

# So far, so near: profile and perceptions of first-semester students in Undergraduate Library Science programs

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## ABSTRACT

In this work, the profile of new students for the profession of Librarianship and Documentation in order to identify the characteristics and perceptions of young people who choose these professions in terms of choice of occupation, their study habits, knowledge is addressed curriculum and expectations of the profession, among others. All this in order to meet the student's situation and to have adequate evidence to establish their development as students of these professions strategies.

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## RESUMEN

Tan lejos, tan cerca: perfil y percepciones de los alumnos de primer curso de Bibliotecología de la UNAM y de la UCM hacia sus estudios

*Lina Escalona Ríos y Carlos Miguel Tehada Artigas*

En este trabajo se aborda el perfil del estudiante de nuevo ingreso a las carreras de Bibliotecología y Documentación con la finalidad de identificar las características y percepciones de los jóvenes en cuanto a la elección de la profesión, sus hábitos de estudio, los conocimientos del plan de estudios y las expectativas de la profesión, entre otros aspectos. Con base en lo anterior se conocerá la situación del estudiante y se contará elementos para establecer estrategias adecuadas para su desarrollo académico en estas profesiones.

Palabras clave: Formación universitaria; Biblioteconomía y Documentación; unam; ucm; Perfiles; Estudiantes universitarios; Encuestas.

## INTRODUCTION

One of the elements that characterize the area of Librarianship around the world is its inconsistent social image in which their potentialities are not recognized. A reflection of this is its late incorporation as a university major in many countries and the crisis it has faced in some of them. This deficient social image exerts a negative influence on the choice of university career. A young person between 17 and 18 years-old is very clear about the fields of action of Law, Journalism, History or Psychology, to provide just a few examples. In contrast, a new academic option such as Library Science presents an image of confusion and ignorance. Thus, many students the field because their grades were not high enough to be admitted to other careers, while many others think that they will be “sitting” and reading

books, something that is far from the current dynamism that can be found in the current positions in the field of information or business

### PURPOSE OF THE STUDY

It is the objective of this text to examine the profile of students in Library Science<sup>1</sup> of the universities with the highest enrollment in Spain and Mexico: the Complutense University of Madrid (UCM) and the National Autonomous University of Mexico (UNAM). Specific secondary objectives are as follows:

- To grasp the characteristics of first year students with regard to their personal and academic data, as well as to their reading habits and access to information.
- To identify their motivation in choosing to major in Librarianship and their expectations of securing employment.
- To determine the perception they have of the major and profession vis à vis other university options.

Attaining an understanding of specific traits of these students and their expectations about their major are key to being able to plan marketing efforts to attract new students and to design teaching methodologies. It is also important to identify those characteristics, attitudes and aptitudes of the student are best suited to the discipline. The question of aptitudes should be the object of further research.

### METHODOLOGY

To achieve the proposed objectives, a quantitative social research methodology is used, relying on a questionnaire with 33 questions designed around the following three thematic axes: 1) personal, academic and information use data; 2) motivations and expectations about the ma-

1 At UNAM it is called Licenciatura en Bibliotecología y Estudios de la Información and in UCM it is Grado en Información y Documentación. In this paper Library Science is used to refer to both cases.

major, and 3) perceptions of the social image of the major and the profession. The survey was designed in Google Docs and the data obtained were exported to the SPSS 12.0 statistical software for processing. The instrument was applied to all students enrolled in the first semester of the UNAM and the UCM in November 2011. The response rate of Mexican students was 81% (73 of the 90 students responding), while the Spanish response rate was 49% (48 of the 98).

#### LITERATURE REVIEW

The aspirations and motivations of the students of Librarianship have been studied in diverse countries, as evidenced by the research of this type in Greece (Moniarou-Papaconstantinou et al., 2010), Norway (Ericson, 2000), Australia (Hallam and Partridge, (Baruchson-Arbib and Mendelovitz, 2004), the United States (Taylor and Newman, (Komi and Ramaiah, 2004), India (Keshava, Ramesha and Vatnal, 2002), Nigeria (Adomi and Ogbomo, 2001), Ghana (Tiamiyu, Akussah and Tackie, 1999) and Switzerland (Deschamps and Deschamps, 1997).

In Mexico, income profile has not been studied in any depth. One of the most important works at the national level, however, is that of Fernández Cruz (2010), which considers the knowledge and skills of students entering the first semester of the library science major, as well as the motivations that led them to choose it.

In Spain, several studies have been carried out in this area. For example, Moscoso (1998) has analyzed the profile and motivations of students at the Universidad de Alcalá, and Tejada (2003, 2008) examined these matters among students enrolled in Universidad Complutense de Madrid; Moro y Mano (2012) looked at students enrolled in the University of Salamanca. The students of latter were also the focus of study of the same kind by Sandin (2010), who approached it from the standpoint of gender.

All of these studies deal with the determining factors for students when choosing a major. This decision is an expression of the personality and vocation of the individuals and a set of ancillary factors, including the influence of family, friends and institute teachers, the job outlook, and the nature of the work. Even the student's love of books can be a determinant.

Some of these studies emphasized that many students choose Librarianship, because in view of their grade point average it is open to them (Moniarou-Papaconstantinou et al., 2010).

Unfortunately, as many of the studies point out, “librarianship does not attract young people because of the perceptions they have of it” (Newbutt and Sen, 2012: 329). No matter how much progress has been made over the years, there is still a lack of knowledge about the major and the profession itself. In a Canadian survey of more than 2,000 new students, fully sixty percent thought they did not need university studies to work as a librarian and considered it a “low-prestige” profession (Harris and Wilkinson, 2004). It should be noted that many of these students have had little contact with public and school-based libraries and are unaware of other work environments in which the information professional can carry out his work.

It is important to note that according to Nava Bolaños (2000) the image of the professions arise from the interaction of family, social and educational context and the mass media. In this way, the social image of Library Science and Documentation is far removed from the professional reality because of the lack of such interactions. Students know about the major from a friend or relative, but otherwise do not have accurate ideas about it (Nava Bolaños, 2000).

As noted in the Introduction, stereotypes and the social image of librarians are also determining factors influencing student’s choice of career (Newbutt and Sen, 2012, Genoni and Greeve, 1997, and Rothwell, 1990, among others). Thus, as Sarkanen (2005) pointed out, our image is that of an unfriendly person, who is only concerned about keeping shelves orderly and stamping book checkouts. This image does little to bolster the self-esteem of young people considering the profession and encumbers their academic development. Therefore, it is important for universities offering Library Science and Documentation majors to inform first-year students about the profession, its fundamental values and competences within today’s society.

It should be mentioned that the admission profile goes beyond the motivations that the student has when choosing major. This profile is the set of knowledge, skills, aptitudes and attitudes that the applicant must exhibit, and which is distinct from the administrative requirements for entering professional practice. As an indispensable element in the design of the curriculum, the admission profile, according to Fernández Cruz, “provides the

applicant orientation and assess whether he has the knowledge and skills necessary to thrive and face the challenges posed by the major” (2010: 1). In Mexico, the admission profile for candidates of a Bachelor’s Degree in Librarianship and Information Studies includes:

General knowledge in the area of humanities, universal history, history of art and literature supporting the students’ ability to contextualize the development of librarianship and information studies. Additionally, students should have a good grasp of the English language in order to understand the texts included in course syllabi. The candidate shall have the ability to work in teams, using proper oral and written expression, while handling information and communication technologies. The candidate shall have a proactive approach to learning with a sense of organization and sense of vocation (Draft amendment ..., 2014: 31.)

At the Universidad Complutense Information and Documentation Degree program, the admission profile is very lax, indicating only the prerequisite course of high school studies.<sup>2</sup>

As such, we need to recognize characteristics of our new students in UNAM and UCM and the perception they have of these professions. Moreover, we need to understand the factors influencing their decision to choose the major. This research aims to give an account of these matters.

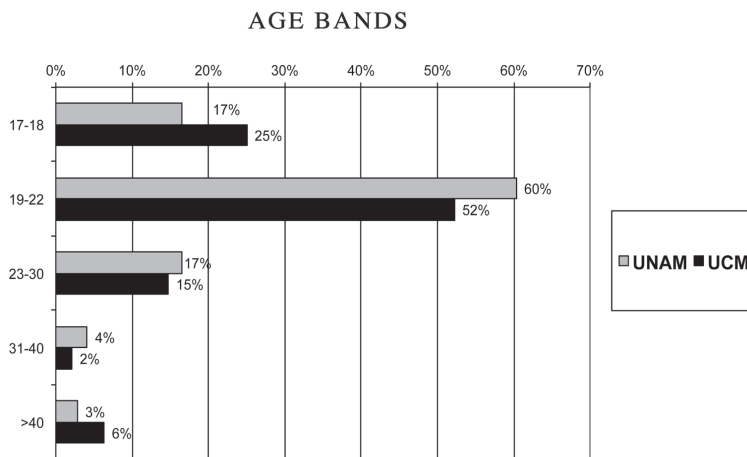
## ANALYSIS OF RESULTS

### *Personal and academic particulars and information use*

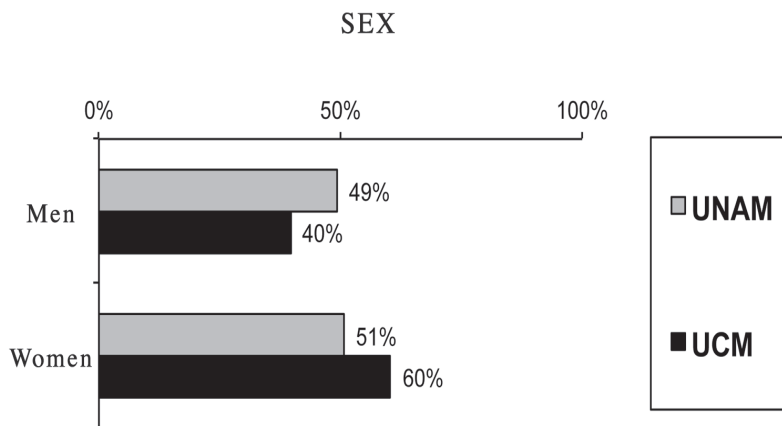
Age. The average age of first-year students at UNAM and UCM is very similar. In the case of the Mexican students, it is 21.7 years-old and for Spanish students it is 22.17. Although institutions of higher education do not set a minimum age for admission, Mexican undergrads students must have at least 12 years of schooling. When schooling starts at age 6 on average, a student can begin degree at 18 years of age. Most students entering the major both in

2 Perfil de ingreso disponible en: <http://documentacion.ucm.es/estudios/2013-14/grado-informacionydocumentacion-acceso>

Mexico and Spain, however, do so between the ages of 19 and 22, as shown in *Figure 1*, suggesting they spent more time in grade school and/or baccalaureate studies than the minimum requirement of 12 years.



*Chart 1.* Distribution by age. Percentages.  
Based on students who responded to questionnaire



*Chart 2.* Distribution of students by sex. Percentages.  
Based on students who responded to questionnaire

The maximum and minimum ages of these student bodies are very similar. In the UNAM the youngest candidates are 17 years-old and the oldest is 52, while these ages in UCM are 19 and 50, respectively.

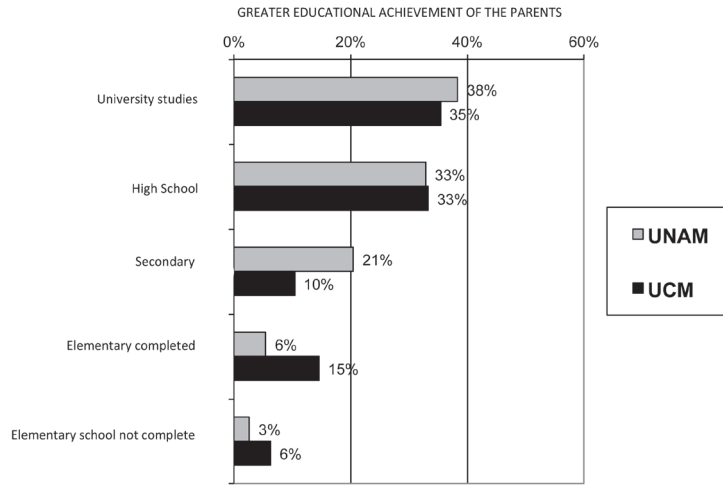


Chart 3. Distribution of students by educational achievement of parents. Percentages.  
Based on students who responded to questionnaire

Academic background. To enroll in undergraduate studies in Mexico, candidates must have completed the baccalaureate level diploma in one of the middle-level institutions of education, such as the National Preparatory School (ENP), the Colleges of Sciences and Humanities (CCH) or Baccalaureate Colleges (Colbach), among others. In this respect, Figure 4 shows students of the Library College come mostly from the ENP, largely because of the automatic pass they enjoy, which is to say that by simply choosing the major they are accepted, without need of sitting for and admission exam, as required of students coming from non-UNAM high schools.

As suggested by admission conditions described above, most of the students come from the Humanities and Arts Area (23 of the 33 that indicated this prep school track or 70%) of the ENP, which is the only school that has specific educational tracks. Both CCH and Colbach offer general studies without defined tracks.

In the case of Spain, as expected most of the students came from high school (77%), also from the Social Sciences or Humanities areas of their high school. In this case, 31 of the 40 (77.5%) students who indicated a high school track, quantitative data cannot be provided, there appears to be a general sense that university admission criteria have been lowered in recent years.



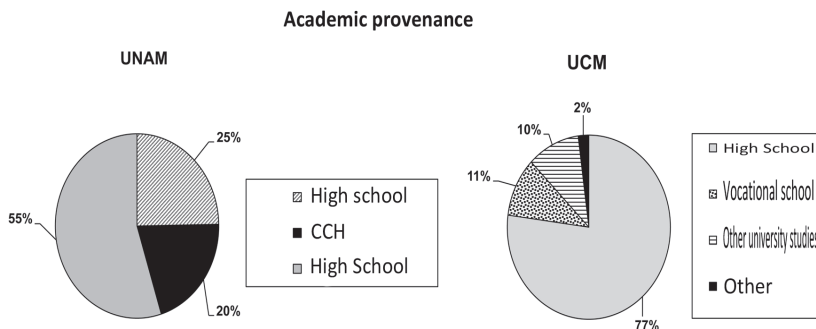


Chart 4. Academic provenance. Percentages.

*Type of school in which candidates completed secondary education.* The UNAM is the largest public university in the country and operates the ENP and CCH high schools. Most of the UNAM’s enrollment (75%) are fed in from these UNAM associated schools. For its part, the Colbach belongs to the Secretariat of Public Education. Because of this, the UNAM Library College received candidates exclusively from public schools.

In the case of Spain, the results obtained correspond to the percentages break down as follows: 69% of students come from public schools and 31% from private ones. Thus, according to a report issued by the Ministry of Education on the situation in 2011, “in second stage of secondary education, 74 candidates attended public schools, 14 private schools and 12 private non-concerted centers” (Spain., 2011: 18).

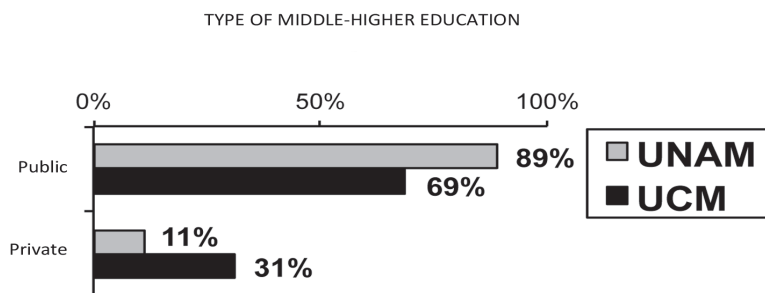


Chart 5. Type of Education. Percentages. Based on students who responded to questionnaire.

Average high school grade point average of the entering candidate. The high school grade point average of the student entering the undergraduate program is of utmost importance, as it evidences the knowledge background of the candidate. In the case of UNAM, the average mark is more than one point higher than that of the UCM: 7.78 vs. 6.6.

Perception of the preparation received in the baccalaureate program. An analysis of data obtained shows that the Mexican and Spanish students' perception of the education received in high school is good to excellent. The percentage of responses came in at 78% for Mexico and 82 % for Spain. Since 75% of the students in Mexico who enter the Librarianship major come from UNAM feeder schools, their opinion regarding training received corresponds to their empathy with the university. However, this opinion does not match the perception of teachers. Although quantitative data cannot be provided, there appears to be a general sense that university admission criteria have been lowered in recent year.

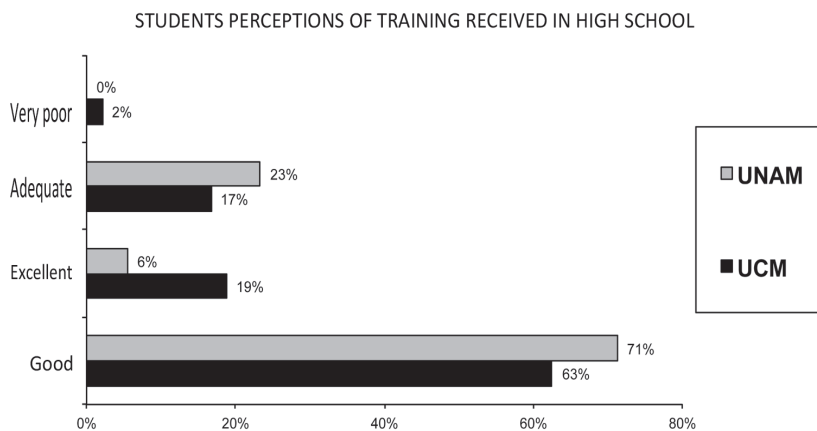


Chart 6. Perception of the training received in high school. Percentages. Based on students who responded to questionnaire.

*Knowledge of the curriculum.* The vast majority of students know the curriculum of their major. Curiously, both groups of students reveal the same level of knowledge (92%).

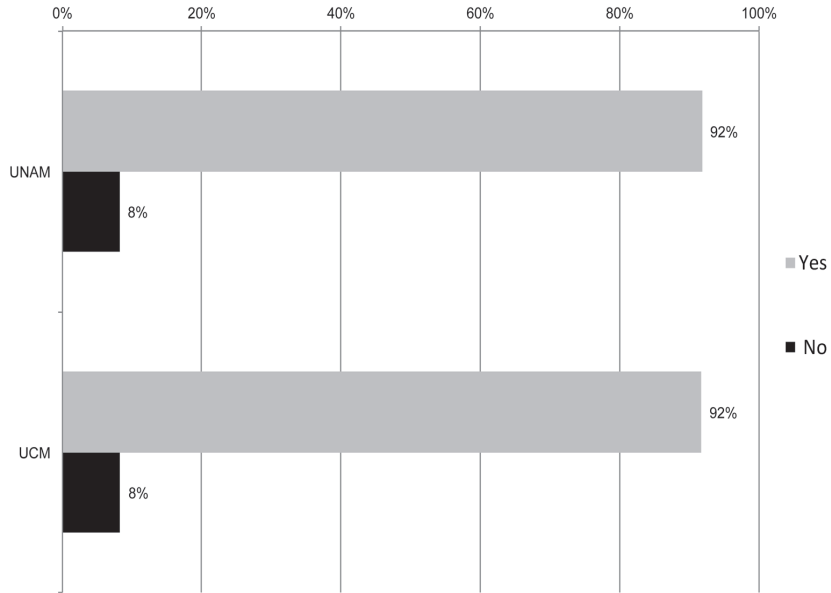


Chart 7. Students who are familiar with curriculum. Percentages. Based on students who responded to questionnaire.

*Class attendance.* Since both universities impart face-to-face course, class attendance is of the utmost importance, as shown by the students' responses.



Chart 8. Students who attend classes regularly. Percentages. Based on students who responded to questionnaire.

*Number of hours per week, additional to the classes, which the students dedicate to the study.* As for the study habits of candidates, Mexican and Spanish students' behavior coincide to a very high degree. On average, the students of the UNAM study 7.78 hours a week while those of the UCM study 7.35 hours per week. The dispersion observed, however, is very high. Indeed, a Mexican student reported 0 hours per week and another Mexican student indicated 30 per week. In the Spanish case, one student reported 1 hour per week and another reported 35 hours per week. In terms of response intervals, the differences are also remarkable, as shown in Graph 9

It is important to note that a high percentage of students (45% for UNAM, and UCM, for 50%) spend less than five hours a week studying, which is very likely insufficient for success in the major.

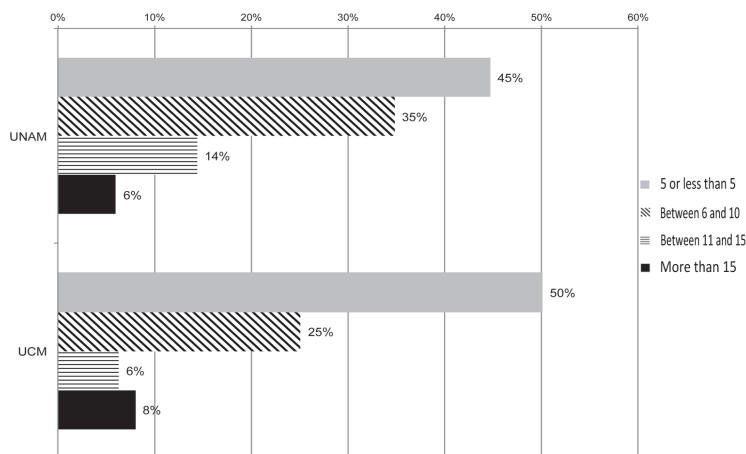


Chart 9. Hours devoted to study. Percentages.  
Based on students who responded to questionnaire.

*Habitual reading of literature.* One aspect considered desirable in the entrance profile of candidates in Library Science is the habit by the reading. The vast majority of enrollees exhibits this quality. This is an advantage, because one of the fundamental activities of our professional is the promotion of reading habits, not to mention that reading habits and strategies are key to the study of the major itself. Unlike previous data, the data obtained from this prompt indicate a remarkable difference between the students of UNAM and those of UCM. The former have a higher rate of habitual reading at 86% versus 60% for the Complutense student.

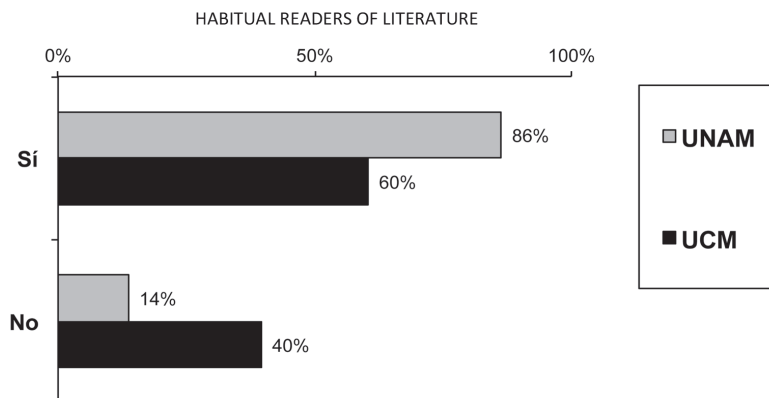


Chart 10. Students who read regularly. Percentages.  
Based on students who responded to questionnaire.

*Number of books read per year.* Similar to the responses for the previous question, Mexican students read more books a year (an average of 8.31). Nine respondents reported the minimum of two books, and one student report the maximum of fifty. This average is positive, since according to the 2012 National Reading Survey, the average number of books read in Mexico per year is 2.8. In the case of UCM candidates, the average is 6.74 books per year, with four students reporting the minimum of one book, and one student reported the maximum of thirty per year.

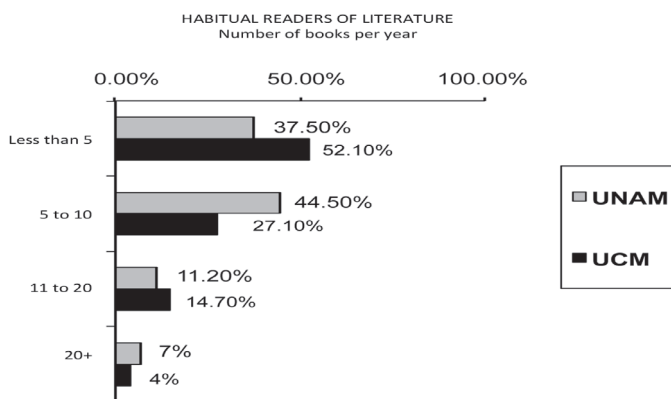
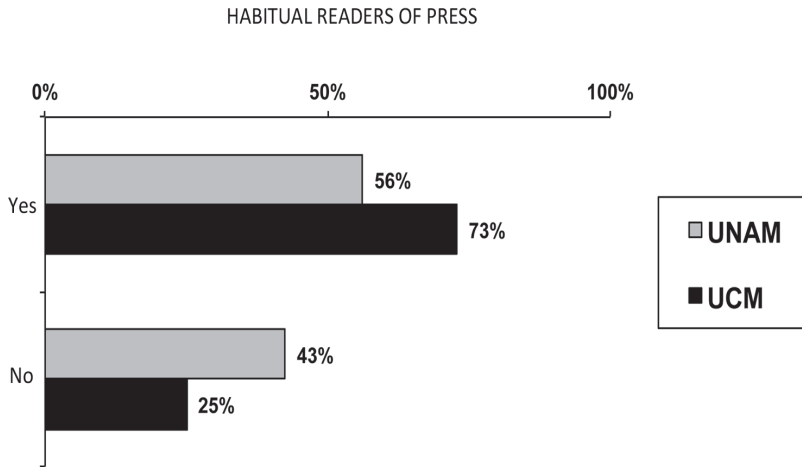


Chart 11. Number of books students read per year. Percentages.  
Based on students who responded to questionnaire and those who stated they read regularly.

*Regular newspaper reading.* In this category, the results are better for Spanish students, 73% of which reported regularly reading newspapers, versus 56% for Mexican students. It must be kept in mind that printed newspapers compete with online media and television news programs. As one Spanish students stated: “I do not usually buy the newspaper in my house, but I follow the news on television.”



*Chart 12.* Students who read newspapers regularly. Percentages.  
Based on students who responded to questionnaire.

Moreover, the violence in Mexico dissuades people from reading of the newspaper, as young people tend to avoid constant negative news. Illustrating this, one student said: “I do not like to see how bad the world is. It is very unusual for positive news to be published; and if I need to know about an event or something specific, I search for the news online and see only what interests me and not the murders and horrible things.”

*Formats of documents consulted.* The responses gathered show a certain difference between the types of document consulted by Mexican and Spanish students. Interestingly, almost half of the latter (48%) reported consulting electronic documents exclusively. In the case of Mexico, this percentage is dips to 23%. The percentages for consultation of the printed format are also dissimilar (32% for UNAM, 8% for UCM). In contrast, the option for both types of format exhibits similar percentages (45% in Mexico, 44% in Spain).

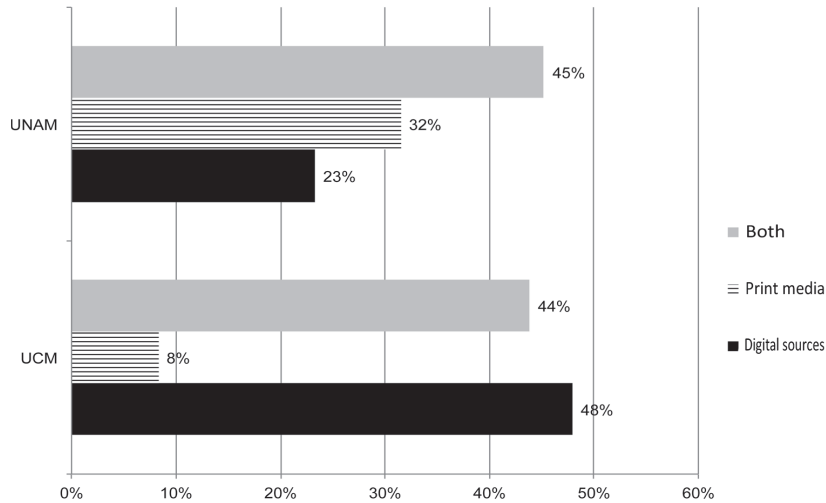


Chart 13. Type of document consulted. Percentages.  
Based on students who responded to questionnaire.

### *Motivations and expectations of students towards their studies*

*Main reason for choosing the race.* It is striking that one of the compelling reasons to students choose to major in Library Science is a love for books. This matches up well with reported reading habits and the number of books read per year. This option scored the highest response rate among Mexican students (58%); while the figure for came in at 33%.

Fully 40% of Complutense students reported work matters as the main reason leading them to major in Library Science, while 44% of Mexicans shared this view, making it the second most important motivation. In Mexico, librarians enjoy a large job market and have gradually taken over key positions in important library and library systems throughout the country. Moreover, there are still many opportunities for professional librarians in the wide market of public, specialized, school- and university-based, public and private sector information systems. At the time of applying the questionnaire in Spain, the economic crisis had not yet reached its severest point and the labor market was not as depressed as it became by 2013.

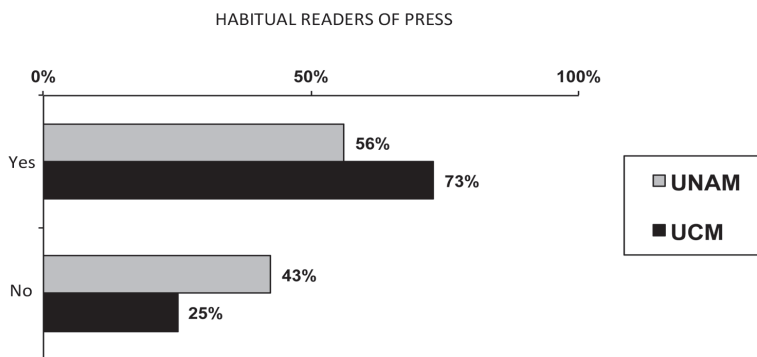


Chart 14. Reasons for choosing LS major. Percentages. Based on students who responded to questionnaire.

*Influencing factors.* Again, we find coincidences in the responses of Mexican and Spanish students with regard to the factors influencing the choice of major. Family consideration was the main factor cited by about one third of the students, with UNAM at 33%, and UCM at 31%. The second factor indicated was the influence of companions and friends, with 21% of Complutense students citing this influence versus 12% for UNAM students. Vocational guidance lectures came in at 10% for UNAM and 8% for UCM; while the influence of high school teachers followed by 11% for UNAM and 6% for UCM. Finally, the least reported factor was media influence with 3% for UNAM and 2% for UCM.

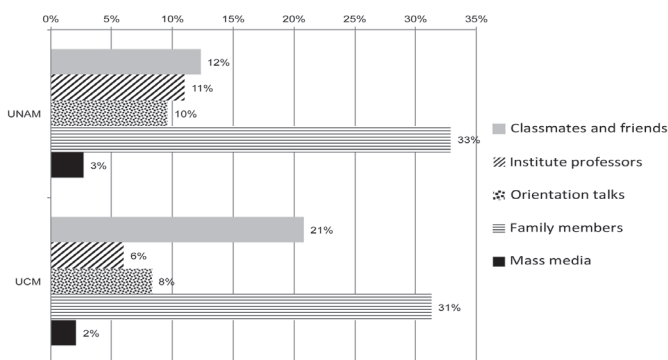
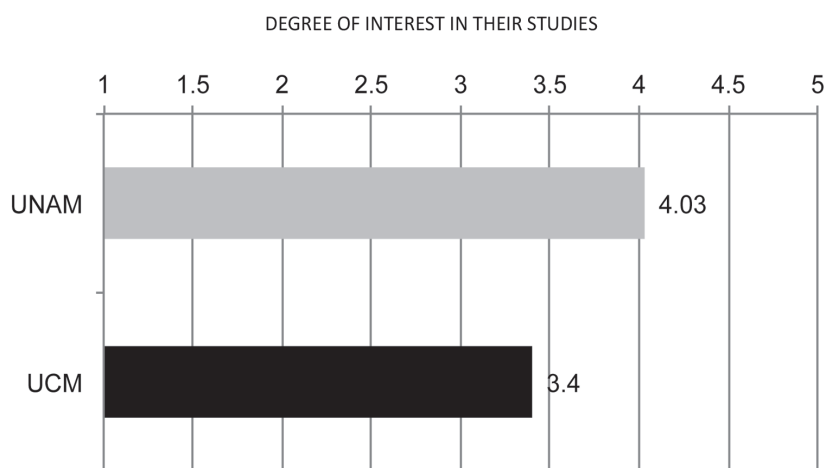


Chart 15. Factor influencing choice of major. Percentages. Based on students who responded to questionnaire.



*Degree of interest in these studies.* The questionnaire asked the students to rate their degree of interest towards the major from 1 to 5. The result indicates a notable interest, especially in the case of Mexican students with a mean score of 4.03, while in the case of the Spanish students the average came in at 3.40. This may be because students of the UNAM enjoy generally better job opportunities, something that might predispose them to be interested in Library Science as a major.



Gráfica 16. Degree of interest in their studies. Mean over 5.  
Based on students who responded to questionnaire.

*Option to choose this degree.* Directly associated with the previous question, students were asked to state whether the Library Science major was their first choice. The results indicate a remarkable difference between the students of the UNAM, 72% of which indicating it as their first choice, while those of the UCM came in at a lowly 35%. Spanish faculties view this with some concern, as fully two thirds of its students would have preferred to study another major. This situation appears to contribute to a high rate of student abandonment of the major.

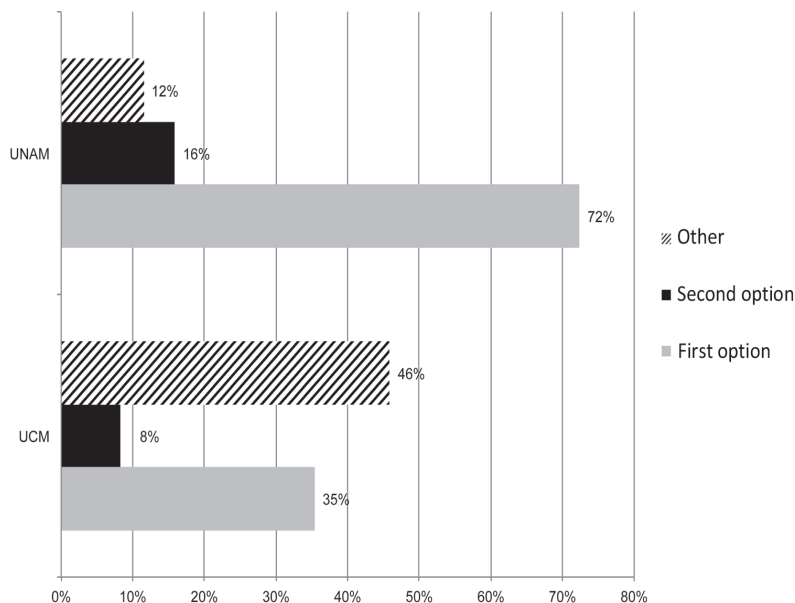


Chart 17. Election of this degree program. Percentages.  
Based on students who responded to questionnaire.

*Clarity in the objectives in terms of profile.* Our profession is somewhat diffuse, and the skills and abilities acquired by students can be applied in diverse work environments. Consequently, many of the students in both Mexico and Spain are not very clear about the professional profile that they pursue. Fully, 33% of the students of the UNAM and 40% of the UCM reported no having a clear idea of the professional profile pursued. This correlates, in the case of Complutense candidates who study Library Science not as their first choice of major.

The question of the candidate's vocational affinity is key to choosing a major. In this regard, librarianship as a vocational option arrives on a student's radar rather late in the game, since many students only become aware of the existence of Library Science until high school, when they have the opportunity to receive vocational orientation. Therefore, many students who major in Library Science with a sketchy understanding of the profile of the major, and only come to a better understanding over the course of the first year of study. It is, therefore, extremely important to provide students with information in this regard early in the course of study.

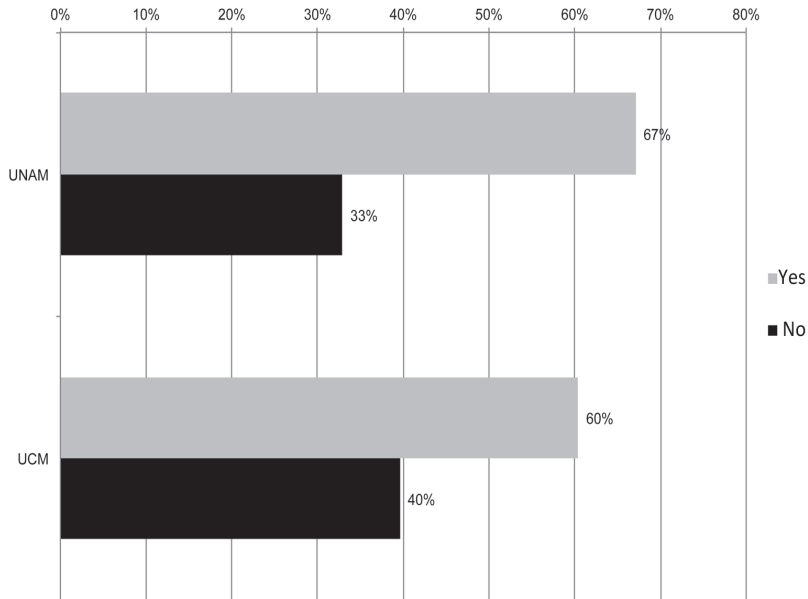


Chart 18. Students who are clear about their chosen mayor. Percentages.  
Based on students who responded to questionnaire.

*Profile candidates wish to pursue.* Students indicating they were clear about their future professional profile state their job preference. The results show remarkable differences between the students of the UNAM and those of the UCM, with 53% of the former reporting the profile of the librarian as the most important, while 11% of Spanish students indicated the same. Spanish students reported very diverse profiles many of which have nothing to do with the profession. This corresponds again with the fact that many Spanish students study this major without much commitment in terms of their vocation.

Another aspect to emphasize is that Spanish students identify the profile of the archivist as aim of their studies to a greater extent than their Mexican counterparts (the former at 19%, and the latter at 4%). It should also be noted is the high percentage of students, especially Spaniards, who are not clear about their future professional profile. As first-year students, they do not clearly differentiate between the fields of librarian, archivist and documentalist, so this may well be expected.

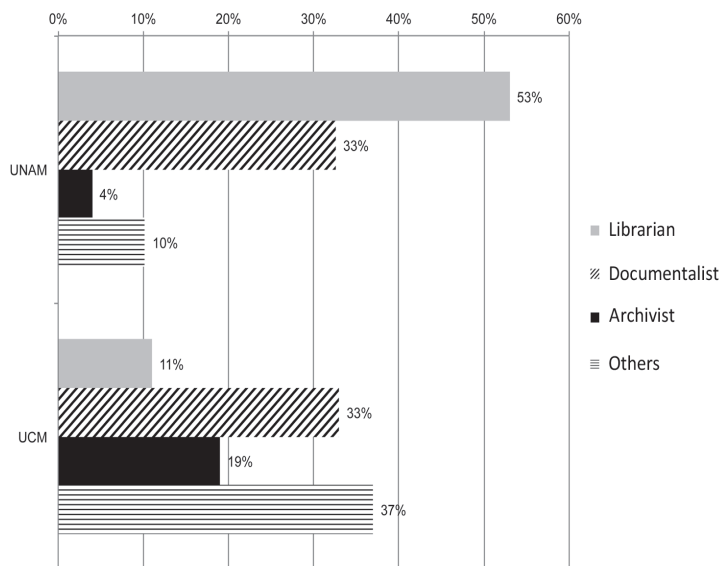


Chart 19. Professional profile students pursue. Percentages.

Based on students who responded to questionnaire and those who are clear about their chosen major.

*Clarity in the objectives* regarding the sector. Complementing the profile query, students were also asked if they were clear about the professional sector where they might find work once they graduate. Again there are many students who reported a lack of clarity, with of the UNAM students at 30% and UCM students at 38%. This situation is normal among freshman.

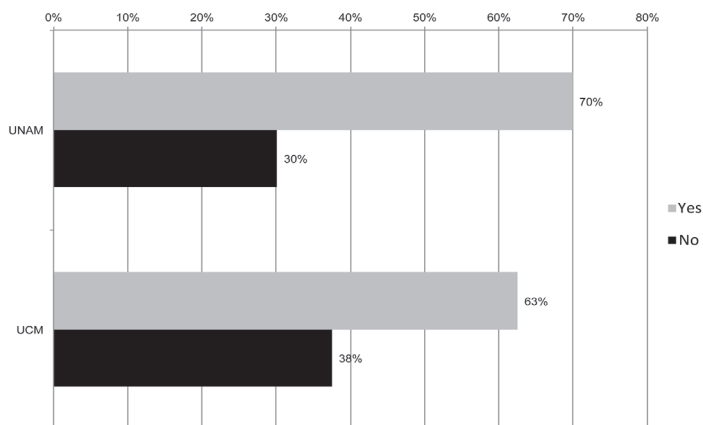


Chart 20. Students who are clear about the major they have chosen. Percentages.

Based on students who responded to questionnaire.

*Sector in which candidates wish to work.* Those who responded that that they were clear about the sector were asked to identify it. It is striking that only 33% of students in Mexico and 19% in Spain intend to work in the public sector, indicating candidates are clear about the changes the professional market has undergone worldwide, as work opportunities in companies, NGOs and transnationals have expanded over the last decade. On the other hand, while 22% of Mexican students hope to work in foundations and NGOs, only 2% of Spanish candidates expresses this prospect.

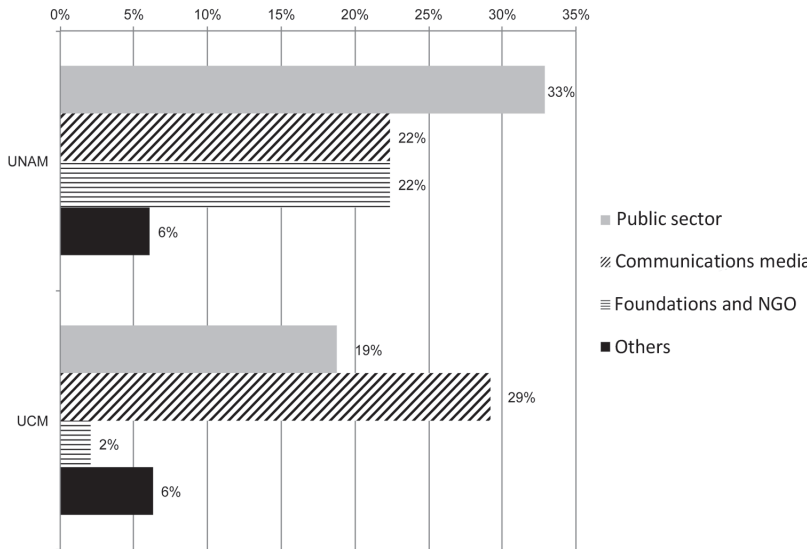


Chart 21. Profession pursued. Percentages.

Based on students who responded to questionnaire and those who are clear about the professional sector they pursue.

*The image of the LS degree and the profession in society*

One of the basic aspects for choosing a profession is the image that society has of it. In this respect, first-year students expressed opinions about the prestige and usefulness of various professions, both in the hard sciences and in the social sciences.

*Assessment prestige and usefulness of degrees.* The students rated this prompt on a scale from 1 to 5, with five being the optimal value. As shown in Figure 22, UNAM students consider Law to be more prestigious, while those at the Complutense University hold the practical professions of Nursing

closely followed by Computer Science in higher regard. Computer Science Informatics major was recently opened., As far as usefulness, however, the UNAM students think Library Science is very useful, though they also believe Law is more prestigious, largely because society recognizes the identifies his professional work of the lawyer with ease. Moreover, Librarianship is deemed more useful, because it is a very practical profession for the organization of information, design and provision of services and dissemination of resources, among other professional activities.

Students of the Complutense University expressed more negative views regarding the usefulness of the major than those of the UNAM, with an average score of 3.65 versus 4.15, respectively. Thus, of the six majors, the Spanish students rated Library Science behind Nursing, Computer and Law. In the case of Mexican students, they rank their utility second only to Computer Science.

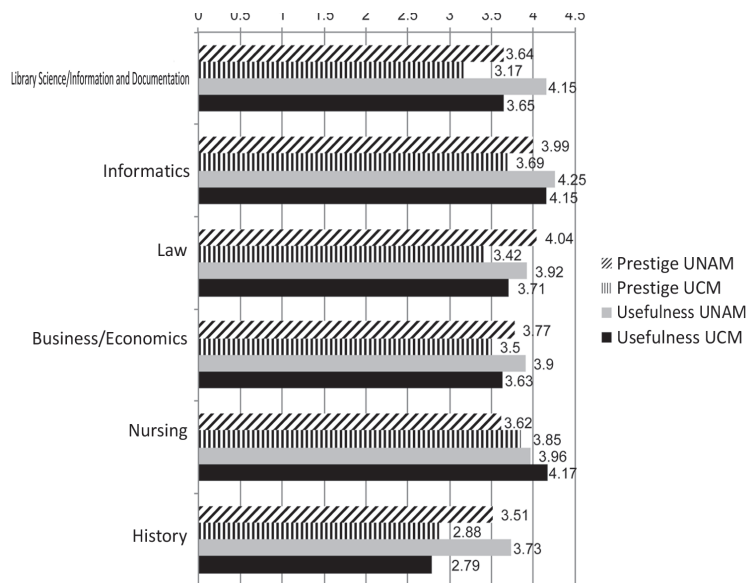
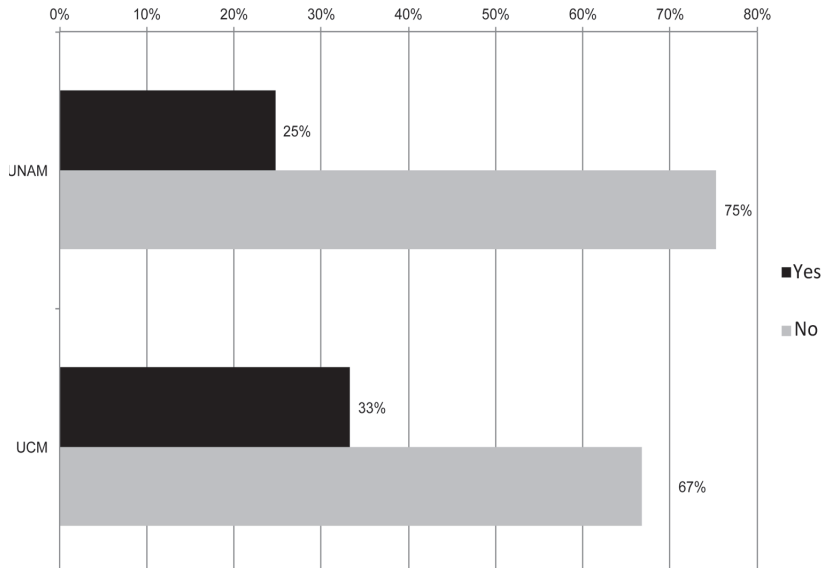


Chart 22. Evaluation of prestige and usefulness of several major. Evaluation over 5. Based on students who responded to questionnaire.

Recognition of the profession. Although students know that both Library Science and Documentation enjoy a certain level of social acceptance and usefulness, they are aware that these specializations do not have as much prestige as they might like. This view was expressed by 75% of students in Mexico and 67% of those in Spain.



*Chart 22.* Students who believe the profession enjoys social recognition. Percentages.  
Based on students who responded to questionnaire.

## CONCLUSIONS

Strategic planning for university Librarianship studies in must take into account the target students, which is to say, such efforts should consider both the profile of the current students and that of the ideal student, who can aspire to attain the new professional skills associated with information management. A clear picture of the admission profile not only serves to guide students, but also aids authorities in understanding their students and implementing strategies to improve their career in the university.

Thus, an examination of the bibliography and the results of this research reveals there is a certain similarity in the characteristics of the students who decide to study Library Science subjects, though each country retains certain particularities. The most interesting traits of these populations are presented in terms of following three axes of the questionnaire instrument:

- Personal, academic and information use data. There is an increasing percentage of men enrolled in the major. In Mexico, for example, 49%

of students enrolled are men, which nearly equals the enrollment of women. The educational level of the parents of both Mexican and Spanish students is medium-high, while revealing the fact that many of their parents do not hold university degrees (62% for UNAM students, and 65% for UCM counterparts). This indicates that university education is expanding throughout society. There is a notable difference in the reading habits between both groups: while 86% Mexican students report reading with regularly, 60% Spanish students report regular reading habits. In contrast, the UCM students read the newspaper more frequently (73%) than UNAM students (56%). This may be due to the fact that the curriculum in Mexico focuses on librarianship, while in Spain the major is increasingly focused on information in general. This may also explain the difference between 48% of Spanish students who claim to consult exclusively digital documents against 23% of Mexican students reporting the same.

- Motivations and expectations of students toward their studies. Closely linked to the above idea, 58% of UNAM students reported the love of books as a key reason for choosing the major, while 40% of UCM students reported this as their primary reasons. On the other hand, other influence factors of family, peers, friends and teachers came in at very similar levels in both groups. The study results show Spanish students chose the major as a fall back option, since their grades were insufficient for admission to other majors. Something similar to this was found in the case of Greece (Moniarou-Papaconstantinou et al., 2010). Only 35% chose this profession as a first option. In the case of Mexican students, the percentage is much more positive, with 72% reporting Library Science as a first option, a result that reflects the generally positive employment opportunities in Mexico. As for the profile and the professional sector they wish to pursue after graduation, a large number of Mexican and Spanish students reported a lack of clarity (33% of the UNAM students versus 40% of the UCM students). In the case of Mexican students who expressed clarity clear, 53% reported wanted to work as librarians, while Spanish students only 11% target librarianship.
- Social image of the Library Science degree and the profession. Both groups of students report higher regard for the utility than the prestige of the major, with Mexicans exhibiting a higher average. Students of both nationalities indicate the low social recognition of our professions (75% Mexicans and 67% Spanish). Likewise, educational institutions must deal with the grade point average of the students enrolled in order to strengthen the areas of knowledge requiring it and thus improve student learning.



Nowadays universities and their diverse faculties compete to attract of students, since in some cases their survival depends on robust enrollment. Knowing the profile of the student enrolled in our majors is essential managing our teaching and planning strategies to attract new students. The improvement of the academic programs in Librarianship must be constant. Only this way can we improve the social image of our profession.

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## Library Science student profile survey

Carefully read each question and all of the response options before choosing one. Thank you for your participation.

\*Required

1. Age \* in years \_\_\_\_\_

2. Sex \*

- Male  
 Female

3. Civil status \*

- Single (a)  
 Married (a)  
 Divorced (a) or widowed (a)

4. Shift in which you are enrolled: \*

- Morning  
 Afternoon

5. What is the level of educational attainment of your parents? \*

- Elementary school incomplete  
 Elementary school completed  
 Secondary school completed  
 High school completed  
 University studies

6. What delegation do you live in? \*

7. What kind of high school did you attend?\*

- Preparatory  
 Bachelors  
 CCH

7.1. If you answered Preparatory in question 7, state the area of concentration: \_\_\_\_\_

7.2. If you answered Bachelors in question 7, state the area of training: \_\_\_\_\_

7.3. If you answered CCH in question 7, state the area of technical specialization: \_\_\_\_\_

8. Type of school in which you studied high school: \*

- Public  
 Private

9. Grade point average in bachelors: \_\_\_\_\_

10. How would you rate the education you received in high school?\*

- Excellent  
 Good  
 Fair  
 Poor  
 Very poor

11. Do you habitually read works of literature? \*

- Yes
- No

12. How many books do you read per year? \*

13. Do you habitually read the newspaper?

- Yes
- No

13.1. If you answered No in the previous question, state the reasons for not reading newspapers: \_\_\_\_\_

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14. What kind of documents do you often consult? \*

- Print
- Digital
- Both

15. In addition to class time, how many hour per week do you devote to study? \* \_\_\_\_\_

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16. What were your reasons for choosing this major? (You may choose more than one answer): \*

- The job prospects
- The training provided
- My grade point average limited my choices
- For my interests in books
- Other: \_\_\_\_\_

17. What person or persons have exerted the greatest influence on your choice of this major (You may choose more than one answer): \*

- Classmates and friends
- Family
- Professors of the school/institute
- Orientation presentations
- Mass media
- No one in particular
- Other: \_\_\_\_\_

18. On a scale of 1 to 5, rate your interest in this major: \*

Low interest      1      2      3      4      5      Very interested

19. What option did you choose this major in? \_\_\_\_\_

20. What was your grade point average with which you applied to university? \_\_\_\_\_

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21. Why did you choose this university over any other? (You may choose more than one answer): \*

- The prestige of the institution  
 The major is offered only by this university  
 Low cost of tuition and fees  
 The campus is near my home  
 Other: \_\_\_\_\_

22. Do you feel clear about the professional profile you wish to pursue? \*

- Yes  
 No

22.1. If answered YES in the previous question, indicate the professional profile you wish to pursue:

- Librarian  
 Document specialist  
 Archive specialist  
 Other: \_\_\_\_\_

23. Do you feel clear about the profession sector you wish to pursue? \*

- Yes  
 No

23.1. If answered YES in the previous question, indicate the professional sector you wish to pursue:

- Public sector  
 Communications media  
 Consulting  
 Foundations, NGO  
 Other: \_\_\_\_\_

24. Rate the prestige of the following majors (1 being the lowest and 5 the highest): \*

	1	2	3	4	5
Library Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Informatics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Law	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nursing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
History	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25. Rate the usefulness of the following majors (1 being the lowest and 5 the highest): \*

	1	2	3	4	5
Library Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Informatics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Law	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nursing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
History	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26. Do you believe that library science, documental specialist and archival specialist enjoy the social prestige they deserve?\*

Yes

No

26.1. If you answer NO to the previous question, state the reasons for your answer: \_\_\_\_\_

27. Are you familiar with the course of study you are enrolled in? \*

Yes

No

28. How interested are you in the course of study you are enrolled in? \*

Not at all    1    2    3    4    5    Very much  
               

29. Do you attend class regularly? \* \_\_\_\_\_

Yes

No

29.1. If you answered NO to the previous question, state the reasons for your answer:

Because the schedule conflicts with my work and other studies

The classes are not interesting

Other:

30. Are you happy in the school? \*

Yes

No

30.1. If you answered NO to the previous question, state the reasons for your answer: \_\_\_\_\_

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31. Is there any specific aspect of the school that should be improved? \*

Yes

No

Other: \_\_\_\_\_

31.1. If you answered YES to the previous question, state the aspects that should be improved:

Technological infrastructure

Collections

Academic services

Teachers

Other: \_\_\_\_\_

32. Provide any other comment or observation you deem pertinent: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

33. Which university you are enrolled in\*

UNAM

UCM

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