164 (54.7)	111 (37)	18 (6)	7 (2.3)	300 (100)
I know where to go when i needed information for my career	110 (36.7)	153 (51)	28 (9.3)	9 (3)	300 (100)
I have access to different media (TV, radio, internet, newspapers) to find information on career	173 (57.7)	102 (34)	19 (6.3)	6 (2)	300 (100)
I get information on career from school	175 (58.3)	93 (31)	23 (7.7)	9 (3)	300 (100)
I get information on career from peer group	101 (33.7)	145 (48.3)	44 (14.7)	10 (3.3)	300 (100)
I get information on career from guidance and counselors	142 (47.3)	112 (37.3)	35 (11.7)	11 (3.7)	300 (100)
I get information on career from my role model	121 (40.3)	128 (42.7)	36 (12)	15 (5)	300 (100)
I get information on career from my family	166 (55.3)	98 (32.7)	23 (7.7)	13 (4.3)	300 (100)
I get information on career from my religious affiliation	117 (39)	114 (38)	44 (14.7)	25 (8.3)	300 (100)
I know how to use information gathered to help me make career choice	123 (41)	139 (46.3)	29 (9.7)	9 (3)	300 (100)
Information gathered will help me to know which career to choose	177 (59)	99 (33)	15 (5)	9 (3)	300 (100)

The above table gives answer to the research question one (1). The following indicators are meant to reveal respondents responses based on level of information literacy skill on their career choices. Out of the 300 sampled respondents, majorly 9.4% indicated to have the knowledge of subjects to read to prepare for their career in future”. Likewise, about 9.6% of the remaining respondents disagreed respectively. Also, about 89% of the sampled respondents are of the opinion that “Information and education on career is very necessary” and on the other hand, just 11.0% have contrary opinion. In addition, about 91.7% affirm the statement that they read and research well on different career, 8.3%disagreed. On the item that says “I know where to go when I needed information for my career and accessibilities to different media to find information on career”, the percentage of the sampled respondents that support the statement are 87.7% while about 12.3% objected respectively.

Also on the note of respondents' sources of information which engages school, peer group, guidance and counselors, role model, family and religious affiliation, result shows that the majority agreed on the following sources and its resulting effect on the career choices. Contrarily, very few percentages disagreed on the stated notes. Similarly, about 87.3% of the respondents know how to use information gathered to help their career choice, whereas 12.7% of the respondents objected to this fact. However, from the result obtained from the table above, very large percentages of 92% have the notion that information gathered will help to know which career to choose while about 8% of the respondents have contrary opinion. In view of the statements considered above, results have shown a substantial link between Information literacy skills and career choice.

Analysis of Research Question Two: What are the various environmental factors that determine career choice among Senior Secondary School Students in Ibadan North Local Government, Oyo State?

Table 4: Environmental factors and Career choice

Options	SA (%)	A (%)	D (%)	SA (%)	Total
My school has all equipment to train me for my career	61 (20.3)	60 (20)	119 (39.7)	60 (20)	300 (100)
Method of teaching and extra curriculum in my school shows my abilities and help me to know what am best in	98 (32.7)	102 (34)	100 (33.3)	0 (0)	300 (100)
My school gives me the information I needed for my career choice	128 (42.7)	172 (57.3)	0 (0)	0 (0)	300 (100)
My performance in school shows my abilities and help me know what am best in	143 (47.7)	153 (51)	4 (1.3)	0 (0)	300 (100)
I like to do what my friends are doing	120 (40)	99 (33)	81 (27)	0 (0)	300 (100)
My friends motivated me to choose my class (science, commercial, art)	189 (63)	103 (34.3)	8 (2.7)	0 (0)	300 (100)
I am easily influenced by my friends in what i do	145 (48.3)	127 (42.3)	28 (9.3)	0 (0)	300 (100)
My friends give me the information i needed for my career choice	205 (68.3)	63 (21)	32 (10.7)	0 (0)	300 (100)
I have a role model	166 (55.3)	109 (36.3)	25 (8.3)	0 (0)	300 (100)
My role model will have a positive impact in the success of my career in future	174 (58)	102 (34)	24 (8)	0 (0)	300 (100)
My role model gives me the information I needed for my career choice	135 (45)	127 (42.3)	38 (12.7)	0 (0)	300 (100)
My parent help and guided me regarding my career, area of interest, talent and abilities	175 (58.3)	94 (31.3)	31 (10.3)	0 (0)	300 (100)
My parent give me information about career i wish to do	97 (32.3)	148 (49.3)	55 (18.3)	0 (0)	300 (100)
My siblings advise me on my choice of career	142 (47.3)	112 (37.3)	46 (15.3)	0 (0)	300 (100)

Options	SA (%)	A (%)	D (%)	SA (%)	Total
My parent will allow me to do any career i want	119 (39.7)	129 (43)	52 (17.3)	0 (0)	300 (100)
I will choose a career my religious leader chooses for me	118 (39.3)	113 (37.7)	69 (23)	0 (0)	300 (100)
Advice from my spiritual leaders help me in so many things including my career choice	168 (56)	97 (32.3)	315 (11.7)	0 (0)	300 (100)
Our leaders encourage and organize career talk for the essential information required to choose a career	123 (41)	139 (46.3)	38 (12.7)	0 (0)	300 (100)
My religious leader has a positive impact in the choice of my career	176 (58.7)	100 (33.3)	24 (8)	0 (0)	300 (100)
My religious body gives me the information i needed for my career choice	112 (37.3)	109 (36.3)	65 (21.7)	14 (4.7)	300 (100)
My school has guidance and counselor(s)	123 (41)	151 (50.3)	21 (7)	5 (1.7)	300 (100)
I receive advice from my school counselors on several things including my choice of career.	128 (42.7)	122 (40.7)	43 (14.3)	7 (2.3)	300 (100)
My school guidance and counselors have knowledge and experience to advice student on career issues	122 (40.7)	145 (48.3)	25 (8.3)	8 (2.7)	300 (100)
I have confidence in the advice of my guidance and counselors in my school	158 (52.7)	115 (38.3)	19 (6.3)	8 (2.7)	300 (100)
The advice from my school guidance and counselor motivate me in life especially on my choice of career	86 (28.7)	63 (21)	112 (37.3)	39 (13)	300 (100)

Source: field survey 2019.

Table 4 reveals environmental factors and its relative effect on career choice of respondents, this table present the responsiveness of respondents on the following environmental factors provided in the research instrument; school, peer-group, role model, family, religious affiliations, guidance and counselors which are reflected in this study as indicators. With respect to the factors listed above, the majority clearly stated with optimum sense of agreement to the contribution of their schools in their decision making process as regards career choice. However, result further shows based on the respondents' responsiveness on the discus, the deficiencies of their school in the provision of adequate equipment to train them for their choices of career when about 59.7% of the total respondents disagreed on this note, haven agreed to other items as concerned school respectively.

Research has it that, the establishment of suitable and enabling environment envisages expositions to wide variety of opportunities which enhances quick awareness and cognizance to certain events that stirs up interest and specialization. Obviously other factors as earlier stated in this section by the responses of the respondents show the majority to have agreed on the following statements and commended their influence on their career choice. Furthermore, with vivid observation, haven generally agreed to the items discussed on guidance and counselors as an environmental factor, majority of the respondents disagree that "advice from my school guidance and counselor motivate me in life especially on my choice of career".

Building on this fact, motivation has its role to play in building confidence and assurance of students' prospect even across all jurisdictions and will be advantageous if prioritized.

Analysis of Hypothesis

Hypothesis One: There will be no significant relationship between individual factors of information literature skills and environmental factors with career choice.

Table 5: Relationship between Individual factors of Information Literacy skills and environmental factors

	INN	INS	SOI	INU	SCH	ROM	FAM	RGA	GAC	CAR
INN	1									
INS	-.122	1								
SOI	.428**	-.083	1							
INU	.469**	-.206**	.450**	1						
SCH	.061	.183**	-.087	-.052	1					
ROM	.124*	-.095	.227**	.197**	.043	1				
FAM	.355**	-.132*	.858**	.392**	-.110	.245**	1			
RGA	.318**	-.061	.660**	.573**	-.090	.309**	.586**	1		
GAC	.324**	-.043	.473**	.372**	-.033	.254**	.401**	.552**	1	
CAR	.172**	.141	.359**	.153**	.161**	.149**	.287**	.373**	.483**	1

Source: field survey 2019.

Note: **INN** represents Information Need, Information seeking (**INS**), Sources of information (**SOI**), and Information use (**INU**), School (**SCH**), Peer group (**PEG**), Role model (**ROM**), Family (**FAM**), Religious affiliations (**REG**), Guidance and counselors (**GAC**). Standard errors in parentheses and ** p<0.05,

From the table 4.9 above, it can be seen clearly that no variable correlate highly with other variables, hence this is an indication that the variables are free from multicollinearity problem. Specifically, the correlations reported between the variables: INN, INS, SOI, INU, SCH, ROM, FAM, RGA, GAC and CAR have majorly shown positive coefficients of Pearson correlations of -0.122, 0.428, 0.469, 0.061, 0.124, 0.355, 0.318, 0.324 and 0.172 except INS which shows a negative correlation in the observed. However, their coefficients are statistically and significantly different from zero because the associated probability values are less than 0.05 except SCH that stipulates that Career choice enhances school, having an association significantly not different from zero.

Hypothesis two: There will be no significance joint influence of information literacy skills and environmental factors on career choice of Secondary School Students in Ibadan North Local Government.

Table 5: Joint effect of information Literacy and Environmental factors on Career Choice
Model Summary

Model1	R	R Square	Adjusted R Square	Std. Error of the Estimate
	0.445	0.198	0.192	0.387

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	10.940	2	5.470	36.586	.000
Residual	44.404	297	0.150		
Total	55.344	299			

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
	(Constant)	0.999	0.241		4.145	0.000
1	ILS	-0.119	0.109	-0.117	-1.090	0.276
	EFS	0.734	0.145	0.543	5.079	0.000

Source: field survey 2019.

Note: **INN** represents Information Need, Information seeking (**INS**), Sources of information (**SOI**), and Information use (**INU**), School (**SCH**), Peer group (**PEG**), Role model (**ROM**), Family (**FAM**), Religious affiliations (**REG**), Guidance and counselors (**GAC**). Standard errors in parentheses and ** p<0.05,

From table above, The regression model with all three predictors produced $R^2 = 0.198$, $F(36.586)$, $p < .000$ which confirms the fitness of the model and observations have likewise been made to those factors which can affect the respondents' career choice due to level of literacy skills and environmental factors of senior secondary school students in Ibadan-North local Government. This study has also tried to discuss the execution of the following process with respect to career choices of students in Ibadan North Local Government in Oyo State. According to this study, information literacy skills have a negative coefficient at p-value of -0.119(0.276) with an insignificant weight indicating that the resulting information literacy skills' indicators has no effect on respondents' choice of career while environmental factors as a determinant will definitely influence career choice and effectively contribute in this regard, resulting from a positive and significant p-value of 0.734(0.000) of the senior secondary school students in Ibadan-north local government in Oyo state.

5. CONCLUSION

It emerged from this study that information plays a vital role in career choices among senior secondary school students in Ibadan North Local Government. The study revealed that students are very much aware that information is vital to their career choice, on testing the level of information literacy skill among the students. It also emerged from this study that these students do not know where to look up to in regards to their career information. The current study further showed that the level of information literacy skill of students for their career choice is generally low. The essence of the study was to investigate Information Literacy Skill and Environmental factors as determinants for career choice among Secondary school Student in Ibadan North Local Government, and the study has successfully establish its objectives. As reflected by the findings of the study, it can be concluded that the level of information literacy of secondary school students is low, despite the fact that we are now in information era. These students did not know the needed information for their career, as it was deduced from the study. It was also concluded that environmental factors which suppose to play a pivotal role in students' choices of careers is not statistically significant, this implies that the environmental factors such as School, Peer group, Guidance and counseling, Role model, Family, Religious affiliation does not significantly affect the students career choice. From this study, it can be reveals that student now look towards other means aside from the immediate environmental for career related issues.

6. RECOMMENDATIONS

The study attracts the following recommendations:

- As deduced from this study, students are thirsty of needed information for their career, there is a need for all environmental factors such as schools, religion affiliations e.t.c to keep the students aware of the need for real information about their career choice.
- Since it is clear that students don't really know where to look up to for their career issues and advices, hence it becomes paramount for school to employ capable career guidance and counselors to help these students in having good information relating to their careers.
- Clear policy on who should teach career guidance and the actual provision of career guidance in schools should be put in place.

Base on the finding from this study, environmental factors such as schools, family, e.t.c are great determinants of career choice of secondary school students, the type of information students will be getting from all these environmental factors should be scrutinized by authorized person, this will go a long way for students not to be mislead in regard to their career choice.

Schools as one of the environmental factors should expose students to more career oriented programmes especially during their final year in school, which will enlighten them on how to identify, locate, evaluate and effectively make use of information for their career choice.

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