

## **Business Information Sharing and Career Goal Orientation among Undergraduate Library and Information Science Students at the Federal University, Oye-Ekiti**

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### **Abstract**

*This study examined the interaction between business information sharing and career goal orientation among undergraduate library and information science students, at Federal University Oye-Ekiti. Six research questions were analysed to uncover the key determinants of business information sharing. The research employed a cross-sectional survey research design. Data was collected using a structured questionnaire. Findings from the study revealed a positive career goal orientation among LIS undergraduates. The results show that the Adjusted R-square of 59.7% ( $F=18.797$ ,  $p<0.05$ ) indicates that the selected factors explain a significant proportion of the variance in career goal orientation. The analysis revealed several significant relationships: not being motivated enough ( $\beta=3.492$ ,  $p<0.05$ ), the perception that shared business information is not appreciated ( $\beta=-4.290$ ,  $p<0.05$ ), fear of providing incorrect information ( $\beta=1.602$ ,  $p<0.05$ ), in-depth relationships with colleagues ( $\beta=-.997$ ,  $p<0.05$ ), some colleagues showing off their knowledge ( $\beta=.827$ ,  $p<0.05$ ), and fear of being outperformed by colleagues ( $\beta=-1.573$ ,  $p<0.05$ ). In contrast, factors like being busy with note-taking, lack of belief in shared business ideas, colleagues' pride, and lack of rewards did not have a significant influence. The findings suggest that fostering a supportive and appreciative environment, providing training on effective information sharing, and promoting a collaborative culture could help address the key barriers to business information sharing among LIS undergraduates.*

**Keywords:** Business Information Sharing, Career Goal Orientation, Undergraduate Library and Information Science Students, Federal University, Oye-Ekiti

### **Introduction**

Library and Information Science (LIS) is a field that encompasses the management, organization, retrieval and dissemination of information in various formats and various settings. It involves the study of libraries, archives, information organizations, and the broader

information ecosystem, (Järvelin & Vakkari, 2022). A career in Library and Information Science offers a wide range of opportunities to work in diverse settings including the aspiration to become librarians in public or academic libraries, working as archivists or curators in museums or archives, pursuing careers as information specialists in special libraries, focusing on digital librarianship or information management, exploring opportunities as information consultants or research analysts, or combining LIS knowledge with entrepreneurship or technology. Students may embrace opportunities for professional development, pursue advanced degrees, engage in self-directed learning, and stay informed about emerging trends and technologies in the LIS profession.

Career goal orientation often involves a commitment to lifelong learning. Career goal orientation in Library and Information Science (LIS) refers to the aspirations, motivations, and focus that students have regarding their future careers in the field (Järvelin & Vakkari, 2022). Students who are pursuing a degree in LIS often have specific career goals in mind such as the goal of becoming a librarian in a public library, academic library, or special library, and working in areas as information management, knowledge organization, digital preservation, data analysis, or information technology. Some students may also aspire to pursue advanced degrees, such as a Master's or a Ph.D., to further their career prospects. It has been argued that clear career goal orientation can influence undergraduates' academic performance and engagement (Indah et al., 2022). Undergraduates in LIS may have varying levels of career awareness and exploration. Some students may enter the program with a clear understanding of their career goals, while others may use their undergraduate studies as an opportunity to explore different areas within the LIS field.

Undergraduates in LIS may actively seek out opportunities to enhance their skills and knowledge through workshops, conferences, webinars, and continuing education programs. They may also join student chapters of professional associations, participate in relevant professional development activities, and engage in networking to build connections with practitioners and professionals in the field (Susomrith et al., 2019). Students may engage in activities such as internships, volunteering, attending professional events, and conducting informational interviews to gain exposure to different LIS career paths (Ansari & Khan, 2020). Mentorship and guidance play a significant role in career goal orientation among undergraduates in LIS. Students may seek mentorship from faculty members, professionals, or alumni who can provide guidance, advice, and insights into specific LIS career paths (Opele et al., 2015). Mentorship can help students clarify their career goals, navigate career decisions, and gain a deeper understanding of the profession. Also, undergraduates in LIS may recognize the importance of building professional networks within the field. They may actively participate in networking events, join professional associations, and engage with practitioners and professionals in the LIS community (Islam & Habiba, 2015). Networking can also provide valuable opportunities for mentorship, job prospects, and staying updated with industry trends and developments (Ifeoma, 2022). Aspiring professionals in this field face unique challenges as they navigate their career paths.

Their ability to engage in business information sharing which exposes them to the exchange of knowledge, insights, and experiences related to business and industry (Ajibade & Mutula, 2020), that has the potential to significantly impact the career goal orientation of undergraduate LIS students is one of the challenges experienced by aspiring LIS professionals. Business information sharing refers to the process of exchanging knowledge,

insights, and data related to business and industry among individuals, organizations, and communities (Ajimuse et al., 2022). Business information sharing involves exchange of knowledge, insights, and experiences related to business and industry among students pursuing undergraduate studies (Asdar et al., 2015). It also involves the sharing of information, resources, and ideas to foster learning, collaboration, and professional development within the student community (Abbas et al., 2022; Opele et al., 2015). In the academic context, undergraduates often engage in business information sharing through various channels, including classroom discussions (Kolo & Breiter, 2010), group projects (Muinga et al., 2018), and presentations (Abu Rumman, Ayman, Alheet, 2019). They share relevant articles, research findings (Iskandar et al., 2022), case studies, and academic resources (Yebowaah & Owusu-Ansah, 2020) to enhance their understanding of business concepts, theories, and practices. The sharing of information helps students broaden their knowledge base, gain different perspectives, and develop critical thinking skills. Informal interactions play a significant role in business information sharing among undergraduates (Dhamija et al., 2019). Students engage in discussions (Zungu & Ocholla, 2019), debates, and knowledge exchange outside the classroom (Tetteh, 2018), such as in study groups, student organizations, and social events. These interactions provide opportunities for students to share their experiences, insights, and best practices related to internships, part-time jobs, industry events, and entrepreneurial endeavours (Oladapo et al., 2021).

### **Statement of the Problem**

The acquisition and sharing of business information is crucial for undergraduates in the Library and Information Science (LIS) program, as it can help them develop relevant skills, explore potential career paths, and set appropriate career goals. However, there is limited empirical research on the extent to which LIS undergraduates at the Federal University Oye-Ekiti engaged in business information sharing and how this impacts on their career goal orientation. Besides, despite the importance of business information sharing and career goal orientation, there are critical issues affecting the success of business information sharing practices among undergraduates such as the institutional culture which plays a significant role in shaping information-sharing behaviours, lack of support and encouragement which are vital for promoting a culture of information sharing as well as lack of effective communication channels and technologies which can significantly impact information sharing practices and career goals orientation of undergraduates (Fossum et al., 2020). The current study aims to investigate the extent to which LIS students engage in business information sharing and how this affects their career goal at the Federal University Oye-Ekiti.

### **Research questions**

The study provides answers to the following research questions

1. What is the level of career goal orientation of LIS undergraduates at Federal University Oye-Ekiti?
2. What is the level of business information sharing among LIS undergraduates at Federal University Oye-Ekiti?
3. What is the medium of business information sharing among LIS undergraduates at Federal University Oye-Ekiti?
4. What are the Factors affecting Business Information Sharing and the career goal of LIS undergraduates at Federal University Oye-Ekiti?

## Hypotheses

The following null hypotheses were tested at 0.05 level of significance

**Ho1:** Business information sources do not significantly influence career goal orientation of undergraduates LIS students at the Federal University, Oye-Ekiti

**Ho2:** There are no significant factors influencing career goal orientation and business information sharing practices at the Federal University, Oye-Ekiti

## Review of related Literature

### Career goal orientation

Studies have shown that career goal orientation among undergraduate Library and Information Science (LIS) students can vary depending on individual interests, skills, and aspirations (Dukic, 2019). While it is important to recognize that individual goals and motivations may differ, there are some common career goal orientations that can be observed among LIS students (Lascano, 2021). According to the studies conducted in different settings (Togia et al., 2012), (Ayeni & Adetoro, 2017), examples of careers in LIS include:

*Librarian in a public library:* Some undergraduate LIS students may aspire to work as librarians in public libraries. They may be drawn to the idea of serving their communities, promoting literacy, and providing resources and services to a diverse range of library users.

*Academic librarian:* Many LIS students are interested in pursuing careers as academic librarians. They may have a passion for supporting research, assisting students and faculty with information needs, and contributing to the scholarly community within an educational institution.

*Archivist or curator:* Some LIS students may aim to work in archives or museums as archivists or curators. They may have a strong interest in preserving and managing historical records, artefacts, or cultural heritage materials, and ensuring their accessibility and long-term preservation.

*Information specialist in a special library:* Special libraries exist within various organizations, such as government agencies, corporations, or non-profit organizations. LIS students may be interested in working as information specialists in these settings, providing specialized information services to support the specific needs of the organization and its stakeholders.

*Digital librarian or information manager:* With the increasing digitization of information, many LIS students are interested in careers that focus on managing and providing access to digital collections. They may aspire to work as digital librarians or information managers, ensuring the effective organization, preservation, and dissemination of digital resources.

*Information consultant or research analyst:* Some LIS students may have an inclination towards research, data analysis, and providing information-related consulting services. They may aspire to work as information consultants or research analysts, assisting organizations in making informed decisions through their expertise in information retrieval, analysis, and synthesis.

*Entrepreneurship or information technology:* LIS students with an entrepreneurial spirit or an interest in information technology may choose to pursue careers that combine their LIS knowledge with business or technology acumen. They may aim to start their own information-related ventures, develop innovative information services or products, or work in roles that bridge the gap between information science and technology. It is important to note that these career goal orientations are not exhaustive, and individual LIS students may have unique career

aspirations that go beyond these examples. Additionally, career goals can evolve and change over time as students gain more experience and exposure to different areas within the LIS field.

### **Overview of business information sharing**

Business information sharing among undergraduates is valuable for their professional development, career exploration and networking. It fosters a culture of collaboration, encourages lifelong learning, and prepares students for the challenges of the business world. Akanbiemu et al. (2021) have shown that by actively participating in information sharing activities, undergraduates can enhance their understanding of business concepts, build their professional networks, and gain a competitive edge in their future careers (Obionwu et al., 2022).

Information sharing practices include sharing data, reports, market research findings, best practices, and lessons learned among departments, teams, and employees. This type of sharing facilitates knowledge transfer, promotes collaboration, and enables informed decision-making within the organization. It involves sharing market intelligence, industry trends, customer insights, competitive analysis, and technological advancements (Anshari et al., 2022). Undergraduates can also involve collaborative information sharing which has to do with the joint sharing of information among multiple individuals, organizations, or communities (Obionwu et al., 2022). It often occurs in collaborative projects, research initiatives, industry consortiums, and professional networks. Collaborative information sharing aims to leverage the collective knowledge and expertise of participants, foster innovation, and solve complex problems collectively (Opele, 2022).

With the advancement of technology, various platforms and tools have emerged to facilitate business information sharing (Adomi, 2019). These platforms include intranets, knowledge management systems, online forums, social media networks, and collaboration tools. These tools provide a digital infrastructure by which individuals and organizations share and access information, collaborate remotely, and engage in discussions and knowledge exchange. Moreover, formal and informal networks play a significant role in business information sharing (Islam et al., 2022). Studies have shown that formal networks include professional associations, industry conferences, seminars, and workshops where individuals and organizations come together to exchange information and insights (McPhail & Gurbutt, 2020). Meanwhile, informal networks such as professional communities, online forums, and social media groups, facilitate more spontaneous and informal information sharing among professionals with shared interests (Harkin et al., 2020). Moreover, studies have revealed that open data initiatives promote the sharing of public and non-sensitive data by governments, organizations, and research institutions (Torun, 2020) while open innovation encourages businesses to collaborate and share information with external stakeholders, including customers, suppliers, and even competitors, to foster innovation and create value collectively (Odigwe & Owan, 2020).

### **Factors Influencing Business Information Sharing**

Studies have highlighted several factors which influence business information sharing within organizations and among individual students (Torun, 2020). Understanding these factors is crucial for creating an environment that fosters effective information sharing practices among undergraduates (Abbas et al., 2022). Some of these factors include:

*Organizational Culture:* A culture that values transparency, open communication, collaboration and knowledge sharing, encourages employees to share information willingly. Conversely, a

culture that promotes silos, competition, or a lack of trust can hinder information sharing (Wiradana & Dewi, 2021).

*Leadership and Management Support:* When leaders prioritize and actively participate in information sharing, it sets a positive example for employees. Managers can facilitate information sharing by providing resources, recognizing and rewarding sharing behaviours, and creating platforms for knowledge change.

*Trust and Psychological Safety:* Trust is a critical factor in information sharing. Individuals are more likely to share information when they feel psychologically safe, knowing that their contributions will be respected and valued (Liu & Tong, 2020). A culture of trust encourages employees to share knowledge, ideas, and feedback without fear of negative consequences or judgment.

*Communication Channels and Technologies:* Organizations need to provide accessible and user-friendly platforms and tools that facilitate seamless sharing and collaboration (Moreno et al., 2020). These may include intranets, collaboration software, knowledge management systems, and social media platforms.

*Incentives and Rewards:* Providing incentives and rewards for information sharing can motivate individuals to actively participate. Recognizing and acknowledging employees' contributions to information sharing efforts can reinforce positive behaviours and foster a culture of sharing (Sumah & Baatiema, 2019).

*Training and Education:* Providing training and education on the importance of information sharing and the skills required for effective sharing can encourage individuals to participate (Chang et al., 2022). Training programs can enhance employees' understanding of the benefits of sharing and equip them with the necessary communication and collaboration skills.

*Legal and Ethical Considerations:* Legal and ethical considerations, such as privacy regulations and intellectual property rights, can influence information sharing practices (Beresford et al., 2017). Organizations need to establish clear policies and guidelines regarding the sharing of sensitive or confidential information to ensure compliance and protect stakeholders' rights.

*Organizational Structure and Collaboration Mechanisms:* The organizational structure and collaboration mechanisms can either facilitate or hinder information sharing (Obionwu et al., 2022). Flat hierarchies, cross-functional teams, and collaborative work environments can promote information sharing by reducing barriers and encouraging interaction among employees.

*Knowledge Management Practices:* Effective knowledge management practices, such as knowledge capture, documentation, and sharing processes, play a crucial role in facilitating information sharing (Inkinen, 2016). Organizations should invest in systems and processes that enable the easy retrieval, storage, and dissemination of information.

*Cultural and Diversity Factors:* Cultural and diversity factors can influence information sharing practices. Organizations with a diverse workforce need to be mindful of cultural differences in communication styles and preferences (Stahl & Maznevski, 2021). Creating an inclusive environment that values diverse perspectives can enhance information sharing across cultural boundaries.

## Methodology

The study employed a descriptive survey research design, also known as a diagnostic study, to examine relationships between the variables. The study population consisted of 424 undergraduate Library and Information Science (LIS) students in the Faculty of Education at the

Federal University Oye-Ekiti, Ekiti State. Purposive and simple random sampling techniques were used to select a total of 121 undergraduates across 100 to 400 levels. A structured questionnaire titled "Business Information Sharing and Career Goal Orientation among Undergraduates" (BISCGOU) was used to collect data. The questionnaire was designed to obtain personal information from the undergraduates on business information sharing and career goal orientation. Face validity was used to ensure the instrument accurately measures the constructs it was designed to measure. Cronbach alpha test was used to determine the reliability of the main constructs. The questionnaires were self-administered by the researchers to the undergraduates in their regular classroom settings. The participants' responses were scored by the researcher and entered into a computer for statistical analysis. Descriptive statistics (frequency, percentage, mean, median, standard deviation) and inferential statistics (multiple regression analysis) were used to analyse the data using SPSS version 20.0.

## Results

This section presents the results for the study in two parts. The analysis of socio-demographic characteristics which was presented in figures 1-4 and the analysis of the research questions

### ***Analysis of socio-demographic characteristics of the respondents***

The socio-demographic characteristics of the respondents, as shown in Figures 1-4, provide valuable insights into the composition of the study sample.

**Gender Distribution:** The findings reveal that the majority of the respondents (62.8%) were male, while 37.2% were female. This uneven gender distribution suggests that the Library and Information Science (LIS) program at the Federal University Oye-Ekiti may have historically attracted more male students. This could have implications for the diversity and representation within the LIS field, as well as the unique perspectives and experiences that female students might bring to the program.

**Academic Level:** The respondents were evenly distributed across the first (33.1%) and second (33.1%) years of the LIS program, with 27.3% in their third year and 6.6% in their fourth year. This even distribution across academic levels allows for a comprehensive understanding of business information sharing and career goal orientation at different levels of the undergraduate program. It also suggests that the study captured a range of perspectives from students at various stages of their academic and professional development.

**Religious Affiliation:** A large majority of the respondents (72.7%) identified as Christian, while 24.8% were Muslim, and 2.5% had other religious affiliations. This religious diversity among the sample reflects the broader religious landscape of the region and may influence the students' perspectives, values, and career aspirations.

**Ethnic Composition:** The respondents were predominantly Yoruba (61.2%), followed by Igbo (28.9%), Hausa (7.4%), and other ethnic groups (2.5%). This ethnic composition aligns with the regional demographics of the Federal University Oye-Ekiti and may shape the students' cultural backgrounds, social networks, and access to resources, all of which could impact their business information sharing and career goal orientation.

The implications of these socio-demographic characteristics are essential for understanding the context in which the study was conducted and the potential factors that may influence the observed trends in business information sharing and career goal orientation among

the LIS undergraduates at the Federal University Oye-Ekiti. These insights can inform targeted interventions, mentorship programs, and curriculum development to better support the professional development of a diverse student population.

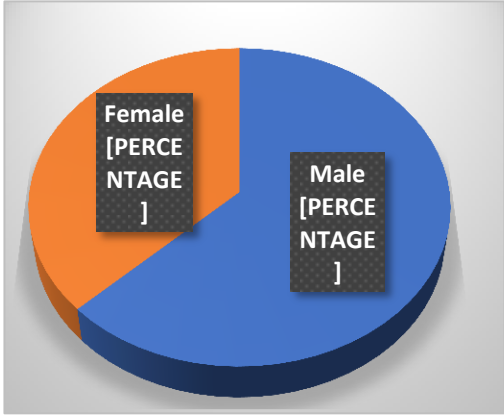


Figure 1: Distribution of respondents by gender

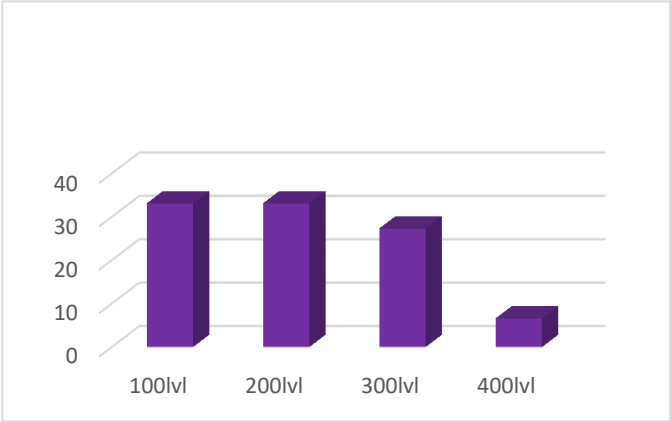


Figure 2: Distribution of respondents by level

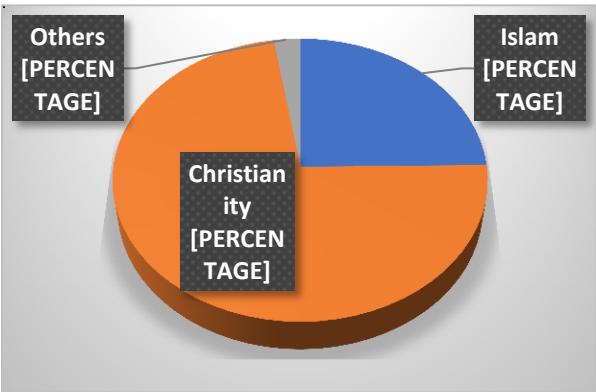


Figure 3: Distribution of respondents by Religion

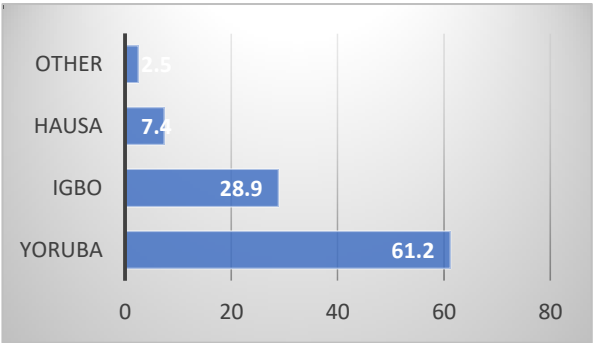


Figure 4: Distribution of respondents by ethnicity

## 4.2. Analysis of research questions

**Research Question 1:** What is the level of career goal orientation of LIS undergraduates at Federal University Oye-Ekiti?

**Table 1:** Career Goal Orientation of Undergraduates

Variables	Mean	Overall Ranking	Importance Level
<b>Mastery Orientation</b>			
Learning to get prepared for future job roles.	3.65	1 <sup>st</sup>	H
Attend seminars on business and financial data to improve skills ahead of securing a job in future	3.37	2 <sup>nd</sup>	H
Learn business information tools from my colleagues to be knowledgeable on work ethics.	3.23	3 <sup>rd</sup>	H
Completely master relevant business ideas to gain an advantage in the labour market.	3.21	4 <sup>th</sup>	H
Seeing mistakes as learning opportunities to groom me ahead of workplace requirements.	3.20	5 <sup>th</sup>	H
<b>Performance Approach</b>			
Getting good grades to boost my career aspirations.	3.45	6 <sup>th</sup>	H
Showing abilities for future job opportunities.	3.38	7 <sup>th</sup>	H
University education leads to a high paying job.	3.22	8 <sup>th</sup>	H
Use of excel workbooks to learn new information relating to career skills.	3.17	9 <sup>th</sup>	H
Advanced information systems with others that can be used for future job roles.	3.15	10 <sup>th</sup>	H
<b>Performance Avoidance</b>			
Assurance to get a good job in future.	3.45	11 <sup>th</sup>	H
Avoid getting poor grades in my academics to improve chances of securing a high pay job	3.36	12 <sup>th</sup>	H
Motivated to improve academically due to fear of failing courses which will affect career aspirations.	3.11	13 <sup>th</sup>	H
courses that are easy to pass to avoid affecting grade point	3.07	14 <sup>th</sup>	H
Resist sharing academic knowledge with colleagues so as to outperform them.	2.87	15 <sup>th</sup>	M
<b>Average mean</b>	<b>3.3</b>		

**Note:** H – High, M – moderate, L-Low Mean of 0.1-2.0 = low 2.1-3.0 = moderate > 3.0 = high

The analysis of Table 1 provides valuable insights into the career goal orientation of the LIS undergraduates at the Federal University Oye-Ekiti.

**Mastery Orientation:** The respondents exhibited a moderate level of mastery orientation, with an average mean of 3.3 out of 4. The top-rated items in this dimension indicate a strong focus on learning and skill development to prepare for future job roles. Specifically, the respondents highly valued attending seminars on business and financial data, learning business information tools from colleagues, mastering relevant business ideas, and seeing mistakes as learning opportunities. This suggests that the students are driven by a desire to acquire knowledge and competencies that will enhance their employability and future career success.

**Performance Approach Orientation:** Within the performance approach orientation, the respondents prioritized getting good grades to boost their career aspirations and demonstrating their skills and abilities for future job opportunities. They also believed that their university education would lead to a high-paying job. These findings suggest that the students are motivated by external validation and recognition, aiming to outperform their peers to improve their chances of securing desirable job prospects.

**Performance Avoidance Orientation:** The performance avoidance orientation was also evident, with the respondents highly valuing the assurance of getting a good job in the future. They were also motivated to improve academically due to the fear of failing courses, which could negatively impact their career aspirations. However, they were less inclined to resist sharing academic knowledge with colleagues, suggesting a balance between individual achievement and collaborative learning.

Overall, the results indicate that the LIS undergraduates have a balanced approach to career goal orientation, with a strong emphasis on mastering relevant skills and knowledge, coupled with a desire for external validation and recognition. This suggests a multifaceted approach to career development, where the students are driven by both intrinsic and extrinsic motivations. These insights can inform the design of targeted career development programs, mentorship initiatives, and curricular adjustments to better support the professional growth of LIS undergraduates. By understanding the nuances of their career goal orientation, educational institutions can tailor their interventions to address the unique needs and motivations of this student population, ultimately enhancing their successful transition into the workforce.

**Research Question 2:** What is the level of business information sharing of LIS undergraduates at Federal University Oye-Ekiti?

**Table 2:** Business Information commonly shared among Undergraduates

Variables	Mean	Overall Ranking	Importance Level
Application of business and financial skills to help others in solving business-related issues	3.40	1 <sup>st</sup>	H
Share application of business ideas with others and how to implement them.	3.36	2 <sup>nd</sup>	H
Business information techniques relating to workplace achievement.	3.34	3 <sup>rd</sup>	H
Statistical tools for financial modelling in the workplace.	3.31	4 <sup>th</sup>	H
Online search for useful business ideas.	3.26	5 <sup>th</sup>	H
Downloaded videos explaining the use of business information tools	3.14	6 <sup>th</sup>	H
Develop easy materials on business skills	3.10	7 <sup>th</sup>	H
Sharing business information ideas gained from lectures colleagues to help them assimilate better.	3.09	8 <sup>th</sup>	H
Sharing business ideas and other useful business skills	3.01	9 <sup>th</sup>	H
Creating business ideas and sharing with student entrepreneurs.	2.99	10 <sup>th</sup>	M
Average mean	3.2		

**Note: H – High, M – moderate, L-Low**

Mean of 0.1-2.0 = low 2.1-3.0 = moderate > 3.0 = high

The analysis of Table 2 provides insights into the level of business information commonly shared among the LIS undergraduates at the Federal University Oye-Ekiti. The data reveals a high level of business information sharing, with an average mean of 3.2 out of 4. The top-rated items in this dimension indicate a strong emphasis on the practical application and dissemination of business-related knowledge and skills. Specifically, the respondents highly valued sharing the application of business and financial skills to help others solve business-related issues, as well as sharing business ideas and how to implement them. This suggests a collaborative approach, where the students are actively engaged in supporting their peers' professional development and problem-solving skills. Other highly rated items include sharing information on business techniques related to workplace achievement, using statistical tools for financial modeling, and conducting online searches for useful business ideas. The students also reported sharing downloaded videos explaining the use of business information tools and developing easy-to-understand materials on business skills. Moreover, the respondents indicated a willingness to share business information and ideas gained from lectures and other sources with their colleagues to help them better

assimilate the content. This reflects a culture of knowledge sharing and peer-to-peer learning within the student community. Lastly, the respondents reported creating and sharing business ideas with student entrepreneurs, indicating an entrepreneurial mindset and a desire to contribute to the broader business ecosystem. These results suggest that the LIS undergraduates are actively engaged in the exchange of business-related knowledge and skills, both within their academic community and beyond. This level of information sharing and collaborative learning can contribute to the development of well-rounded, highly competent professionals who are poised to navigate the dynamic business landscape.

**Research Question 3:** What is the medium of business information sharing among LIS undergraduates at Federal University Oye-Ekiti?

**Table 3:** Sources of Business Information among LIS Undergraduates

Variables	Mean	Overall Ranking	Importance Level
Internet	3.85	1 <sup>st</sup>	H
Social Media	3.60	2 <sup>nd</sup>	H
Television	3.08	3 <sup>rd</sup>	H
Government Publications	2.74	4 <sup>th</sup>	M
External Researchers	2.69	5 <sup>th</sup>	M
Press Releases	2.56	6 <sup>th</sup>	M
Trade Publications	2.55	7 <sup>th</sup>	M
Business Articles/Journals	2.50	8 <sup>th</sup>	M
Social Contacts/Family	2.47	9 <sup>th</sup>	M
Newspaper	2.44	10 <sup>th</sup>	M
Magazines	2.40	11 <sup>th</sup>	M
Library	2.38	12 <sup>th</sup>	M
Colleagues/Classmates	2.36	13 <sup>th</sup>	M
References	2.29	14 <sup>th</sup>	M
Statistical Database	2.20	15 <sup>th</sup>	M
<b>Average mean</b>	<b>2.7</b>		

**Note:** H – High, M – moderate, L-Low Mean of 0.1-2.0 = low 2.1-3.0 = moderate > 3.0 = high

The analyses of table 3 provide insights into the sources of business information utilized by the LIS undergraduates at the Federal University Oye-Ekiti. The data reveals a moderate level of usage of various business information sources, with an average mean of 2.7 out of 4. The top-rated sources were the Internet (mean=3.85) and social media (mean=3.60), indicating a strong reliance on digital and online platforms for accessing business-related information. Other relatively high-ranked sources include television (mean=3.08), government publications (mean=2.74), and external researchers (mean=2.69). These findings suggest that the respondents leverage a diverse range of both traditional and contemporary sources to gather business information. However, the respondents reported lower usage of other sources, such as press releases (mean=2.56), trade publications (mean=2.55), business articles/journals (mean=2.50),

social contacts/family (mean=2.47), newspapers (mean=2.44), and magazines (mean=2.40). This suggests that the students may have less engagement with more specialized or niche business information sources. Additionally, the respondents indicated relatively low usage of library resources (mean=2.38) and references (mean=2.29), as well as statistical databases (mean=2.20). This could imply a need for improved awareness and accessibility of these institutional and specialized information sources among the LIS undergraduates.

These results highlight the students' strong reliance on digital and social media platforms for their business information needs. While this reflects the contemporary information-seeking behaviour of the younger generation, it also suggests a potential opportunity to further enhance the students' information literacy and critical evaluation skills when it comes to assessing the reliability and credibility of online sources. The insights from this analysis can inform the development of targeted information literacy programs, library services, and curricular initiatives that aim to broaden the students' awareness and utilization of diverse business information sources. This can ultimately contribute to the LIS undergraduates' ability to access, evaluate, and effectively leverage a wide range of high-quality business information to support their academic and professional development

**Research Question 4:** What are the Factors affecting Business Information Sharing and the career goal of LIS undergraduates at Federal University Oye-Ekiti?

**Table 4:** Factors militating Business Information Sharing and career goal of LIS Undergraduates

Variables	Mean	Overall Ranking	Importance Level
Most business information shared are not appreciated	2.68	1 <sup>st</sup>	M
No enough motivated	2.66	2 <sup>nd</sup>	M
No reward on effort of business information shared	2.50	3 <sup>rd</sup>	M
Some colleagues are often proud of themselves	2.47	4 <sup>th</sup>	M
Some colleagues show they know too much	2.45	5 <sup>th</sup>	M
Some don't believe in the business idea shared	2.35	6 <sup>th</sup>	M
Busy with notes most of the time	2.34	7 <sup>th</sup>	M
No in-depth relationship with fellow colleagues.	2.32	8 <sup>th</sup>	M
Afraid of being outperformed by my colleagues.	2.30	9 <sup>th</sup>	M
Fear of supplying incorrect information	2.22	10 <sup>th</sup>	M
<b>Average mean</b>	<b>2.4</b>		

**Note:** H – High, M – moderate, L-Low Mean of 0.1-2.0 = low 2.1-3.0 = moderate > 3.0 = high

The analysis of Table 4 provides insights into the key factors that are hindering effective business information sharing among the LIS undergraduates at the Federal University Oye-Ekiti. The data reveals a moderate level of factors that impede business information sharing, with an average mean of 2.4 out of 3. The top-rated factor was that "most business information shared is not appreciated" (mean=2.68), followed by "not enough motivation" (mean=2.66). These findings suggest that the students perceive a lack of appreciation and recognition for their efforts

in sharing business information, which can act as a significant demotivating factor. The lack of motivation, in turn, can further contribute to the challenges in fostering a robust culture of business information sharing within the student community.

Other notable factors include: "No reward for the effort of business information shared" (mean=2.50); "Some colleagues are often proud of themselves" (mean=2.47); "Some colleagues show they know too much" (mean=2.45). These factors point to potential issues related to interpersonal dynamics, competitiveness, and a perceived lack of a supportive and collaborative environment among the students. The students may feel that their efforts to share business information are not reciprocated or valued, and they may also be concerned about being perceived as inferior or outperformed by their peers. Additionally, the respondents indicated factors such as "some don't believe in the business idea shared" (mean=2.35), "busy with notes most of the time" (mean=2.34), and "no in-depth relationship with colleagues" (mean=2.32), which suggest that the students may face challenges in building trust, finding time, and fostering stronger interpersonal connections within their academic community. The fear of "being outperformed by my colleagues" (mean=2.30) and "fear of supplying incorrect information" (mean=2.22) also point to potential individual-level barriers, such as a lack of confidence and concerns about competence. These insights can inform the development of targeted interventions and support mechanisms that address the various factors hindering effective business information sharing among the LIS undergraduates.

**H01:** Business information sources do not significantly influence career goal orientation of LIS undergraduate students at the Federal University, Oye-Ekiti

**Table 5:** Business information Sources influencing career goal orientation of LIS undergraduate students

Variables	Coefficients	Std. Error	Beta	t-Statistics	Prob. Sig. p. value
(Constant)	35.542	6.464		5.498	.000
Internet	-1.201	1.025	-.153	-1.171	.244
Newspaper	-2.599	1.063	-.581	-2.446	.016
Social Media	-2.542	.879	-.478	-2.891	.005
Business Articles/Journals	-3.267	.546	-.751	-5.987	.000
Government Publications	1.782	.380	.522	4.689	.000
Statistical Database	.355	.580	.081	.612	.542
References	.179	.705	.056	.254	.800
Social Contacts/Family	-.953	.561	-.205	-1.700	.092
Colleagues/Classmates	-.251	.644	-.048	-.389	.698
Trade Publications	2.746	.798	.653	3.440	.001
Library	3.290	.792	.766	4.155	.000
Press Releases	-1.133	.625	-.284	-1.814	.073
External Researchers	.281	.750	.061	.375	.708
Magazines	2.523	.869	.457	2.904	.004
Television	.951	.546	.220	1.742	.084

*Dependent Variable:* career goal orientation

<b>R Square</b>	0.590	<b>Df</b>	120
<b>Adjusted R Square</b>	0.531	<b>Mean Square</b>	61.264; 6.085
<b>Std. Error of the regression Estimate</b>	2.467	<b>F statistics</b>	10.068
<b>Total Sum of Squares</b>	1557.868	<b>Prob. (F statistics)</b>	0.000

Table 5 reveals Adjusted R-square of 59.7%: This indicates that 59.7% of the variance in career goal orientation is influenced by the business information sources included in the model.

This is a relatively strong explanatory predictor, suggesting that the selected business information sources play a significant role in shaping the students' career goal orientation.

### **Significant relationships:**

Newspaper ( $\beta = -2.599$ ,  $p < 0.05$ ); Social media ( $\beta = -2.542$ ,  $p < 0.05$ ); Business Articles/Journals ( $\beta = -3.267$ ,  $p < 0.05$ ); Government publications ( $\beta = 1.782$ ,  $p < 0.05$ ); Social Contacts/Family ( $\beta = -.953$ ,  $p < 0.05$ ); Trade Publications ( $\beta = 2.746$ ,  $p < 0.05$ ); Library ( $\beta = 3.290$ ,  $p < 0.05$ ); Press releases ( $\beta = -.953$ ,  $p < 0.05$ ); Magazines ( $\beta = 2.523$ ,  $p < 0.05$ ); Television ( $\beta = -.953$ ,  $p < 0.05$ ). These business information sources have a statistically significant relationship with the students' career goal orientation.

### **Non-significant relationships:**

Internet ( $\beta = -1.201$ ,  $p > 0.05$ ); Statistical database ( $\beta = .355$ ,  $p > 0.05$ ); References ( $\beta = .179$ ,  $p > 0.05$ ); Colleagues/classmates ( $\beta = -.251$ ,  $p > 0.05$ ); External researchers ( $\beta = .281$ ,  $p > 0.05$ ). These business information sources do not have a significant influence on the students' career goal orientation. The findings suggest that the students' exposure to and utilization of various business information sources, such as newspapers, social media, business articles/journals, government publications, trade publications, libraries, and magazines, play a crucial role in shaping their career goal orientation. However, some information sources, like the internet, statistical databases, and interactions with colleagues/classmates, do not seem to have a significant impact on their career goals. These insights can inform the development of targeted interventions and educational strategies to enhance the students' access to and engagement with the most influential business information sources. This can help the LIS undergraduates make more informed and aligned career decisions, which ultimately supports their professional development and success.

**Ho2:** There are no significant factors influencing career goal orientation and business information sharing practices for LIS undergraduates at the Federal University, Oye-Ekiti

**Table 6:** Factors influencing career goal orientation and business information sharing practices at the Federal University, Oye-Ekiti

Variables	Coefficients	Std. Error	Beta	t-Statistics	Prob. Sig. p-value
(Constant)	33.721	1.075		31.363	.000
No motivated enough	3.492	.520	.835	6.715	.000
Most business information shared are not appreciated	-4.290	.429	-1.173	-10.003	.000
Fear of supplying incorrect information	1.602	.334	.435	4.804	.000
Busy with notes most of the time	.124	.486	.035	.255	.799
In-depth relationship with fellow colleagues.	-.997	.436	-.248	-2.285	.024
Some don't believe in the business idea shared	.456	.416	.104	1.095	.276
Some colleagues are often proud of themselves	.603	.380	.192	1.586	.116
No reward on effort of business information shared	-.802	.491	-.268	-1.633	.105
Some colleagues show they know too much	.827	.466	.244	1.774	.079
Afraid of being outperformed by my colleagues.	-1.573	.480	-.442	-3.274	.001
<i>Dependent Variable: career goal orientation</i>					
<b>R Square</b>	0.631		<b>Df</b>	120	
<b>Adjusted R Square</b>	0.597		<b>Mean Square</b>	98.276; 5.228	
<b>Std. Error of the regression Estimate</b>	2.287		<b>F statistics</b>	18.797	
<b>Total Sum of Squares</b>	1557.868		<b>Prob. (F statistics)</b>	0.000	

Table 6 reveals Adjusted R-square of 59.7%: This indicates that 59.7% of the variance in career goal orientation is determined by the factors included in the model. This is a relatively strong explanatory predictor, suggesting that the selected factors play a significant role in shaping the students' business information sharing.

#### Significant relationships:

Not motivated enough ( $\beta = 3.492$ ,  $p < 0.05$ ); Most business information shared is not appreciated ( $\beta = -4.290$ ,  $p < 0.05$ ); Fear of supplying incorrect information ( $\beta = 1.602$ ,  $p < 0.05$ ); In-depth relationship with colleagues ( $\beta = -.997$ ,  $p < 0.05$ ); Some colleagues show they know too much ( $\beta = .827$ ,  $p < 0.05$ ); Afraid of being outperformed by my colleagues ( $\beta = -1.573$ ,  $p < 0.05$ ); These factors have a statistically significant relationship with the students' business information sharing.

#### Non-significant relationships:

Busy with notes most of the time ( $\beta = .124$ ,  $p > 0.05$ ); Some don't believe in the business idea shared ( $\beta = .124$ ,  $p > 0.05$ ); Some colleagues are often proud of themselves ( $\beta = .124$ ,  $p > 0.05$ ); No reward on effort of business information shared ( $\beta = .124$ ,  $p > 0.05$ ). These factors do not have a

significant influence on the students' business information sharing. The findings suggest that the students' lack of motivation, perceived lack of appreciation for the shared information, fear of providing incorrect information, in-depth relationships with colleagues, and competitiveness among peers are significant factors that impact their willingness to share business information. On the other hand, being busy with note-taking, a lack of belief in shared business ideas, colleagues' pride, and a lack of rewards for sharing information do not seem to be significant barriers to business information sharing. These insights can guide the development of strategies to address the key factors that hinder business information sharing among the LIS undergraduates. This could include fostering a more supportive and appreciative environment, providing training on information sharing, and promoting a collaborative culture among the students. By addressing these factors, the university can create an environment that encourages the active exchange of business information, ultimately supporting the students' professional development and career success.

### **Discussion of Findings**

The study conducted at Federal University, Oye-Ekiti revealed a positive career goal orientation among LIS undergraduate students, influenced by factors such as mastery orientation, performance approach, and performance-avoidance. These findings align with previous study by (Karim, 2019), which identified mastery, performance approach, and performance-avoidance orientations as common career goal orientations (Lascano, 2021). The study also supports the findings of (Chang et al., 2022), who emphasized the importance of a mastery approach in fostering talent development, perseverance, and satisfaction in overcoming difficulties. This findings also corroborated by (Tytova, 2022). With regards to the sharing of business information among undergraduates at Federal University, Oye-Ekiti, the study found that common practices included applying business and financial skills to assist classmates, sharing business ideas and their practical applications, and conducting lectures to teach course mates using business information techniques. These findings are consistent with the study conducted by (Grainger et al., 2020); (Abbas et al., 2022), which noted that undergraduates pursue their information needs by identifying and expressing them in searchable terms

In the area of the medium of business information sharing, the study revealed that LIS undergraduates at Federal University, Oye-Ekiti primarily used the Internet, social media platforms, television, government publications, and external researchers. These findings align with the study conducted by (Jain, 2013), which showcased the prevalence of social media platforms (such as Facebook, Twitter, Instagram, and YouTube), the Internet, and newspapers as mediums for sharing business information among students in tertiary institutions. The finding also agrees with the study of (Khasawneh et al., 2020); (Chan et al., 2020). Moreover, the study also identified factors that hindered business information sharing among LIS undergraduates at Federal University, Oye-Ekiti, which included a lack of appreciation from colleagues, a lack of motivation to share information, colleagues' pride, and a "know-it-all" attitude. These findings contradict the research by (Dhamija et al., 2019) which identified challenges in implementing business information and knowledge in higher education institutions, such as inconsistent data collection, information hoarding, and disincentives for sharing and cross-functional cooperation.

The findings suggest that fostering a supportive and appreciative environment, providing training on effective information sharing, and promoting a collaborative culture could help address the key barriers to business information sharing among LIS undergraduates. These insights can inform the development of interventions to enhance the exchange of valuable business knowledge and support the professional development of aspiring information professionals.

**Theoretical Implications:** The study contributes to the existing literature on information sharing behavior by identifying the unique factors that influence business information sharing among LIS undergraduates. The findings expand the understanding of how individual, interpersonal, and contextual factors shape the willingness of LIS students to share business-related knowledge.

**Practical Implications:** The results of this study can guide university administrators and faculty in designing targeted programs and policies to promote a culture of business information sharing among LIS students. By addressing the key barriers identified, such as lack of motivation and appreciation, the university can create an environment that encourages the active exchange of business knowledge, thereby enhancing the students' professional preparedness and career development.

## Conclusion

The findings of the study indicate that LIS undergraduate students exhibit career goal orientations focused on mastery, performance approach, and performance avoidance. Additionally, the business information shared among undergraduates encompasses financial skills, business ideas, and business information techniques. The primary mediums used for sharing business information among undergraduates include the internet, social media, television, government publications, and external researchers. Factors that hinder business information sharing among undergraduates include a lack of appreciation and motivation, colleagues' pride, and colleagues' tendency to exhibit a know-it-all behaviour. The following recommendations are suggested;

1. LIS department should organize workshops and training sessions for their undergraduates to develop their skills in effective information sharing, including techniques for providing constructive feedback, building trust, and fostering a collaborative learning environment.
2. The department should encourage the establishment of student-led business information sharing clubs or organizations that can provide platforms for the exchange of ideas, networking, and mentorship opportunities.
3. The department should implement recognition and reward systems, such as awards or scholarships, to acknowledge and incentivize students who actively contribute to the sharing of business-related knowledge within the LIS community.
4. The department should collaborate with the university's career development centre to integrate business information sharing activities into professional development programs for LIS undergraduates, highlighting its importance for their future careers.
5. Faculty members should be encouraged to incorporate business-relevant case studies, group projects, and industry guest lectures into their LIS coursework, creating opportunities for students to engage with business-oriented information to foster a better practical and applied learning experience.

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