Career Choice: Knowledge, Motivation and Perception of the Students of School of Health Information Management OAUTHC

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INTRODUCTION

At some point in their lives, every persons will be confronted with the dilemma of making a job decision. Students are not free from this conundrum, particularly when they are expected to choose study programmes that would lead to their future jobs (Ferreira, Santos, Fonseca, & Haase, 2006). The choice should be carefully considered since it will have long-term ramifications for the remainder of a person's life if not made correctly. According to Eyo (2011) and Mtemeri (2017), a person's choice of profession is likely to have an impact on them throughout their lives. According to Shaft (2010), one's work is a vehicle for expressing clarity and significance in one's life. People's income, level of living, social standing, social connections, emotional well-being, and feeling of self-worth may all be influenced by their work choice, which is considered crucial. Individuals, on the other hand, may make good professional selections if they are provided with enough knowledge and direction (Nyamwanga, 2016).

Because of the need for specialization, deciding on a profession is not always an easy decision to come to. It is a difficult and intimidating process since the choice is impacted by a variety of circumstances, which may be extrinsically or internally driven, or a combination of the two aspects (Hewitt, 2010). According to research, the most important intrinsic elements that impact a person's profession choice selections include the individual's personality, interests, self-concept, attitudes, and cultural identity, among other things. Extrinsic factors, on the other hand, include social contacts and role models, as well as the availability of resources such as information and finances, globalisation, ethnic background, educational attainment, subject of study, and differences in job characteristics. Social contacts and role models are among the most important extrinsic factors (Kerka, 2000; Bandura, Barbaranelli, Caprara & Pastorelli, 2001; McQuaid & Bond, 2003; Nyamwange, 2016).

The importance of an individual's wants and desires in determining the direction of their behaviour cannot be overstated. Humans are motivated by their emotions and by achieving their aims. Evidence of this may be seen, especially in situations when students are pressured to enrol in a course that is not in their best interests. In studies, it has been shown that university students who pick their courses to study outperform their counterparts who are forced to take or are offered with a replacement course when their first choice course is not available (Mizener & Williams, 2009). This process of career selection is critical to the success of any particular profession, since the students who are understudying a course represent the future of the field in which they are studying. To put it another way, it is anticipated that a person's professional decision will have an impact on their future occupation (Quadri, 2018). The process of making a decision is complicated and unique for each person, and it is influenced by cognitive variables and social structures in the individual's environment (Durosaro & Adebanke, 2012; Braza & Guillo, 2015; Mtemeri, 2017).

While still in high school, students are often pressured to make choices about their future careers. Choosing a profession, on the other hand, is a lifetime process that begins well before high school graduation and continues for many years beyond (Schoon, 2001). "Career choice demonstrates that people have gone through a decision-making process, studied the working world, and evaluated their abilities." It also demonstrates that people have a basic understanding of what provides a sense of fulfillment and have considered alternatives, as well as the anticipated impact of these choices on their self-concept (Gokuladas, 2010). Individuals' ability to overcome career setbacks has been identified as one of three dimensions of career motivation constructs. The other two dimensions have been identified as career insight (the extent to which a person has realistic career perceptions) and career identity (factors influencing career decisions and behavioural patterns) (Almacik, 2012). A recent study by Hewit (2010) found that the majority of individuals are highly influenced by their parents' choice occupations or the opportunities that their educational achievements have provided them. Others, on the other hand, are tempted by professions that offer higher salary, allowances, and vacation time in exchange for greater time off. Although it is true that some individuals choose to follow vocations that they are enthusiastic about regardless of the financial advantages, others believe that a career is an important role in moulding an individual's daily routine, life activities, way of life, spirituality, and social aspects of life (Nyamwange, 2016).

Students are often supplied with a list of possible job options before they are allowed to make a decision on the path they should take. However, since most students do not have sufficient knowledge about numerous professions, their decisions are influenced by their perceptions of the perfect work and the courses they study throughout their secondary school years. Possibly the only guidance students get inside the educational system comes from career masters or counsellors. These individuals are responsible for assisting students in making their career choices (Nyamwange, 2016).

There are many different fields of human endeavours from which students might pick their future professions to pursue. Health and education, on the other hand, have long been considered to be the most important needs of people from the beginning of time (Abbasi, 2014). A large portion of the complexity of healthcare organisations may be attributed to a confluence of professions such as doctors, nurses, pharmacists, health information managers, and

administrators, each with apparently contradictory objectives, views, and time horizons, among other factors (Antwi & Kale, 2014). While certain professions, such as medicine, law, and accounting, have widespread recognition, the Health Information Management (HIM) profession is still struggling to get recognition (Quadri, 2018). Bubi'c and Ivanievi'c (2016) found that career choice is a big problem in the developmental life of adolescence, while Akosah-Twumasi (2018) found that it is an important issue in the developmental life of adolescence. In Nigeria, many adolescents enter unsuitable careers as a result of ignorance, inexperience, peer pressure, advice from friends, parents, and teachers, or as a result of the prestige associated with specific jobs due to a lack of adequate vocational guidance and career counselling (Okoro, 2009; Issa and Nwalo, 2009; Issa and Nwalo, 2009). (2010).

As a result, many of them are ill-suited for their professions since they often find themselves in positions that do not allow them to meet their value demands. When this happens, individuals become a source of irritation for both themselves and their employer. The majority of the time, they are unable to make substantial contributions to society and eventually become a burden to the country. As a result, prospective students and practitioners of health information management need the counsel of a health information management expert while making career choices that are related to the profession and employment responsibilities (Quadri, 2018).

Professionals in the field of health information management can choose from a variety of options. There are several work and career prospects in disciplines such as health/medical, management, ethics and legal, health informatics, and health data analysis, among others (Ana-Maria & Corina, 2014). The health information management department is the first point of contact in every tertiary hospital in Nigeria, and it is responsible for a wide range of tasks, including the creation, maintenance, and disposal of patient records, as well as the coding and indexing of these records to reflect the respective diagnoses and surgical operations of the conditions that patients are suffering from. The department also guarantees that patient data are made available to authorised caregivers as soon as possible, allowing for uniformity in treatment. The custodial services provided by the health information management department are shown by this column (Ojo & Owolabi, 2017).

Professionals in health information management operate in a variety of environments and with a variety of job titles. They often perform bridge activities, bridging the gap between clinical, operational, and administrative responsibilities. At every point in the healthcare delivery cycle, these professionals have an impact on the quality of patient information and patient care. They are well-versed on the sources, quality, and linkages of health data, as well as the correct use and upkeep of such data (Abrams, 2016). It is essential for a business to have trained HIM specialists on staff to guarantee that the appropriate information is available when and where it is required while ensuring the greatest levels of data integrity, confidentiality, and security possible (Hussain, 2013).

However, despite the critical roles played in the cycle of healthcare delivery, the profession is still relatively unknown and underappreciated, both locally and globally (Australian Institute for Health and Wellness, 2010; Canadian Health Information Management Association [CHIMA], 2011; Murphy, 2010; Watzlaf, Rudman, Hart-Hester, & Ren, 2009; Abrams, 2016). Despite the fact that HIM Professionals perceive their work to be highly specialised, they often feel underappreciated and undervalued in their jobs (Murphy, 2010). In addition, the profession

has been an essential component of the healthcare team for more than 80 years, yet it is sometimes overlooked or marginalised in the grand scheme of things (Bates, (2014) and Kennedy, 2014). (2014). Aside from that, HIM education has traditionally been seen as giving a specialised skill set for a certain entry-level profession rather than offering broader qualities such as critical thinking, analysis, problem-solving, and leadership (Abrams, 2016).

Review of the Literature

The concept of choice is essential in existentialist thinking. Every individual has the potential to make a decision in their lives since everyone has a variety of options. Whatever happens to a person, whether it is a happy or unpleasant event, is the result of a decision made among the various alternatives provided by life. In spite of the fact that one refuses to pick from all of the alternatives accessible to him or her in life, the act of refusing to make a decision constitutes a choice in and of itself. As a result, the concept of being without choice is not viable in existential philosophy. It is important to highlight, however, that the method of decision-making, as well as the availability and significance of options, may be a major impact in the difference between one person and another. The year is 2002, and Alliyu has written a paper on the subject. The decision of one's career is the most significant event in one's life.

As a result, the accuracy with which a person picks his or her vocation determines his or her level of success, pleasure, and happiness. Adeniyi, (ND), Kobia-Acquah et al., 2020, state that improper profession choices or frequent career changes are detrimental to one's psychological health. Changing our careers may be difficult after we have invested our time, money, and effort in advancing along a certain route. It has long been established that persons who make career decisions based on their own personal interests and talents report much better levels of job satisfaction and are more productive employees. A dissertating attitude about their professional choices might be seen among students who have received extensive career counselling. Students who make career decisions without receiving proper and correct counselling and assistance, on the other hand, run the danger of being compelled to pick occupations that are not fit for them (Adeniyi, 2004). (ND).

The experiences of one's complete personality are reflected in one's career choice and growth. The level of pleasure obtained from a profession is determined by the degree to which a person's work circumstances and personality type are compatible. Being prepared to make a decision entails more than merely reaching a point when a decision is required. The essential premise of the idea of "readiness" is that occupational decisions should not be seen as one-time occurrences, but rather as the culmination of a series of activities that have taken place before them (Dominic & Jones, 2007). Motivations for choosing a career include identifying with the values promoted by the institution, selecting a specialism and a location of employment, and, eventually, selecting a learning approach (Molnar et al., 2008). Cognitive factors and the social structure of the individual's miller influence the complexity and individuality of the decision-making process for each person in the miller community. In other words, people assess their decisions internally by seeking acceptance and approval from their peers and superiors inside the workplace. Furthermore, job choice is a process in which one picks and eliminates certain interests and skills, so stifling them (Durosaro 2010).

There are numerous factors that influence whether or not students are motivated to choose or not to choose an academic programme at tertiary institutions of learning. Remember that no one theoretical interpretation of motivation can explain everything about students' motivation (or lack thereof) in a comprehensive manner. Different theoretical interpretations, on the other hand, provide light on why certain students in a particular learning scenario are more likely than others to prefer to study specific courses over others in the same circumstance. Each theoretical interpretation may also serve as the foundation for students' decision-making when it comes to selecting academic programmes at tertiary institutions of learning. Among the factors that affect students' academic and occupational choices, according to Mitchell and Krumboltz (1990), whose theoretical framework was used in this research, are instructors' influence, society perspectives, and expected professional income, among other things. Values, attitudes, and practises, in particular, have a significant impact on the selection of educational programmes at higher education institutions. Students are more inclined to pursue courses that are well regarded by the general public. Medical education, legal education, engineering education, and architectural education are examples of courses that fall under this category (Amoor & Aliyu, 2014). Students select their career paths for a variety of reasons. Family, passion, salary, and previous experiences are just a few of the factors that influence this decision. In addition to these sconsiderations, race and gender might have an impact on the subject of study that a student chooses. Some occupations have higher proportions of a particular gender or ethnicity than others. People or role models in a student's life are another important factor in determining what field to pursue as a graduate or undergraduate student. These role models can be anyone from a parent to a teacher to a former employer (Fizer, 2013).

Hypothesis X and Y, developed by Douglas McGregor in 1960, is another theory that is pertinent to this investigation. Theory X claims that people have a natural inertia toward their jobs and that they must be continually watched in order to complete their tasks. In contrast, Theory Y assumes that people enjoy their jobs and go to work on their own initiative because it is the only way in which they can satisfy their higher-level needs for achievement and self-respect through their work. Theory Y describes the characteristics of a person who did not choose a job because they were coerced or misled, but rather because they were driven by passion, self-will, and conviction. According to Theory X, a person who does not have a strong enthusiasm for their chosen profession has certain characteristics. Students' academic achievement is heavily influenced by their intellect as well as the amount of time and effort they put into their studies, among other factors (Mlambo 2011). A motivated student will put up significant effort to learn more and will remain committed to their education. He or She will be motivated to succeed and will be able to practise self-control and self-discipline while studying. He or she will study on his or her own initiative. In this case, it is anticipated that students with Y qualities would do better than students with X features (Azim, 2015).

OBJECTIVES OF THE STUDY

The study aims at assessing the psychological factors influencing career choice among students of School of Health Information Management OAUTHC. The specific objectives are:

a. To assess the Participants Knowledge about Health Information Management (HIM) Profession.

b. To examine the Factors motivating participants to choose HIM as a career.

c. To assess the participants' Perception about Professionalism of Health Information Management.

MATERIALS AND METHODS

This study employed a descriptive survey design to elucidate information from the students of the School of Health Information Management (SHIM) OAUTHC about their Knowledge of the HIM Profession, motivational factors influencing their choice of career and their perception of the HIM Profession. A complete enumeration technique was adopted to recruit all the research participants. The data were collected using a specific questionnaire composed of four sections: Section (1) socio-demographic characteristics, which include age, sex, and educational levels of the participants. Section (2) deals with the participants' knowledge about HIM profession. Section (3) deals with the motivational factors influencing the career choice of HIM Profession, and Section (4) deals with the perception of participants about the professionalism of HIM. A total of 270 questionnaires were distributed to all 270 students of SHIM OAUTHC, and 208 were retrieved back, giving the percentage return rate of 77.04%. Descriptive statistics and inferential statistics were computed with the aid of the Statistical Package for Social Sciences (SPSS 21). Descriptive data including frequency, percentage and mean score was obtained. The inferential statistical data analysis using Chi-square statistic and regression analysis was carried out to establish relationships between socio-demographic characteristics and motivational factors; participants' knowledge and motivational factors; and participants' perception and motivational factors affecting the health information management professional's career choice, testing the significance of the contingency coefficient. All levels of significance were set at $p < 0.05$.

Result and Discussion of Findings

Table 1: Socio-Demographical Characteristics

S/N	PARAMETERS	FREQUENCY	PERCENTAGE	Chi-square
1.	AGE-GROUP			Age-Group and motivation $\alpha^2 = 9.473$ df = 10 p-value= 0.488
	11-20	68	32.7	
	21-30	102	49.0	
	31-40	29	13.9	
	41-50	6	2.9	
	51-60	1	0.5	
	61 and above	2	1.0	
	Total	208	100.0	
2.	SEX GROUP			Sex-Group and perception $\alpha^2 = 8.598$ df = 4 p-value= 0.072
	Male	41	19.7	
	Female	167	80.3	
	Total	208	100.0	
3.	EDUCATIONAL LEVEL			Educational

	100L	41	19.7	level and
	200L	55	26.4	perception
	300L	64	30.8	α^2 = 10.717
	400L	48	23.1	df = 6
	Total	208	100.0	p-value= 0.098

Table 1 showed that the majority (49.0%) of the respondents are within the age range of 21-30 years. The implication of this is that the decisions made by this set of people can be adjudged to be accurate and reliable since they are above the official age of 18, by which individuals are at liberty of making decisions. However, the finding shows that age does not significantly motivate students to choose HIM as a career since the p-value of 0.488 is greater than the 0.05 confidence interval. It was also revealed from the table that the majorities (80.3%) of the respondents are female and that shows the constituents of students' population in the school and in the profession. However, the finding shows that gender does not significantly motivate students to choose HIM as a career since the p-value of 0.072 is greater than the 0.05 confidence interval. Finally, it was revealed in the table that the majority (30.8%) of the participants were 300 level students, which implies that most of the participants are from higher class and have been exposed to the nitty-gritty of what the profession entails. However, the finding shows that level of education does not significantly motivate students to choose HIM as a career since p-value 0.098 is greater than 0.05 confidence interval. It could be adjudged that socio-demographical data does not influence the choice of HIM profession as a career. Our study contradicts (Fizer, 2013) who opines that race and gender can affect a field students choose. He stated further that some professions have greater percentages of a certain gender or race, which is true of our findings.
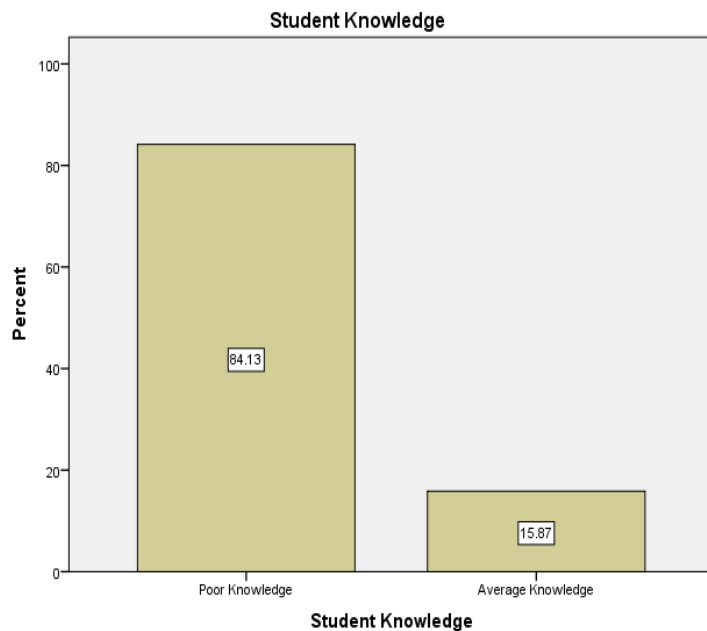
Fig 1a: Knowledge about HIM Profession

Figure 1a showed that the greater majority (84.13%) of the participants had poor knowledge about health information management (HIM) profession. Our study agrees with (Australian Institute for Health and Wellness, 2010; Canadian Health Information Management Association [CHIMA], 2011; Murphy, 2010; Watzlaf, Rudman, Hart-Hester, & Ren, 2009; Abrams, 2016) who opined that despite the important roles played in the cycle of healthcare delivery, HIM profession is relatively unknown and poorly understood, both locally and internationally. According to Quadri (2018), while some careers like medicine, law, accountancy enjoy wide popularity, Health Information Management (HIM) Profession as a career is still having difficulty to get known.

Fig 1b: Knowledge Pre-HIM Profession Admission
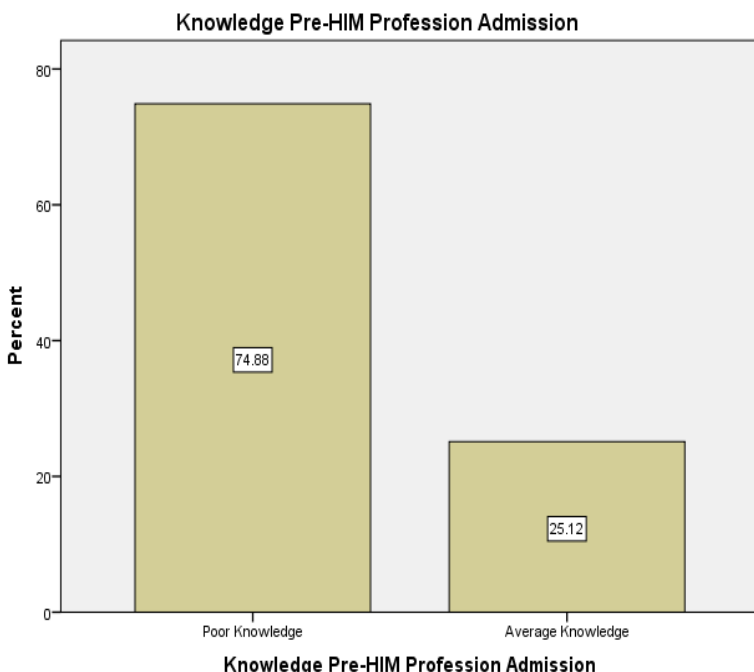

Knowledge Pre-HIM Profession Admission

Figure 1b showed that the majority (74.88%) of the participants have Poor Knowledge about health information management (HIM) profession before their admission to study the course. According to (Okoro, (2009) & Issa and Nwalo (2010) in Nigeria, many adolescence go into unsuitable careers due to ignorance, inexperience, peer pressure, advice from friends, parents and teachers. In addition, Nyamwanga, (2016) opined that it is by being armed with proper information and guidance that individuals are able to make appropriate career decisions.

Fig 1c: Participants' Plan to Choose HIM as a Career

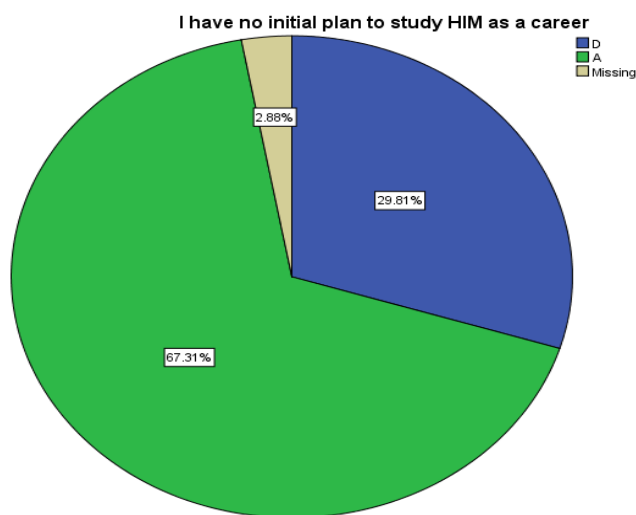I have no initial plan to study HIM as a career

Fig. 1c showed that the majority (67.31%) of the respondents have no initial plan of studying health information management (HIM) as a career. The implication of this is that the majority of the professionals make HIM profession a second choice career. Those students who choose their own courses to study outperform those who are forced to attend a course or are given an alternative when their initial choice is unavailable, according to Mizener and Williams' research (2009). For every profession, this process of career selection is crucial since students who are taking a course reflect the future of their chosen area. It is expected that a person's professional choice will have an influence on their future employment (Quadri, 2018). The outcome of this aspect of the study could be attributed to the rate of underperformance and apathy experienced from HIM professionals at different categories of healthcare labour market today.

Table 2a: Participants Initial Career Choice and source of Information about HIM

S/N	PARAMETERS	FREQUENCY	PERCENTAGE
1.	My Initial Plan was to Study Medicine	47	23.9

	Nursing	78	39.6
	Lab Science	27	13.7
	Pharmacy	22	11.2
	Engineering	14	7.1
	Law	5	2.5
	Accounting	4	2.0
	No Response	11	
	Total	208	100.0
2.	I Heard about the Profession Through		
	Social Media	14	6.7
	Friend	39	18.8
	Parent	116	55.8
	Lecturer/Tutor	39	18.8
	Total	208	100.0

As shown in table 2a, the initial plan of the majority of the participants was to study Nursing and Medicine with the percentage response rate of 39.6% and 23.9% respectively. It was also revealed from the table that the majority (55.8%) of the participants heard about the profession through their parents and this was followed by those who heard about it through friends and lecturers with percentage response rate of 18.8% respectively. We agree with (Fizer, 2013) that individuals or role models such as parents, instructors, and a recent employer have a significant effect in students' choice on which area to pursue further education in after high school. As an additional point of reference, Hewit (2010) points out that the majority of individuals are highly impacted either by the professions that their parents favour or by the occupations that their educational accomplishments have made available to them.

Table 2b Ho: Students' knowledge does not significantly influence the choice of HIM profession as a career.

		Level of Students Motivation			Total	Value	df	P-value
		Poorly Motivated	Averagely Motivated	Highly Motivated		5.469	2	0.065
Students' Knowledge	Poor	1	68	106	175			
	Average	0	20	13	33			
Total		1	88	119	208			

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is .16

The chi-square test result in table 2b established that a null hypothesis that students' knowledge does not significantly influence the choice of HIM profession as a career is not rejected since the P-value 0.065 is greater than confidence interval 0.05. Despite the fact that students had a poor knowledge about health information management (HIM) profession, they are still highly and averagely motivated about the profession. Therefore; students' knowledge does not significantly influence the choice of HIM profession as a career.

Fig 2a: Participants' Perception about HIM Profession
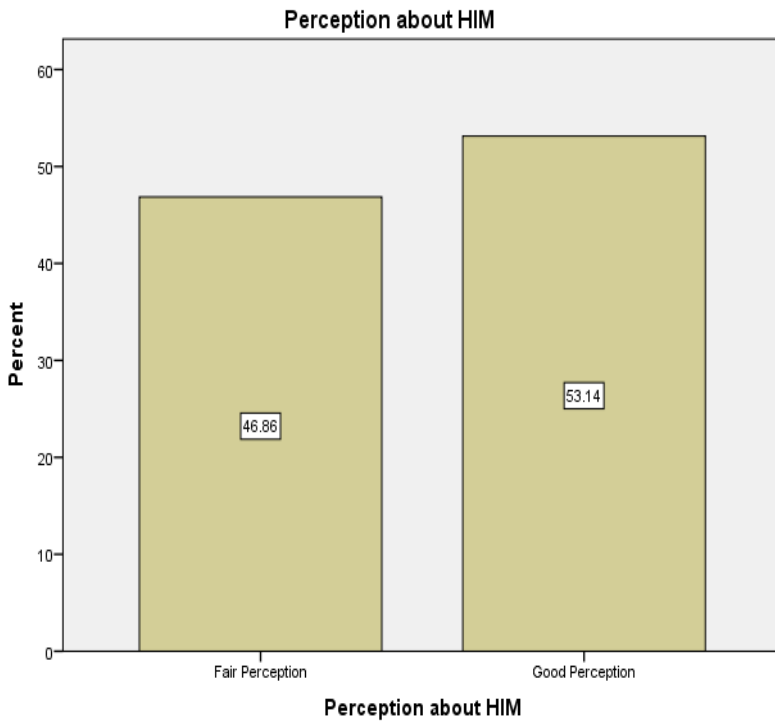
It was revealed in Fig. 2a that a little above average (53.14%) of the participants have good perception about health information management (HIM) profession while a little below average (46.86%) of the participant have a relatively fair perception about HIM profession. None of the participants has poor perception about the profession.
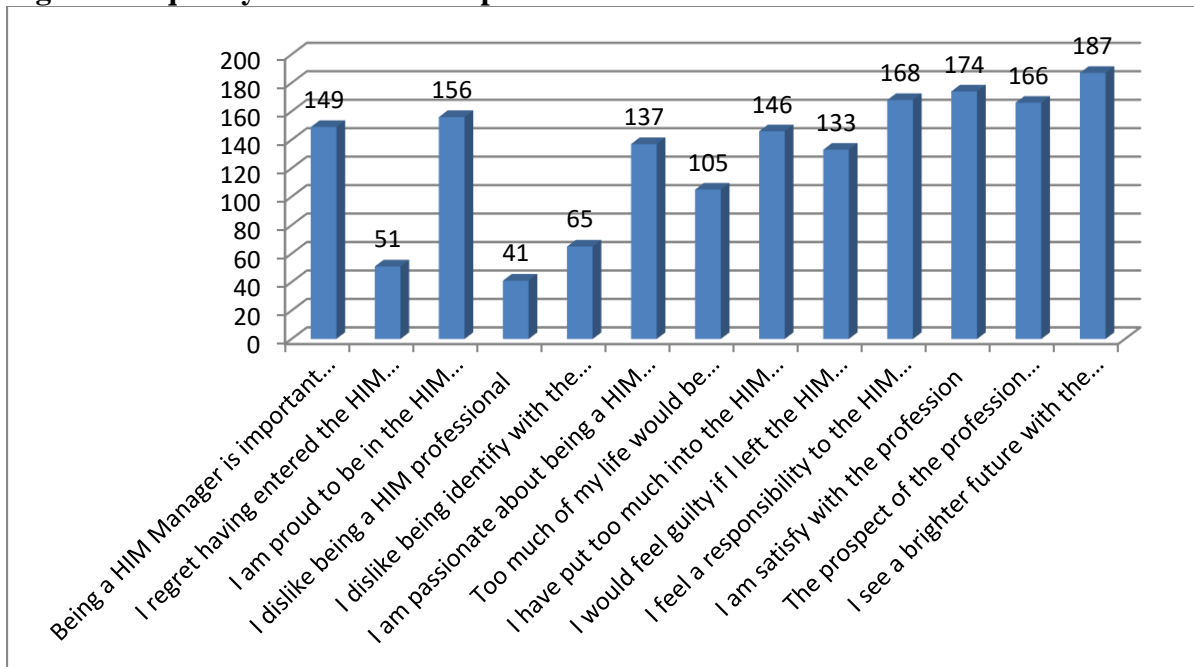
Fig 2b: Frequency of Career Perception

Fig 2b CAREER PERCEPTION FACTORS (n=208)

As shown in Fig 2b; the six most acknowledged reasons for the participants' good perception about HIM profession was that; (1) they see brighter future with the profession, (2) they are satisfied with the profession, (3) they feel responsibility to the profession to continue in it, (4) they are proud to be in the profession, (5) being a HIM manager is important to their image and (6) the participants have put too much in the profession to consider changing now. Nevertheless, on the average, the majority of the participants claim to have concern with the prospect of the profession. In conclusion, the participants despite their poor knowledge about the profession, their perception about the profession is relatively good. Based on the results of our research, we

agree with the conclusions of Nyamwange (2016), who said that students' choices are impacted by their perceptions of the ideal career path. Choosing the wrong professional route or regularly switching professions may have a negative impact on one's mental health. According to Adeniyi, (ND), Kobia-Acquah et al (2020), after one has committed time, money, and effort into one career path, it may be difficult to switch directions.

Fig 3a: Motivation about HIM Profession
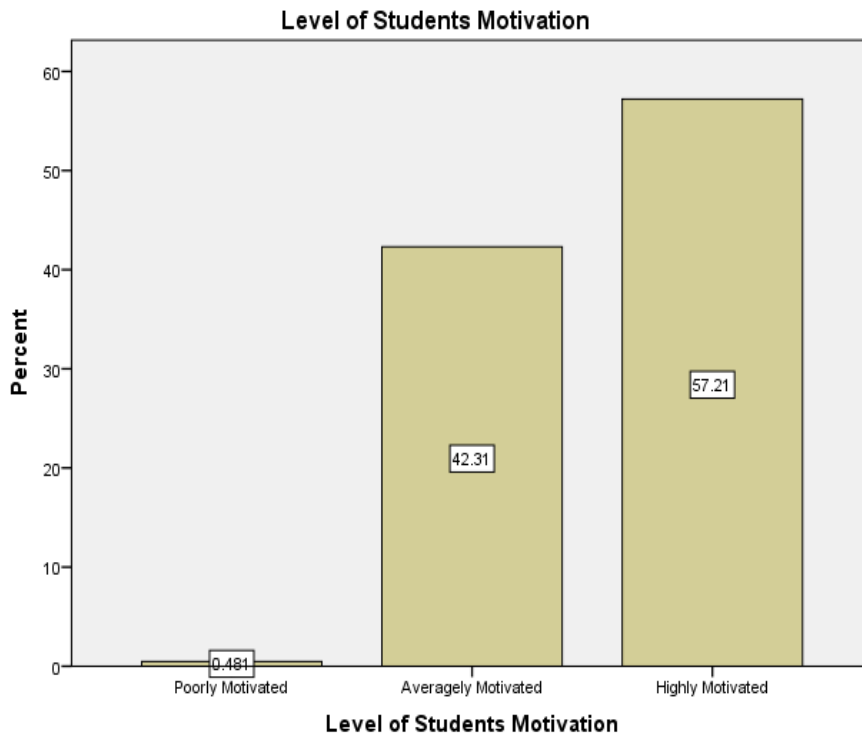
As shown in fig. 3a, the majority (57.21%) of the participants are highly motivated about the profession and little below average (42.31%) are averagely motivated while a very insignificant percentage (0.48%) of the respondents is poorly motivated. Azim (2015) asserts that a student who is highly driven will make substantial efforts to study more and will stay dedicated to their studies. While in school, they will practice self-discipline and self-control in an effort to succeed. They'll learn at their own pace and on their own terms.
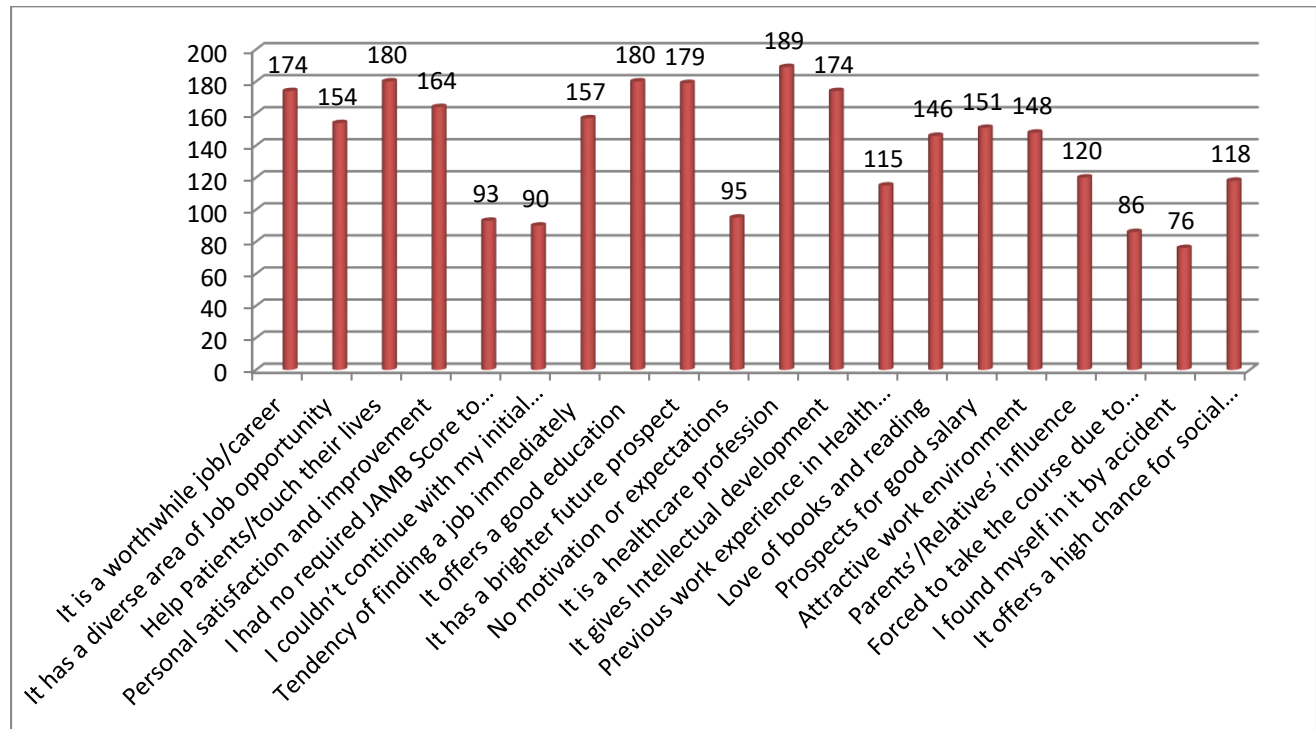
Fig 3b: Frequency of Career Motivation

Figure 3b Career Motivation Factors (n=208)

As shown in Fig 3b, the six most prominent factors responsible for students' high motivation in HIM profession was that; (1) it is a healthcare profession, (2) it helps patients/touch their lives, (3) it offers a good education, (4) it has a brighter future prospect (5) it is a worthwhile job/career and (6) it gives intellectual development respectively. Our findings support the findings of Okoro, (2009) and Issa and Nwalo (2010), who said that in Nigeria, many adolescents choose inappropriate vocations as a consequence of the prestige associated with specific occupations in the absence of effective vocational advice and career counselling. Therefore, many of them are unfit for their professions since they are often placed in positions that do not allow them to meet their value demands. In addition, Hewit (2010) points out that some individuals are influenced by occupations that have the potential to provide them with larger perks, such as increased salaries, allowances, and vacation time.

Table 3a: The level of students' motivation has no significant effect on students' perception about HIM profession

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Model	**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**
	B	Std. Error	Beta		
1 (Constant)	1.525	0.170		8.950	.000
Level of Students' Motivation	.391	.065	.387	6.010	.000
a. Dependent Variable: Perception about HIM Profession					

R=0.387, R^2=0.150, Adjusted R^2= 0.146, F=36.115, P < 0.05

Table 3a revealed the effect the level of students' motivation has on students' perception about

HIM profession. The result indicates that the level of students' motivation has significant effect

on students' perception about HIM profession (F=36.115, P< 0.05). Moreover, the result shows that an additional positive increase in the level of students' motivation will lead to 0.391 unit of increasing effect on students' perception about HIM Profession (B=1.525, P<0.05). The value R=0.387 for the model produced by the regression analysis indicates a positive **effects.** The model reveals that the level of students' motivation increase 14.6% to the variation in the perception about HIM Profession (Adjusted R^2= 0.146). The figure 4 shows that there is perfect positive relationship between the level of students' motivation and their perception about HIM Profession.
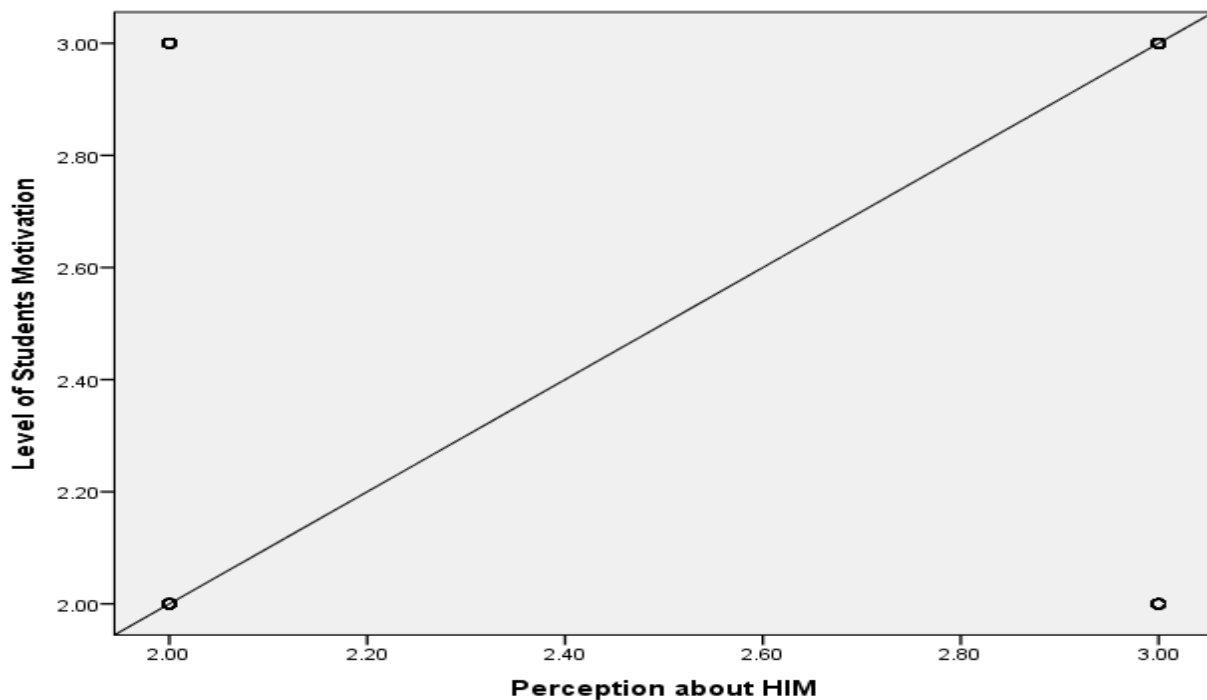

Table 3b: The level of students' motivation has no significant effect on students' perception about HIM profession

		Perception about HIM		Total	Value	df	P-value
		Average perception	Great perception		31.005	1	0.000
Students' Motivation	Average	61	27	88			
	High	36	83	119			
Total		97	110	207			

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 41.24

The chi-square test result in table 4c further uphold the fact that null hypothesis that the level of students' motivation has no significant effect on the students' perception about HIM profession is rejected since the P-value 0.000 is less than confidence interval 0.005.Therefore; the level of students' motivation has significant effect on the students' perception about HIM profession. According to Adeniyi, (ND), it is well known that individuals who make career choices based on

personal interests and abilities, show significantly higher levels of job satisfaction and are more productive workers.

Conclusion

Health Information Management Profession is a very important profession/Career whose impact in healthcare delivery system cannot be overemphasized. Nevertheless, the profession lack due awareness and recognition as its existence and importance is unknown to the vast majority of the public. However, it was revealed from the study that those who found themselves in it by chance or by intention are motivated to continue with the career since it satisfies some of their area of interests in the sense that it is also a healthcare profession and they see a good future prospect in it. Finally, the potential practitioners have a good perception about the profession and this is a direct result of the motivational senses derived from the prospective career.

Recommendation

Based on the findings, the following recommendations are made;

1. Awareness about the existence and importance of Health Information Management Profession should be created through various available media.
2. Potential practitioners should be properly guided and counseled before making a choice of career in HIM in order to get the best out of them and to forestall producing mediocre whose intention is not to contribute meaningfully to the growth of the profession but rather becomes liability to the profession and the nation.
3. The existing HIM Professionals should promote the image of the profession wherever they are through their action, attitude, disposition and behavior in order to encourage and harness the interest of the public to the profession.
4. The relevant authorities should create public promotion of the profession through relevant policies, programmes and decisions.

Disclosure of conflict of interest The authors wish to state categorically that there is no competing interest in this study.

Statement of informed consent: Informed consent was obtained from all the students who participated in the study.

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