

UNIVERSITY OF GHANA

DEPARTMENT OF INFORMATION STUDIES

**CHOOSING LIBRARIANSHIP AS CAREER: A STUDY OF SELECTED
SENIOR HIGH SCHOOL (SHS) STUDENTS IN AKROPONG- AKUAPEM
MUNICIPALITY**

BY

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DECLARATION

I hereby declare that this Thesis, submitted for an award of MPhil degree in Information Studies is my work done under the supervision of Professor A.A Alemna and Dr. E Adjei of the Information Studies Department, University of Ghana Legon. Due acknowledgement has been given in places where references to other peoples work have been cited.

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DEDICATION

To my dear wife Karen and children Ahima, Samuel, Sefakor and Nathaniel

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TABLE OF CONTENTS

DECLARATION	i
DEDICATION	ii
ACKNOWLEDGEMENT	iii
TABLE OF CONTENTS	iv
LIST OF TABLES	x
LIST OF FIGURES	xii
ABSTRACT.....	xiv
CHAPTER ONE	1
INTRODUCTION	1
1.1 Background to the study	1
1.2 Statement of the problem	4
1.3 Purpose of the Study	6
1.4 Objectives of the Study	6
1.5 Theoretical Framework	7
1.6 Scope and Limitation	8
1.7 Significance of the Study	9
1.8 Organization of Chapters	9
CHAPTER TWO	11
LITERATURE REVIEW	11
2.1 Introduction.....	11
2.2 Importance of career decision-making	13
2.2.1 Steps in career decision making.....	14
2.3 Factors that influence career choice	16
2.4 Librarianship as a profession	21
2.5 Image of librarianship as a profession	24

2.6 Factors that influence librarianship as a career choice.....	31
2.7 Role of the school library towards students career choice in librarianship.....	35
2.8 Job prospects of librarians in Ghana	39
2.8.1 Brief history of librarianship in Ghana	40
CHAPTER THREE	44
METHODOLOGY	44
3.1 Introduction.....	44
3.2 Research Design.....	44
3.2.1 Study Setting/ Research Environment	45
3.3 Selection of case	46
3.4 Selection of subjects	46
3.4.1 Population	47
3.4.2 Sample Size.....	48
3.4.3 Sampling Technique	48
3.5 Data collection instrument	50
3.5.1 Pilot test of questionnaires	50
3.5.2 Data collection procedure	51
3.6 Data analysis	51
3.7 Ethical Consideration.....	52
CHAPTER FOUR.....	53
ANALYSIS OF DATA AND PRESENTATION OF FINDINGS.....	53
4.1 Introduction.....	53
4.2 BACKGROUND INFORMATION OF RESPONDENTS	54
4.2.1 Gender of Respondents	54
4.2.2 Age of Respondents	54
4.2.3 Programmes of study	55

4.3 KNOWLEDGE AND USE OF SCHOOL LIBRARY	56
4.3.1 Awareness of school library.....	56
4.3.2 Frequency of use of school library.....	57
4.3.3 Reasons for going to the library	58
4.3.4 Availability and usage of internet and computers at the library	59
4.3.5 Availability of ICT laboratory in the schools	61
4.3.6 Type of libraries students normally use	62
4.4 KNOWLEDGE OF LIBRARIANSHIP AS CAREER AND THEIR WORK	62
4.4.1 Awareness of Librarianship offered at the University	63
4.4.2 Awareness of Universities in Ghana that trains Librarians.....	63
4.4.2.1 Universities that train librarians in Ghana	64
4.4.3 The places respondents know librarians work in	65
4.4.4 Duties of Librarians	66
4.4.5 Tools librarians use in doing their job	67
4.4.6 Level of education required by librarians	68
4.4.7 Monthly salary received by librarians.....	69
4.4.8 Perceived gender of most librarians.....	70
4.5 STUDENT’S PERCEPTION OF LIBRARIANSHIP IN COMPARISON WITH OTHER CAREER GROUPS.....	71
4.5.1 High education	71
4.5.2 Highest earning capacity	72
4.5.3 Most helpful to society.....	73
4.5.4 High social status	73
4.5.5 Opportunity for career advancement.....	74
4.6 STUDENTS INTERESTS IN LIBRARIANSHIP AS CAREER CHOICE.....	75
4.6.1 Considering librarianship as a career	75

4.6.2	Reasons why librarianship appeals to students	76
4.6.3	Reasons why librarianship does not appeal to students	76
4.6.4	Knowledge of other Librarians	78
4.6.5	Relationship with the Librarian.....	78
4.6.6	Preferred career choice of the SHS student.....	79
4.6.7-	Reasons why the SHS students prefer the chosen professions	81
4.6.8	Factors most likely to influence career choice	81
CHAPTER FIVE		83
DISCUSSION OF FINDINGS		83
5.1	Introduction.....	83
5.2	STUDENTS' KNOWLEDGE AND USE OF SCHOOL LIBRARY.....	83
5.2.1	Availability and usage of Internet and Computers in the Library	85
5.2.2	Types of Libraries usually used by students	86
5.3	KNOWLEDGE OF LIBRARIANSHIP AS A CAREER.....	86
5.3.1	Respondents knowledge of places Librarians work.....	87
5.3.2	What the work of a Librarian entail	89
5.3.3	Tools Librarians use in carrying out their duties	90
5.3.4	Level of Education of Librarians	90
5.3.5	Perception of salary level of Librarians'	91
5.3.6	Perceived gender of most Librarians.....	92
5.4	LIBRARIANSHIP IN COMPARISON WITH OTHER CAREER GROUPS.....	92
5.4.1	High Education	92
5.4.2	Highest earning capacity	93
5.4.3	Most helpful to society.....	93
5.4.4	Highest social status.....	94
5.4.5	Opportunity for career advancement.....	95

5.5	STUDENTS' INTERESTS IN LIBRARIANSHIP AS A CAREER CHOICE.....	95
5.5.1	Giving thought to librarianship as a career choice.....	95
5.5.1.1	Reasons why librarianship appeals to the SHS students	96
5.5.1.2	Reasons why librarianship does not appeal to the SHS students	97
5.5.2	Knowledge of other Librarians apart from School Librarians	98
5.5.3	Preferred career choice of the SHS students	98
5.5.4	Factors most likely to influence students career choice.....	99
	CHAPTER SIX.....	100
	SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS	100
6.1	Introduction.....	100
6.2	Summary of findings.....	100
6.2.2	Knowledge of Librarianship as a career and their work	101
6.2.3	Librarianship in comparison with other career groups	102
6.2.4	Students' interests in Librarianship as a career choice	102
6.2.5	SHS students preferred choice of career	103
6.2.6	Factors most likely to influence students career choice.....	103
6.3	Conclusion	103
6.4	Recommendations.....	104
6.4.1	Marketing and Promotion of Libraries.....	104
6.4.2	Campaigns/ drives Programmes.....	105
6.4.3	Making the Library Visible.....	105
6.4.4	Equipping the School Libraries.....	106
6.4.5	Guidance and Counselling Units.....	106
6.4.6	Scholarships for SHS Students	107
6.4.7	School Librarians	107
6.4.8	Continuous Research	107

BIBLIOGRAPHY	109
APPENDIX.....	126

LIST OF TABLES

Table 3.1 -Population of programme of study	47
Table 3.2- Sample size of particular programme of study.....	49
Table 4.1- Programme of study.....	56
Table 4.2- Awareness of school library.....	57
Table 4.3- Frequency of library usage by students.....	57
Table 4.4- Reasons for going to the library.....	58
Table 4.5- Availability and usage of internet and computers at the library	60
Table 4.6- ICT laboratory available in the school	61
Table 4.7 -Type of libraries students normally use.....	62
Table 4.8- Universities that train librarians in Ghana.....	65
Table 4. 9- Places students know librarians work in	66
Table 4.10- What the duties of librarians entail	67
Table 4.11-Tools librarians use in doing their job	68
Table 4.12- Students' estimation of monthly salary received by librarians	70
Table 4.13- Perceived gender of most librarians	70
Table 4. 14 -High education	72
Table 4.15 -Highest earning capacity	72
Table 4.16-Most helpful to society	73
Table 4.17-High social status	74

Table 4.18-Opportunity for career advancement	74
Table 4.19 - Considering librarianship as future career.....	75
Table 4.20- Knowledge of other Librarians apart from school Librarians	78
Table 4.21- Relationship with the Librarian	79
Table 4.22- Preferred Career of students	80
Table 4.23- Factors most likely to influence career choice	82

LIST OF FIGURES

Figure 4.1 Gender of Respondents54

Figure 4.2 Age of Respondents55

Figure 4.3 Awareness of Librarianship offered at the University.....63

Figure 4.4 Awareness of University that trains Librarians.....64

Figure 4.5– Students’ view of level of education required to be a Librarian.....69

LIST OF ABBREVIATIONS

SSSCE-	Senior Secondary School Certificate Examination
LIS -	Library and Information Science
US -	United States
MLS -	Master of Library Studies
UG -	University of Ghana
UEW -	University of Education, Winneba
UCC -	University of Cape Coast
VVU -	Valley view University
UPSA -	University of Professional Studies, Accra
KNUST -	Kwame Nkrumah University of Science and Technology
ALA-	American Library Association
GLA -	Ghana Library Association
IFLA-	International Federation of Library Association
SPSS -	Statistical Package for the Social Sciences
SHS -	Senior High School
BSHS -	Benkum Senior High School
MGSHS -	Manfe Girls Senior High School
MSSHs -	Mount Sinai Senior High School
OSHS -	Okwapeman Senior High School
PSTS -	Presbyterian Senior High Technical School
CD-ROMs -	Compact Disc Read-Only Memory
DIS-	Digital Information System
ICT -	Information and Communication Technology
STF-	Systems Theory Framework

ABSTRACT

This study was undertaken to investigate whether selected SHS Students in the Akropong-Akuapem Municipality are willing to choose a career in librarianship instead of other professions. The stratified sampling method was used to select 353 SHS Form Three Students' in five selected Schools from a population of 3533 Students'. Using the survey descriptive method, structured questionnaires were randomly administered. 326 representing 93% questionnaires were retrieved and found usable. Data collected were analysed with the Statistical Package for the Social Sciences. It was found that the Students' had low level of awareness of librarianship as a career and lacked understanding of role Librarians play in their environment. They also did not have appreciable understanding of what their job entailed, resulting in their lack of interest in becoming Librarians. None of the 326 students' considered librarianship as their preferred career choice. They did not desire librarianship because they perceived it to be boring, not respected by society, not popular, had low earning capacity and also that they had already decided on what they wanted to do in future. Only 14% of respondents will give becoming a Librarian a thought as second career because of the love they have for books, research and helping others. Majority wanted to become Lawyers, Doctors, Nurses and Accountants because they perceived these professions were respected by society, offered much help to people and earned more money. Again, they heard people always speak about them at Home, School, Community and in the Media. The study includes a comparison of a Librarian with 9 other professional groups based on five criteria considered to be essential determining factors when making career choice decisions. Marketing and promotion of libraries, equipping school libraries, making the school library visible, engaging in campaigns/ drives as well as granting scholarships to SHS students to pursue librarianship are recommended in order to ensure the success of the profession and also make it attractive and appealing to the youth.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Choosing a career is a complex issue with a lot of implications for the student since it determines the kind of profession they plan to pursue in life. Motivation for choosing a career varies because many socio- economic factors account for a person's choice of work (Wattles, 2009). It can also be emphasized that a person's career can affect the individual's future in relation to their lifestyle, status, income, and job satisfaction.

According to Kerka (1998) "career choice is influenced by multiple factors including personality, interests, self-concept, cultural identity, globalization, socialization, role model, social support and available resources" (p.5). Bandura, Barbaranelli, Capara, & Pastorelli (2001) indicated that individuals undertaking career choice are "influenced by several factors including the context in which they live, their personal aptitudes, social contacts and educational attainment" (p.200). To Hewitt (2010) cited in Kochung and Migunde (2011), a greater number of people are persuaded by their parents to choose a career they approve. According to him, others follow the careers that have opened for them as a result of their educational choices. "Some also follow their passion regardless of how much or little it will make them. While others choose the career that give high income" (p.81).

In a study conducted by Natalie (2006), children growing up through the contact they have with parents, the public and school are able to discover careers which eventually become their choice. Kazi & Akhlaq (2017) citing James (2000) enumerated several factors that influence career choice. To them the home environment is a critical influence on choosing or deciding on a career, because

that is where the child begins to develop his or her personality. As the child receives training from the parents they impart certain values in them. Furthermore they stated that another major influence of career choice is the media. The media usually focus on global issues, fashion and trends. These documentaries portray career such as Medicine, Law and Accounting as prestigious, thus attracting students to them. At times these attractions become determining factor in choosing a career. According to Ezeani (2013), career refers to “the major life domains which engage the individual in multiple roles, such as worker, family member, community participant and leisure–time participant” (p.18). However other scholars’ see a career “as the sequence of occupations, jobs and positions held during the course of life” (Ezeani, 2013, p.18).

The online Business Dictionary (2018) defines a career as “The progress and actions taken by a person throughout a lifetime, especially those related to that person’s occupation. A career is often composed of the jobs held, titles earned and work accomplished over a long period of time, rather than just referring to one position”.

The online Cambridge Dictionary (2018) also defines a career as “The job or series of jobs that you do during your working life. Especially if you continue to get better jobs and earn more money”. We all possess varied abilities, experiences, prospects and interests, therefore there’s no single career that is best for everybody. Therefore an individual must choose the career that best suits him or her putting into consideration the factors that may influence their decision.

Kelly-Plate & Volz-Patton (1991) have suggested that one way to identify a career choice is by looking at what things you enjoy doing better than others. The things you really love to do combine with your abilities and personality will give you important clues to finding the right career. Several researchers have investigated factors influencing student’s career choice in various fields of specialization. In a study conducted by Zotorvie (2016) about the “major factors that influence the

career choice among the professional level students of the Institute of Chartered Accountants Ghana”, showed that the most imperative factors that the students focused on in choosing a career included factors such as students interests in the profession, availability of work, high salary expectations, status and teacher impact. Further studies conducted by Puja (2001) & Mvungi (2009) cited in Woasey (2015) showed that majority of students who completed secondary school in Tanzania were unaware of the career they would like to pursue because they did not receive appropriate advice and direction. This could affect them when they enter the University since majority of them lacked the knowledge necessary to choose a field that would be suitable for them.

Librarians are professionals who are dedicated to serve all sort of people by helping them access timely and accurate information, thereby contributing immensely to the development of society. Librarians deal with human knowledge. They organize and make these knowledge accessible. The work they do is noble, complex, rich, stimulating, rewarding and a fantastic career choice. It is obvious that for the work of a librarian to be attractive to young people it must be appealing and rewarding. This requires that the librarian must demonstrate certain qualities to make their status justified in the present dispensation. Some of these qualities include management and leadership skills, competency, research and contribution towards the profession and information communication and technology skills.

While some careers like Medicine, Law and Accounting enjoy wide popularity, librarianship as a career is still having difficulty to be known. A study conducted in Nigeria by Egunjobi, Taofiq, & OlufelaI (2013) revealed that “the choice of a career path in Library and Information Science” (LIS) of today’s youth may not have stemmed from a natural interest in the profession since they do not perceive it as a “Professional discipline” rather most undergraduates find themselves in the profession by accident. According to them “most undergraduates will rather choose professional

disciplines like Law, Medicine, Pharmacy, Accounting, Engineering etc. and then have a rethink of change of course when they do not meet up to the required demands for admission” (p. 297).

In a similar studies conducted by Alemna (1991) Bello (1996) and Adanu & Amekuedee (2010) it came to the fore that the scene is not different in developing countries like Ghana and other African countries. Many people did not decide to become librarians from the onset of their career. Those who chose the profession did so as a result of influence, experience or as the only alternative left. Again they stated that others’ choice of librarianship were mainly as a result of external factors, with the opportunity of using it as a stepping stone to further their education. Still, others chose librarianship after failing an option. Furthermore, in situations where a few have decided to take up the profession, they did that with remorse. It is also evident from the literature that factors that were adduced to students’ choice for taking up librarianship have on some instances been influenced by contact with a librarian or working in a library while choosing it as a career.

One way to ensure the success, sustainability and survival of a profession depends largely on the number of graduates entering the profession (Hallam & Partridge, 2005). Again, strong academic background breeds good careers, so the academic quality of students enrolled to pursue librarianship must be good. There is therefore the need to increase admission in Library and Information Studies programmes by inspiring SHS leavers in Ghana to consider librarianship as a career.

1.2 Statement of the problem

“It seems from the literature that young people do not decide to pursue a career in librarianship from the onset, suggesting that librarianship simply does not appeal to them. In the view of many youth, Librarians maybe lack the glamour, respect and prestige that other disciplines seem to enjoy,

or perhaps people with more experience in the profession have had more opportunities to develop a deeper appreciation of the nature of library work” (Newbutt & Sen, 2009, p.47). This implies that many people already in the profession as well as those taking courses in librarianship would have preferred to do other programmes (Adanu & Amekuedee, 2010). It is also evident that most students were pursuing librarianship because they were denied other options.

Agunmanu (1989) cited in Olawanle & Abayomi (2010) confirmed the fact when it was revealed in his studies on “factors that influenced students in Imo State University Library School” that, 80% of the respondents entered the library school because they were unable to get admission into other departments such as law or engineering and that 20% of the students picked the profession due to the influence of librarians in their family.

Another concern is that it looks as if there isn’t much understanding and appreciation amongst the general public about who a Librarian is, his/her role, duties, responsibilities, qualification and status. It appears most people do not realize that Librarians are the unacknowledged heroes behind the success stories of Doctors, Engineers, Lawyers and Accountants etc. (Olawanle & Abayomi, 2010). The perception that young people have of what librarianship is may also come from the common stereotypes of Librarians as old women, stamping, packing and shelving books has affected the image of the profession. This has led to a lack of awareness of the profession and a lack of appreciation of the librarian to their community or environment.

The studies of Timiyu, Akussah, & Tackie (1999) shows that the perception and motivation of the Diploma students entering the Library and Archives programmes at the University of Ghana changed positively after one year into their course of study. This happened because they realized the opportunities that could be available to them at the end of their studies. This shows that

student's perception of librarianship could change if they acquire appreciable knowledge about the profession.

This research therefore is intended to investigate the seemingly negative perception towards librarianship as a career choice, the low level of research conducted in this area, and the initiative to encourage young people with fresh ideas, creativity, drive, passion and enthusiasm to become Librarians.

1.3 Purpose of the Study

The purpose of the study is to investigate whether the selected Senior High School students in the Akropong- Akuapem Municipality are willing to choose a career in librarianship instead of other professions.

1.4 Objectives of the Study

The objectives of the study are:

1. To ascertain the SHS students' knowledge and use of the school library
2. To ascertain whether the SHS Students are aware of a career in Librarianship
3. To ascertain the perception of the SHS Students about Librarians and Librarianship and whether they understand and appreciate the work they do.
4. To find out whether the SHS Students are interested in choosing Librarianship as a career
5. To determine the preferred career of the SHS students after they have left school
6. To determine the factors that influence the SHS students decision in choosing a career

1.5 Theoretical Framework

Theories are formulated to explain, predict and understand phenomena, and in many cases, to challenge and extend existing knowledge within the limits of critical bounding assumptions. The theoretical framework is the structure that can hold or support a theory of a research study. The theoretical framework introduces and describes the theory that explains why the research problem under study exists (Swanson, 2013).

The theoretical framework must demonstrate an understanding of theories and concepts that are relevant to the topic of your research and must relate to the broader areas of knowledge being considered (Swanson, 2013). Its purpose is to help the researcher identify the variables in the study and provide the structure on how to analyse data.

Several frameworks have been used to explain career development. This includes the six phase of career decision-making theory (Germeijs & Verschueren, 2006), the self-concept theory (Super, 1990) and the motivational systems theory (Ford, 1992). Nonetheless the researcher has found it relevant to adopt the Patton & McMahon (1999, 2006) model of Systems Theory Framework (STF) for this study. The theory identified several factors that can influence an individual's career decision at any point in the person's life. The STF model was primarily regarded "as a contextual model of adolescent career decision making" (McMahon, 1992, p. 13).

After further research, it was realised that STF could also be applied to children and adolescents (McMahon, 1994). STF tries "to present a comprehensive Meta-theoretical framework of career development"; it was aimed to integrate concepts of theories to be used in research. Fundamental to STF is the individual who is able to construct his or her own understanding of both the content and process of career development. Balas-Timar & Aslan (2017) further explain that according to STF, career decision can be affected at three levels. According to them individuals have their own

sets of characteristics (i.e., gender, race, age, beliefs, values etc.) some of these characteristics are permanently designed while others are influenced by the situation the individual finds himself. The second level comprise of components that can directly influence an individual, like peer groups, family and media. The third and final systems are the environmental and societal systems like geographical location, employment market and socio-economic factors.

Applying the STF to this study, SHS students about to leave school may be aware of a career in librarianship, however, factors like their gender, age, beliefs and values may influence their decision to choose or not to choose librarianship as a career. Furthermore, some SHS students as a result of comments made by certain individuals like peers, friends and family members develop either positive or negative perception about librarians and that can influence their decision to become librarians. It is also important to note that issues about prestige, respect and glamour, including the employment market, economic status and societal factors associated with a particular profession can have an impact on an individual's career- decision making.

Some of these traditional theories on career development have been criticised to be too restrictive and more recent concepts are suggested to factor in other features of the environmental and societal system (Savickas & Lent, 1994). It is instructive to note that, considering the varied and intricate nature of influences, no single concept can be comprehensive enough (Super, 1990). Supporting this argument Corey (1991) asserted that it is impossible for just one theory to adequately account for the career development of all individuals and acceptance of just one comprehensive theory raises doubts about the more narrow schools.

1.6 Scope and Limitation

This study will be focused on five (5) SHS in the Akropong- Akuapem Municipality.

1.7 Significance of the Study

The study will provide information on the career aspirations, needs and preferences of the selected SHS students of the Akropong- Akuapem Municipality, identifying the reasons why the SHS students prefer certain groups of professional careers to librarianship. In addition, the findings may provide literature to fill the gap that exists in this area of research. Furthermore, this study will contribute to the body of research literature that may help school educators create awareness to enable students make the right career choices. The study will also benefit SHS students because if the course is promoted, they will be aware of the programme and will perhaps be motivated to choose it as a career. Finally, this study provides future research direction regarding SHS students' career choice in librarianship.

1.8 Organization of Chapters

The study is organized in six chapters;

Chapter one discusses background to the study, the statement of the problem, purpose of the study, objectives of the study, scope and limitations of the study, conceptual framework, significance of the study, and organization of the study

Chapter two will be the literature review

Chapter three deals with research methodology of the study and procedure that will be adopted for the collection of data. It will include population, sample size, sampling technique, instrumentation and mode of data collection.

Chapter four covers analysis and data interpretation.

Chapter five looks at the discussion of the findings.

Chapter six provides summary of findings, conclusion and recommendations

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Chapter two presents a review of related literature that has direct bearing on this research. The purpose of the literature is to explore the results of other studies that are related to this study. The literature available seems to suggest that librarianship as a career choice of SHS students has seldom been studied both in Ghana and internationally. A lot of research however has been done on career choice of LIS graduate students pursuing the course at the tertiary level. It is hoped that this study brings new insights to the field and could add to the existing literature.

Specifically, literature has been reviewed under the following sub themes; importance of career decision-making, factors that influence career choice, librarianship as a profession, image of librarianship as a profession, factors that influence librarianship as a career choice, role of the school libraries towards students' career choice in librarianship and job prospects of librarians in Ghana.

To Noh (2010) a career is all the objective and subjective experiences a person has while on his or her career path. Redman & Wilkinson (2001) explains career as the application of a person's cognition and competencies, providing command over profession, timely work knowledge and a basis of developing and enhancing business networks.

There are several essential decisions students will make as they plan for the future. One of such important choices is choosing a career (Borchert, 2002). Ghanaian youth encounter numerous challenges when choosing a career that will span all their life, in fact many youth carry along this problem into adulthood. An individual's choice of a career can have a dire consequence on his or

her entire life. A wrong career selection can lead to numerous problems, some of which includes absence of job satisfaction, poor performance which can lead to low productivity, anxiety and stress which can cause serious health implications. The person's expectations will not be met, which will lead to the draining and wastage of the individual's efforts and resources. This can affect their professional life and future aspirations'.

On the other hand choosing the right career can guarantee that individuals lead satisfying lives, are motivated at their jobs and can achieve high level productivity leading to success and sustainability in their organization (Nyamwange, 2016). Consequently, it is by being armed with the right information and appropriate advice and guidance that individuals can make the right career decisions.

Many Ghanaian youth especially SHS students face challenges in choosing a career. With proper guidance they may be encouraged to choose librarianship as a career. Indeed, librarianship is a profession that requires a high level of skills and competence just as required by careers like Law, Medicine Accountancy etc. Busayo (2017) noted that the prospects librarianship offers as a career are very good and young people must join in. Moniarou-Papacontantinou, Tsatsrani, Katsis, & Koulaidis (2010) also observed that globalization, development in ICT, the internet, economic and social value of information, and the emerging job market has led to the transformation of the Library and Information Science (LIS) as a choice of study.

According to the U.S. News and World Report (2008) LIS "was ranked as one of the best careers of 2008 in the U.S. In December 2016, it also projected growth for the field at nine (9) percent between 2016 and 2026, which is considered to be as fast as the average for all occupations" (para.5). The Occupational Outlook Handbook (2018) states, "Workers in this occupation tend to

be older than workers in the rest of the economy. As a result, there may be more workers retiring from this occupation than other occupations. However, relatively large numbers of graduates from Master of Library Studies (MLS) programmes may cause competition in some areas and for some jobs."

In Ghana, apart from the numerous private and public educational institutions, where most of the youth who graduate from information studies programmes can seek employment, there are many organizations, agencies owned by Government and corporations including TV and radio stations, Banks, Archives, Hospitals, Law firms Churches, research centres and professional associations that require the services of librarians. As a result of this, if a lot of awareness is created and Ghanaian youths are encouraged to choose librarianship as a career, the profession can become the choice of many school leavers.

2.2 Importance of career decision-making

At a point in an individual's life a decision would have to be made about the career that the person will want to pursue. Career decision-making is the ability of an individual to make necessary career decision with certainty. Sharf (2002) as cited in Siriwan (2011) remarks that "career decision-making is a process that describes or explains the choices that a person makes when choosing a particular career" (p.20). He further stated that "it also helps to identify different factors which can affect a person's career decision-making and offers understanding of the way these factors can impact on their career choices" (p.20).

Career decision-making is a very complex and lifelong process. Consequently, to make the best career choice, one has to be well informed. This can be done through self-assessment and career investigation to find the most suitable career. Doing this early in life will help students have

inventory of their skills which can help them identify suitable careers in the future. Apart from competences, self-assessment and the investigation of career alternatives, the decision to choose a career is dependent on the individual's preferences.

Siriwan (2011) indicated that “career decision-making is based upon two theoretical perspectives of career choice and development; psychological and sociological. Psychological approaches seek to explain the way individuals make career decisions based on factors like personality, interests, abilities and job satisfaction” (p.21-22). This is because these factors significantly can influence behaviour of individuals, the way they think and respond to making career choices. Sociological approaches seek to develop a career decision-making process that allows individuals to consider two major factors; demographic and environmental factors. Demographic factors include gender, ethnicity and socio-economic issues. Environmental factors refer to factors like family, school friends, values, work environment, labour market and economic factors.

Siriwan (2011) suggested that these concepts are helpful to the individuals to find the similarity between their career orientation and work environment. Thus, it is evident that for an individual to make a career decision or choice depends on several factors. These factors can either assist or hinder workers from attaining career fulfilment and success.

2.2.1 Steps in career decision making

Career decision is one of the most important decisions an individual will ever make. It is also a difficult task since a career decision means considering a large number of factors. Individuals will be investing many years of their life in the career they choose, hence the need to be careful with their decisions. Kelly-Plate & Volz-Patton (1991) suggest the following steps and guidelines to aid an individual make a good career decision.

Step 1. Define your need or want: the first step in the career decision-making process is to define all that you require of a career. “Be specific as possible. Narrow the area of the need so that you can focus on one at a time” (p.84).

Step 2. Analyse your resources: this imply that you should have a good idea about your aptitude, abilities, and values.

Step 3. Identify your choices: be able to identify at least two alternative career choices. Be able to select those that interest you.

Step 4. Compare your choices depending on the information you have gathered about your choice, try to imagine as clearly as possible what it will be like to be in that profession. Consider the advantages and disadvantages of each choice. Learn which choices have the best chance of meeting your need.

Step 5. Choosing the best alternative: after carefully examining and comparing the various alternatives, choose the one that meet your needs best. Keep in mind that none of the choices may stand above the others. The difference between the two may not be that significant.it is also important to note that no decision has to be final since you may want to change your mind after you have gained a little work experience.

Step 6. “Plan to get started: the decision-making process is not complete unless you plan how you will get to where you want to be” (p.85).

Step 7. “Evaluate your decision: when you evaluate something, you judge its worth, quality, or goodness. Once your plan is put to use, you will begin to see if your decision was the best one”. After your evaluation and the “outcomes are good, you will continue. If the outcomes aren’t good, then you will need to make a new decision” (p.85).

When pondering over the possible career choice, students may consider the following points as well.

- a. **Natural talents:** these involve things that we can easily accomplish without much effort. It is those kinds of work we enjoy doing. Being aware of your natural talents can give direction towards a choice of career
- b. **Work location:** consideration of preferred location of work. Some enjoy working in offices, some outside the office. Others like to engage in activities that make them move around or those that keep them at specific place.
- c. **Work style:** flexible work environment that require you to deliver work on different dates without any strict timelines or those that will demand strict guidelines or specific deadlines. The style of work an individual prefer must be considered when making career decision.
- d. **Social interaction:** people who enjoy social interaction prefer work that will require them to work with others or as part of a team. Being motivated by the need to help others and provide solutions. Others shy away from people and would rather prefer to work behind the scene.
- e. **Money:** this depends on how much money you would like to make. If money is the main reason for choosing a particular profession, there are those careers to meet that expectation.

2.3 Factors that influence career choice

The decision to choose a particular career or profession is usually affected or influenced by several factors. Different research on the students' career choice all over the world has come up with different finding, some of which are; social factors such as family, environment, parents, and psychological factors such as perception, beliefs, ideas, personality (Egunjobi, Taofiq, & OlufelaI,

2013). State of economy, interpretation of better job (Ferry, Fouad, & Smith,2006). Financial prospects (Sax, 1994). Lack of awareness of the profession (Jones & Larke, 2005). Environment, personality, and opportunity (Borchert, 2002). Prior knowledge of a career (Nyamwange, 2016).

Zaidi & Iqbal (2012) found out from their study that if an individual's choice of career is in line with his/ her personality the individuals are able to adjust so as to be able to perform your work with little or no effort. Therefore, a person's personality can give him or her a clear representation of the kind of job which will be most suitable. They further indicated that natural talents should also be considered when making a career decision.

Dawal & Taha (2006) cited in Zaidi & Iqbal (2012) in a study conducted in Malaysia investigating "the relationship between job satisfaction, job characteristics and environmental factors that affect work in two automobile manufacturing companies, revealed that job characteristics, and environmental factors were significantly related to job satisfaction"(p.3386). Thus the kind of work and the place of work affected workers satisfaction. Regarding job security resulting in job satisfaction, Garton (2007) as cited in Zaidi & Iqbal (2012) indicated that job security alone do not provide job satisfaction, but rather contentment makes them stay in the job.

Kazi & Akhlaq (2017) contends a person's location, educational accomplishment, abilities, talents all, have an influence on his or her career choice. Indeed, making a wrong choice may result in failure and disappointment. They also agreed that family, peers and the social setup also influence individual's career choice. The choices of men are also influenced by financial prospects since they have to meet financial obligations, Sax (1994) cited in Kazi & Akhlaq (2017). The findings of a research conducted by Kochung & Migunde (2011) is in agreement with Kazi as it showed that students career choice are influenced by individual's gender, personal interests, learning

experiences and environmental factors. They also proclaimed family members were influential in students' career choice; however, teachers were more influential than counselors.

Investigating the career choice factors of high school students, Borchert (2002) isolated three main factors that influence their career choice. He explained that the environment in which the “students find themselves can lead them towards a particular direction. For example, people who lived on an island according to him may choose a career which deals with water” (p.11). Another environmental factor he mentioned is the impact that someone can make on the student's life leading to a definite career choice. He opined that parents' educational background may influence students view on their willingness to further their education or not. In the same vain someone they saw on television may have influenced the students, or parents may demand that they take responsibility of a family business (Borchert, 2002).

Opportunities in a particular field were the second factor Borchert (2002), avers could influence a student's career choice. He elaborates that students perceive their future based on future academic advancement and the opportunity to progress in their professional career life. Students are more likely to choose a career that will offer them job opportunities after their graduation.

Borchert (2002) was of the view that personality is the third determining factor which may influence a chosen career. Borchert (2002) went on to say that “some careers demand you have a certain personality to match the profession” (p.12). For example, sales people are naturally sociable, outgoing and friendly. This social category are prone to careers that involve interaction with people, they like to pursue careers in teaching, nursing, counselors and public speaking (Edwina, 2014). “Artistic individuals are attracted to careers that involve expression of creativity, they usually become actors, musicians and they usually excel in the Arts industry” (Edwina, 2014, p.19).

Fizer (2013) in his study postulated that factors such as interests in a particular job, academic ability, expertise, economic condition and influential people play a role in their career decisions. He gives details of his views as follows:

Interests in job

Most students researched into their chosen career path and explored everything about it. This was done without considering salaries and benefits the job provides. Their main concern was engaging their “dream work” not the money they could earn, other students however considered the amount of money they will earn (Mcglynn, 2007).

Academic ability

Many students select career based on their academic abilities. Some students nonetheless do not have the ability to make it in certain fields of study. These students end up in a less intensive subject area and this can affect their career choice.

Personality

“Personality can play a role in choosing a career. Students who are investigative in nature are more likely to choose Science related fields, whereas students who are artistic inclined are more likely to choose arts. Also more sociable people are likely to show interests in the social sciences” (p.9).

Influential people

“Family and friends are considered to be an influential part of students choice of career” (p. 9). Parents background can impact on students future career. He asserted that for example parents with agricultural background will influence their children to choose that field

Economic conditions

Some students seek jobs with high salary, “benefits, and opportunities for advancement” (Beggs, Bantham, & Taylor, 2008, p. 11). Believing that to be comfortable in life, they need to be sound financially.

Marinas, Igrret, Marinas, & Prioteasa (2016) citing Carpenter & Foster (1977) and Beyon, Toohey, & Kishor (1998) on their part classified the factors that influence career choice as intrinsic, extrinsic and interpersonal. They affirmed that intrinsic factors are the factors that focus on what the job entails, or in other words what the job is all about. The “opportunities it provides for further training, career and professional development” (Marinas, Igrret, Marinas, & Prioteasa, 2016, p. 268), the interest in the profession, knowledge of the work and intellectual output (Lo, Chiu, Dukic, Cho, & Liu, 2016), individual personality, interests, self concept, attitude and cultural identity (Nyamwange, 2016).

They claimed that the extrinsic factors are not inherent in the nature of the work or the occupational role, and may include labour market conditions (Lo, Chiu, Dukic, Cho, & Liu, 2016), salaries and income, employer brand, and holidays (Hewitt, 2010), job availability, good salary and status of the job (Carpenter & Foster, 1977). The interpersonal factors were parental, family and relatives, peer, and early exposure to the profession.

In a similar study by Ahmed, Alan, & Alam (1997) cited in Myburgh (2005) they supported Marinas et al views, by explaining that “intrinsic factors are related to satisfaction derived from a job that provides the opportunity to be creative and autonomous in an intellectually challenging and dynamic environment” (p. 37). They agreed that extrinsic factors are financial remuneration and market related factors. Availability of opportunities for advancement and learning experiences

are the most influential factors affecting career choices among students (Kochung & Migunde, 2011).

2.4 Librarianship as a profession

The Harrod's Librarians' Glossary and Reference Book describes a librarian as "one who has care of a library and its contents; the work includes selection of stock, its arrangement and exploitation in the widest sense, and the provision of a range of services in the best interests of all groups of users" (Prytherch, 2005, p.415).

Aina (2004) observed that the growth of libraries brought about the librarianship profession. He indicated that a librarian is concerned with the collection, storage, processing and dissemination of information in a library. Thus, librarians assert themselves and reinforce their abilities in their quest to serve a very complex clientele, providing access to information to satisfy their needs.

Nwalo (2000) cited in Busayo (2017) by enumerating the characteristics of a profession, concluded that librarianship is no doubt a profession because it meets all the requirements of a profession, he outlined those characteristics as follows;

1. A profession is directed by concern for clients who comes for assistance
2. A profession is guided by certain set of skills which needs to be taught
3. A profession is based on a substantial body of knowledge which one has to go through a period of training or education.
4. A profession has requirements of professional qualifications for entry into the professional group, based on character, and proven competence.
5. A profession has an official publication for advancement of knowledge of the profession

6. A profession must be beneficial to the general public and those practicing ought to be able to make a living out of it.

Librarians play many roles in their various work places to serve their clients. The traditional library concept is being changed from a place where paper books or paper records are accessed to a place where advanced electronic resources are housed. Therefore, librarians, usually called information professionals, combine traditional duties and those involving the use of technology. The work of librarians is usually focused on technical services, user services and administrative services. Technical services carried out by librarians include acquisitions, cataloguing and classification of materials for easy access. User service involves helping clientele find the information they need. It includes showing clients how to search and evaluate information. Administrative services supervise the planning and management of the libraries. They handle contracts for materials, services and equipment.

The internet and other electronic resources have made it easier for people to get the information they need. The danger now is how to locate the precise information they want. There is also the matter of authenticity and accuracy. Information professionals or librarians provide user education which is required in this environment. (Hashim & Mokhtar, 2012). Librarians assist people to find relevant information for personal and professional purposes. This demands a deep knowledge of a wide variety of scholarly publications sources, trends related to publishing and the use of computers in selection and organization of library materials.

Another important role Librarians play is research. Librarians undertake research to enhance their professional career and also support the conduct of research conducted by their institutions. Again, the librarian plays important part in developing information policy for their organizations. In academic institutions they provide information literacy services to both students and faculty. There

is also a growing number of librarians who are into “special librarianship and archival work as well as technology-based subfields, such as information organization and discovery, digital or virtual libraries and metadata” (Dukic Z. , 2017, p. 3).

Lo, et al., (2016) stated that as a result of technology, “librarians now manage the Digital Information System (DIS) in the important areas of imaging technologies, optical character recognition, markup languages, electronic cataloguing, multimedia indexing, database technology, user interface design, programming, and web technologies”. However, printed materials will remain important and will require skillful librarians to disseminate them.

Based on the complex, important and diverse services carried out by librarians to patrons and the place of librarianship in the midst of other professions, Ajibero (1993) as cited in Olayinka (2008) argued with evidences, confidence and vigor that “librarianship is the mother of all professions, custodian of culture and promoter of scholarship as it (librarianship) provides for existence, growth and survival of all other profession” (p. 2).

Ajibero stressed in strong terms that “librarianship is one of the oldest and still the greatest of all human professions, this is so because librarians are pre-occupied with searching for data and information on behalf of others and it is from these data and information that other professions develop their surviving nutrients and strength” (p. 2).

Hashim & Mokhtar (2012) have listed some of the professional competencies of a librarian as follows:

- I. Possess deeper understanding of useful information sources, together with the knowledge to expertly appraise and select the suitable ones.

- II. Possess expert knowledge of various subjects suitable for the informational need of the organization or patron
- III. Manages appropriate, accessible and cost-effective information services that supports the organizations strategic plans.
- IV. Delivers outstanding training and assist users of library and information services
- V. Evaluates users' needs and develops marketing strategies and value-added information products to meet identified needs
- VI. Obtain, organize and disseminates information using the suitable ICT.
- VII. Adopts the best management and business methods to communicate the importance of information services to top management
- VIII. Identifies specific information products for both internal and external customers or by individual clients
- IX. Appraises the outcomes of usage of information and undertake research to solve problems associated with managing information effectively
- X. Constantly identifies ways to improve information services to address the changing requirements of the organization or individuals
- XI. Active member of top management and a consultant to the organization on information issues

2.5 Image of librarianship as a profession

Despite the fact that librarianship as a profession is very essential to society, the diversity of the role librarians play, and the complexity of their social meaning, there seem to be inadequate

recognition of it in the so-called information age, and the profession still lacks the prestige and glamour enjoyed by other professions.

For over a century there has been a considerable amount of study on the image and status of the professional librarian. The problem of the lack of new, young talent entering the library profession may be due to public perceptions of libraries and librarians. In a study conducted by Wilson (1982) cited in Cherry, Duff, Singh, & Luanne (2011) it was revealed by the literature review that about 77 articles from 1921- 1980 had dealt with the image of librarians. There was little evidence that society as well as librarians themselves graded the prestige and glamour of the information profession high. Furthermore, a study of International Federation of Library Association (IFLA) members found that “Librarians had a poor professional self-image, with low view of the professions status and reputation” (Prin & de Gier, 1992, p. 110), indicating that librarians themselves may be a contributing factor for the low image experienced by the profession.

According to Newbutt & Sen (2009) in a Canadian survey of over 2000 new University Students, “fewer than 40 percent recognized that librarians require a university education” (p. 47) and librarianship as a job title was rated a low prestige job. People also do not understand the nature of work librarians do and the role they play in society. Most likely these young people have encountered only school, public, and academic librarians and may not be aware of other sectors where librarians work. The result is a lack of appreciation of their work.

Harris & Wilkinson, (2001, 2004) surveyed participants at a summer orientation programme of new undergraduates, in order to examine students’ perception of librarianship. Participants were supposed to rate the social status of 14 different occupations, eg. Lawyer, Computer Analyst, Internet Researcher, Doctor etc. They were also supposed to indicate how much education each profession required, and the salaries being paid to people working in the various professions.

The students' view was that librarians had the lowest social status, while computer engineers and lawyers had the highest. Sixty percent of the students thought librarians did not require a university education to perform their duties. Again, they expected that librarians were the least paid among the fourteen professions. Harris & Wilkinson suggested that the students may have rated the social status of librarianship low because they were unaware of the role librarians play in their working environment.

In other related studies, for example a study by Genoni & Greeve (1997) where school-leavers in 25 schools in Australia were investigated to find out their perception about the personal characteristics of a librarian, revealed similar findings. Respondents were supposed to rank those characteristics from the most positive to the least positive response. A positive response was received that showed the librarian was 'Helpful and Cooperative'. Most importantly however, the response for the characteristics 'Interesting and Creative' was negative, implying that the students did not find library work interesting. Genoni & Greeve asserted that for most 17-18 year old school-leavers choosing a course of study will consider whether the programme is 'interesting' before he or she makes a choice. This is confirmed in a study by Newbutt & Sen (2009) where they found out that young peoples perception about the work librarians do was seen to be routine and boring.

The study also showed that 91 % of the respondents assumed that librarians were females. A large number of the respondents felt that most librarians fell between the ages of 40 to 49, suggesting that librarianship is a profession dominated by older people. According to Genoni & Greeve (1997) this could affect choosing librarianship as a career because young people are interested in associating and working with their age mates.

Concerning the place librarians are likely to get employment or work, schools and universities received the highest level of identification. Confirming the view that most secondary school students do not have a full appreciation of the many different environments librarians can potentially be employed. The students ranked the librarian last on their earning capacity amongst other careers choice of Lawyer, Doctor, Accountant, Dentist, Pilot, Pharmacist, Electrician, Teacher and Nurse. In the same set of careers it was shown that students ranked librarians as the profession which required the least formal education. To the extent that it was ranked below Electrician an occupation which is not usually entered through a university programme. Santos (2003) also confirmed this in his study which revealed that artisans and plumbers were rated higher than the librarian.

The fact that the students ranked librarianship below a trade occupation (Electrician) suggest strongly that secondary school students see a career in librarianship as extremely unappealing in terms of material and psycho-social rewards. Genoni & Greeve (1997) perceived that the result of the study only confirm what is already the view of many school-leavers choosing to pursue librarianship, and that the profession continues to be subject to negative images and a certain level of misunderstanding. Asamoah-Hassan (1997) confirms that the issue of low image has been a long running one, probably beginning soon after the profession came into being. Lack of awareness of what the profession entails may also be a factor for the the low image (Newbutt & Sen, 2009). The public does not fully understand the librarians role or what it means to be a professional in this field (Aharony, 2006).

Aharony (2006) advanced in his research that the professional image of the librarian is one of the topics of concern to the librarian. He claimed that “the literature on professional prestige indicates that a prestigious profession derives its strength from economic and Governmental status” (p.238).

To him “in the case of librarianship economic and governmental status is insignificant, rather the main strength of the library profession is found in its management of information, and that the status of a librarian is low in spite of the information generation” (p.238).

In an effort to explain why this is so, Spaulding (1989) suggested that professional groups like lawyers, doctors and accountants are associated with high status because it is perceived to have a monopoly on the body of specialised knowledge and skills. This is not the case with librarians as they cannot claim a monopoly on information because everyone uses it.

To add to the already discussed studies, a study undertaken by Ajidahun (1993) as cited in Olayinka (2008) revealed that “the students of the Ondo State University, Ado-Ekiti, Nigeria, were unaware of whom a librarian is, his or her duties, the required qualification and status” (p. 2). He explained that “this lack of awareness or ignorance has continuously given librarianship a bad image, considering past relevant literatures on image of librarian and librarianship, and the damage that had been done to the profession through wrong perceptions due to ignorance” (p. 2).

Other stereotyping images that have been associated and used to describe the librarian has been; feminine and powerless (Harris & Wilkinson, 2001), poor professional image linked to personalities like introverted, lack of self-confidence, poor interpersonal skills (Atkinson, 1994), conservative, introspective, orderly and meticulous (Spaulding, 1989), myopic and repressed, brandishing behind a date-stamp, surrounded by a display of notices which forbid every human action (Sare, Bales, & Neville, 2012) and educated clerks, responsible for dissemination and transmission of books (Fagan, 2002).

Agasa (1997) as cited in Ajidahun (2004) requested for a complete redefinition of the librarians role. According to him if that is not done, the negative perception of librarians and librarianship

will continue to exist. Orimoloye (1983) as cited in Fasanya (1984) divulged that the image of the librarian requires substantial enhancement due to the widespread ignorance of others about librarians.

In his effort to correct the mistaken image of a professional librarian in Nigeria, Eboka (1984) as cited in Olayinka (2008) contended “that a professional librarian is not just someone who goes about in the library telling readers to keep quiet or someone, who walks about in the library making noise with his hard shoes, or better still someone whose only job is to hand over books to any reader each time they call to borrow them” (p. 2). Fleck & Bawden (1995) as cited in Aharony (2006) argued “that library and information science is highly regarded and is perceived as service oriented and not as a dynamic or proactive profession. Librarians are regarded as unambitious people who find satisfaction in helping others to fulfill their needs. They are efficient, intelligent, and possess specialized knowledge” (p. 239).

To help further eliminate some of these erroneous impressions about librarians, Asamoah-Hassan (1997) suggested that the professional librarian must back his or her professional skills with interpersonal skills, positive attitude, flexibility, energetic stance, self confidence, hardwork etc.

She also emphasised on the need for librarians to improve upon their communication skills, be able to communicate and get along well with others, be flexible and accommodate other peoples views and exercise maturity. In addition to these attributes the information professional or librarian must constantly pay attention to their dress and grooming. To her, appearing professionally gives a statement of confidence; appropriate attire or dress and grooming can lead to feeling better about yourself which positively affect behaviour.

A study conducted by Aharony (2006) with the aim of investigating students perception of the professional image of the information scientist and that of the librarian, showed that “traditional roles performed in libraries such as cataloguing and indexing were perceived as tasks of the librarian” (p.245), while information retrieval tasks such as “building, operating and managing websites, information filtering and matching processed information to users personal needs profile, were ascribed to the information scientist” (p.245). The study showed that the professional image of the information scientist was ranked higher than that of the librarian. This has led to the situation whereby many school libraries have changed their names to reflect the integration of technology in librarianship. “For example the University of California-Berkeley’s School of Library and Information Studies was renamed the School of Information Management and Systems and the Department of Information Science at the University of Pretoria was integrated into the School of Information Technology” (Aharony, 2006, p.235).

In view of the above, Aharony (2006) raised questions about whether there is a distinction between an information scientist and a librarian or it is just a matter of the name; “Is information science the new profession for librarianship? Is information science an expansion of librarianship? Are these two disciplines closely related professions? Is information science similar to librarianship but with different and modern sounding name?” (p.237). Stieg (1992) believes that information science is just a branch of librarianship with only the integration of the computer or technology. In the view of Cosby (2000) although technology is now part of librarianship its core activities has not changed. However, Prins & De Gier (1992) opined that a new name or title should be given to the profession. The idea that there is a separate field called information science is rejected by Marco (1996) whose opinion is that information science and librarianship are identical.

The stereotypical representation associated with the names ‘library’ and ‘librarians’ which is based on myths instead of facts have resisted change for many years and maybe a change of name reflecting the librarians’ new image will change the negative perception.

2.6 Factors that influence librarianship as a career choice

Several studies have investigated the factors that influence librarianship as a career choice (Dewey, 1985 ; Alemna A. A., 1991; Bello M. A., 1996 ; Genoni & Greeve, 1997 ;Timiyu, Akussah, & Tackie, 1999; Farley-Larmour, 2000 ; Moniarou-Papaconstantinou, Tsatsrani, Katsis, & Koulaidis, 2010 ; Ard, et al., 2006 ; Lo, et al., 2015 ; Adanu & Amekuedee, 2010 ; Busayo, 2017). While most of these studies were centered on students pursuing LIS in various stages and also on librarians already in the profession, just a few have centered on secondary school students.

In a study conducted by Farley-Larmour (2000) as cited in Moniarou-Papaconstantinou et al (2015) of first-year undergraduate students at three Australian Universities to investigate their motivation for the choice of LIS, it came to the fore that “‘books reading’ and a strong interest in helping people” were important factors for their choice of LIS. Again “the wish to acquire a job with life-long career prospects was also a contributing factor” (p.592). It was further found out from the study that students’ did not understand the nature of LIS work, often confused about the distinction between a librarian, a library assistant and a library technician. Lastly the findings indicated that students perceived their employment opportunities lies in working in a library without the knowledge that they could work at other places.

Genoni & Greeve (1997) found that high-school leavers were not attracted to the Librarianship profession as they did not consider it an interesting or creative career and also believed the career

prospects, earning capacity and community status of library and information professionals to be low.

Lo, et al. (2015) conducted a study of students in four different Universities pursuing Master of Library and Information Science (MLIS) as a course of study. It was discovered in their study that respondent's decision to choose librarianship were influenced in "part by internal values, but also are influenced strongly by innumerable external forces perceived in the context of our lives" (p.194). They listed six major factors that influenced the students' choice as (1) being able to offer help to users of the library (2) stable working environment (3) job security (4) opportunity for intellectual development (5) room for career advancement and (6) career change.

Simon & Taylor (2011) found out from their study that both personal and professional aspirations motivated choice of students in librarianship. Their personal aspirations identified included finding balance between work and family life after major life changes, love of books and a feeling of self-worth. Their professional aspirations were identified as previous work experience in a library, value of MLIS degree and its professional status, including career progression. Many of the respondents also described their path into librarianship as 'accidental' (Simon & Taylor, 2011).

A study carried out by Deeming & Chelin (2001), investigating what caused people to change their careers to become librarians, found out that some of them just "drifted" into librarianship, while for others it was their personal decision or choice. They were also influenced by factors including the nature of work of librarians, stages of life and family matters, their previous career and influence of others. It was also revealed by the study that those who changed from other professions to librarianship were satisfied with their decision even though they were aware of the low social image and poor image that is connected with being a professional Librarian.

Rathbun- Grubb & Marshall (2009) discovered that the main factor that influenced respondents interests to pursue a graduate programme in LIS was that they were already working as librarians and required a Masters degree for career advancement and opportunities. This is corroborated by a study carried out by Alemna A. A. (1991) and Adanu & Amekuedee (2010) of the diploma and post graduate diploma students pursuing librarianship at the University of Ghana. Alansari (2011) examined academic, public and special libraries and found out that about 50 percent of the respondents drifted into librarianship. Furthermore, others chose librarianship as their “profession because of their interest in books and reading”. They also chose the profession because they found it attractive and interesting.

In addition to the factors that influenced their decision to choose a career in librarianship the research sought to determine their level of job satisfaction and perception about the image of librarians. It was revealed that they were moderately satisfied with their careers. The main reasons for their dissatisfaction as librarians were due to lack of communication among colleagues, poor working conditions, low salaries, poor benefits and limited opportunities for promotions.

Ard, et al. (2006) investigated the motivations and beliefs of students in the University of Alabama School of Library and Information Studies for choosing a career in LIS. The research focused on the job market and the respondents preferred places of work after they have graduated as the main influential factors of their choice. It was discovered from the study that the “The promise of an interesting job draws far more people into librarianship than compensation, clientele, or prestige” (p.241). They enumerated other reasons for choice of LIS as lack of job opportunities in their originally preferred professions, working experience in a library, need for change, providing services to others and personal interests.

Moniarou-Papaconstantinou, Vassilakaki, & Tsatsaroni (2015) also found out from their study that factors which affected LIS as career are; love of books and reading, interests in technology, nature of library work, desire to offer assistance to people, wish for personal learning and development etc. however salary and prestige were rarely mentioned as influential factors. Rathbun- Grubb & Marshall (2009) in their study researched librarians from academic, public and special libraries in the U.S. It was found that the major reasons being part of a learning environment, working experience in libraries. Only a few mentioned salary and benefits as a reason.

A significant number of identified literature have supported these findings on factors that influence the choice of librarianship as a career. It includes; Love of books and reading (Adanu & Amekuedee, 2010; Farley-Larmour, 2000; Newbutt & Sen, 2009; Simon & Taylor, 2011; Moniarou-Papaconstantinou, Tsatsrani, Katsis, & Koulaidis, 2010). The nature of job (Moniarou-Papaconstantinou, Vassilakaki, & Tsatsaroni, 2015; Ard, et al., 2006; Houdyshell, Robles, & Yi, 1999). The desire to find a good job with bright career prospects and employment opportunities (Adomi & Ogbomo, 2001; Farley-Larmour, 2000; Moniarou-Papaconstantinou). Contact with a librarian (Adanu & Amekuedee, 2010; Newbutt & Barbara, 2009; Dewey, 1985).

Further research that have corroborated these findings are, influence from parents and relatives (Sare, Bales, & Neville, 2012; Issa & Nwalo, 2008). Previous working experience in libraries (Adanu & Amekuedee, 2010; Ard, et al., 2006; Olawanle & Abayomi, 2010). Commitment and satisfaction (Simon & Taylor, 2011). Also, opportunity for further education and the desire for career change, (Adanu & Amekuedee, 2010; Alemna A. A., 1991).

2.7 Role of the school library towards student's career choice in librarianship

Choosing a career is a complex matter that needs thoughtfulness and solemn consideration. How the youth of today see the difficulties of the future is dependent on the effort they put in planning for that future. Planning for a better future is basically the obligation of parents, teachers and school counsellors. The career an individual chooses can affect them in several ways. It can decide where the person will reside and the kind of friends that will be kept. The level of education one can acquire and also the individuals earning capacity.

Alutu (2004) suggests that career choice education and counselling ought to be introduced very early during the nursery school years, through the primary, secondary and the tertiary level. Wrong career choice made could lead to negative consequences not only for the individual but also the whole society. Preparing students with proper career decision skills become extremely necessary and school libraries can play a role.

This is because, in our extensive media and culture, as an example, one hardly ever sees or hears a young person making a statement that he or she would one day desire to become a professional librarian, even though it is common to hear them aspire to become Doctors, Lawyers, Accountants, Pharmacists, and Bankers etc. It is obvious from the literature that many librarians did not from the start wanted to become librarians. (Bello, 1996; Simon & Taylor, 2011; Newbutt & Barbara, 2009; Deeming & Chelin, 2001; Alansari, 2011; Genoni & Greeve, 1997)

Ard, et al. (2006) in their studies revealed that “nine out of ten participants, representing 89 percent first decided to pursue an LIS career during or after college. About 31 percent did not consider LIS as career until five or more years after college. Only 3 percent indicated LIS career as a lifetime ambition and just 2 percent listed LIS career goal since high school” (p. 239). The results raises an

interesting question; why don't many people choose librarianship from the start? Rather wait until later in life to become librarians. A study of how secondary school students view librarianship was carried out at the United States of America. It was discovered that high school or college career counsellors don't usually promote the field of librarianship. One student noted "librarians were not listed in a career directory he had consulted" (Newbutt & Sen, 2009, p.48). This obviously will result in their lack of knowledge about the profession. Olamide & Olawaiye's (2013) study supported the findings of Newbutt and Sen (2009), when they discovered in their study that secondary school students in Nigeria lacked the services of a career counsellor to guide them. This has made it difficult if not impossible for many youths to make the right career choice.

Olayinka (2008) also was in agreement, when it was revealed in her study about the choice of librarianship as career in public senior secondary schools in Ekiti state Nigeria that the guidance and counselling units of many secondary schools are not functioning. Both Alemna (2002) Agyekum & Filson (2012) in their studies on the state of school libraries in Ghana revealed that some SHS even do not have libraries, those that have are managed by untrained staff, books are scattered all over, unkept and inadequate with no or not up to standard ICT facilities.

In order for school libraries to play a significant role in attracting SHS students into librarianship, Olayinka suggested that firstly, school libraries must be revitalized and well equipped with adequate materials. Secondly, students must be educated on the services rendered by librarians. Furthermore, use of the library or library studies should be taught as a subject from the primary school level to the secondary school level to inculcate in the students the desire to become librarians. Again, students should be made to visit well equipped academic, special, public and national libraries during excursions on regular basis. This will go a long way to enrich their

knowledge and understanding about libraries and their services leading to their development of love for the profession and embrace it as a career in the future.

Moniarou-Papaconstantinou, Vassilakaki, & Tsatsaroni (2015) observed that “due to the rapid changes in the information field in recent times, there is need to attract open-minded, innovative, creative, dynamic, flexible and visionary individuals in LIS discipline. Individuals who will be able to lead the field into new directions, respond to the challenges posed by a continually developing information landscape and subsequently determine the growth and success of the information profession” (p.585).

To make librarianship attractive to secondary school leavers, Genoni & Greeve (1997) suggested certain roles school libraries can play in attracting the youth into the library field. These are important suggestions that school libraries in Ghana can learn from. According to them marketing materials must be developed by the library for students who are in their later stages in secondary schools. These materials should give emphasis to the programme options available to them at the tertiary level for students interested in librarianship as a career. It is only when these students are aware of the courses they can offer in librarianship and other related disciplines that they can make a choice.

Also, the different roles librarians play must also be clearly explained to the students. This is because most secondary school students are unable to distinguish between who a librarian, a library assistant and a library technician is, including other types of library staff. This is essential because for the students to recognize the profession as a potential career choice is dependent on their understanding of the distinctions in terms of qualification, roles, tasks, responsibilities and salary of the different people they see working in the library. Finally, students must be helped to appreciate that librarians can be employed in several other organizations apart from educational

institutions. They should be helped to understand that librarians can work in several non-educational organizations and that modern information work requires that librarians do not only work in traditional roles but rather can also work as system analysts, ICT experts and computer engineers.

Ard, et al. (2006) also advocated for the school libraries and librarians to “learn more about students’ career motivation and professional expectations so that they can help usher new colleagues into the profession” (p. 237). School libraries and librarians in Ghana can do the following to attract young students into the library field:

1. Boost librarianship during orientation

When introducing the functions of the library to students, school librarians or teacher librarians should take the opportunity to explain what librarianship is all about and the role they play in the academic space. They can talk about how enthusiastic and how much fun and satisfaction their jobs provide and mention some benefits of working as a librarian

2. Encourage volunteer students

From the literature people who work in the library and come into contact with librarians are more likely to choose a career in librarianship unlike those who did not have any contact with librarians. These student volunteers are already potential librarians, they can be encouraged through informal conversations to embrace the profession.

3. Reference interviews

School libraries and librarians guiding students searching for careers can seize the opportunities to propose librarianship as a career choice. During such interviews and engagements students can be

directed to career web pages examples are the ALA's human resource development recruitment offices showing vibrant and dynamic librarians (Ard, et al., 2006).

4. Sowing seed among the youth

By simply exciting the young users of the school libraries, school librarians can sow seed among youngsters to lay a foundation for a career in librarianship in the future. A creative way is to invite some of the students to come assist with library work.

5. Collaborating with career counselling centres

Many secondary schools in Ghana have counselling centres that offer career counselling for students. School librarians can consult the staff in these units, collaborate with them by designing outreach strategies and participate in campus career fairs.

2.8 Job prospects of librarians in Ghana

The career opportunities for Librarians in Ghana are diverse and numerous. They apply their information management and research skills both in the traditional library setup and outside the libraries. They may be employed as cataloguers, academic librarians, archivist, researchers, school librarians, information specialists, including professional association such as bankers legal services/law firms advertising industries, religious organization etc. The area of expertise for the new generation librarian includes database development, reference tools development, information systems, marketing, publishing web content management and design, training database and e-resources users.

2.8.1 Brief history of librarianship in Ghana

The Government of Ghana decided to establish a school of librarianship under the Ghana Library Board at the beginning of 1961 (Alemna A. A., 1989), for the training of librarians. “After the appointment of staff, the school opened in 1962. The programme led to Associateship of the British Library Association. The school continued to provide librarians for Ghana, Nigeria and Sierra Leone until October 1965 when it was moved to and absorbed by the University of Ghana, as the Department of Library Studies within the Faculty of Social Studies” (Alemna A. A., 1989, p.149).

The original programme was made up of three-year undergraduate courses leading to a Bachelor of Arts in Library Studies. Ten (10) graduate librarians were produced in the early stages of the department. “In 1975 the department added Archival Studies to its programme. In 2001 the Department of Library and Archival Studies was renamed the Department of Information Studies” (Adanu & Amekuedee, 2010, p. 314). The department has continued to produce librarians for the country and the world over. “The University of Ghana is the only institution that offers training in librarianship in Ghana” (Alemna, 1989, p. 149 & Adanu & Amekuedee, 2010, p. 314). The department currently offers MA, MPhil and PhD, in Information Studies, a requirement needed to fill high positions of the library profession.

The job market for librarians in Ghana has expanded into a wide range of field’s with several services rendered. Alemna, (1999) has indicated in his follow up studies of Graduate Diploma students of 1991/1992 to 1996/19997 that, about 24% of respondents were working in a non-library related job. Which shows that librarianship as a course helps students acquire skills beyond those required traditionally by librarians but rather capable of pursuing other employment opportunities. Today’s librarian with information systems and analysis skills can work as library automation system developers, subject specialists librarians, institutional repository managers,

information architects designing information storage and retrieval systems, strategic partnership and collaborations, leadership skills, development of digital contents to facilitate access, information consultants and analysts, electronic and internet resources, and digital/electronic/virtual library (Hashim & Mokhtar, 2012). It is important to note that “the core skills traditionally associated with librarians and information professionals which include information management skills, training and development skills, evaluation skills and concern for the customer are all still relevant” (Hashim & Mokhtar, 2012, p. 152). Badu (2004) agreed that the more people-oriented skills are equally indispensable for providing effective library services.

The follow-up study of former graduate diploma students conducted by Alemna (1999) again revealed that, for all the graduates from the five groups from 1991/92 to 1996/97 only four graduates were unemployed. All the respondents from the 1996/1997 batch were employed immediately after graduation. This to Alemna was pleasant and encouraging to hear, because it was an indication that the job market for librarians was good. With the expansion the information field continues to enjoy new entrants can be assured of permanent job opportunities. Bello (1994) implored “both lecturers and students of library and information science to recognize those careers which are related to the information profession to enable the graduates to practice what they learned and hopefully minimize the problem of unemployment” (p.13).

Trained librarians acquire skills through their training which can help them do other jobs instead of limiting themselves into working in libraries alone. In Ghana librarians can work in the following areas;

Information centres in government ministries, information divisions of universities, hospitals, embassies, religious organizations, and law firms etc., offer work prospects for library and

information science professionals. Work in these information centres basically involves selecting, gathering, preserving and disseminating of information about the organization.

Bookselling in bookshops is one area that readily attracts library and information professionals in Africa. Some practicing and retired librarians are into this business in Ghana

Entrepreneurial librarians sometimes set up their own consulting agencies, acting as freelance librarians or information brokers providing services to other libraries, businesses or government agents. Writing a proposal for the setting up of a library for basic and secondary schools, establishing a library and advising on the improvement of an existing library are examples of library consultancy services some Ghanaian librarians can venture into. Library consultants can be involved in the establishment of special libraries.

Some information professionals work in publishing houses as editors, editing books, journals, newspapers and magazines. Proofreading of books, journals, newspapers and magazines are also jobs that require the information professional to work in publishing houses.

Records Management and Archives Administration are some job opportunities for the information professional. They work especially in business organizations, as records managers. Training in Archives Administration enables the information professional to work as Archivist in national, institutional and religious archives.

Again, the information professional knowledgeable in publishing can set up a publishing company which may publish books, journals, newspapers and magazines.

Finally, the information professional could apply his or her talent and skill by serving as a teacher-librarian in the lower levels of education specifically, secondary schools

In Ghana all the above mentioned jobs closely related to librarianship are available and can be explored by the youth.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This section gives a detailed account of the methods used in gathering information for the success of this study. According to Kallet (2004) the method section of a research should describe the “rational for the application of specific procedures or techniques used to identify, select and analyse information applied to understanding the research problem, thereby allowing the reader to critically evaluate a study’s overall validity and reliability” (p. 1229). In addition, the method must be appropriate to fulfill the general aims of the study.

For example, the researcher needs to make sure that the sample size is large enough to be able to generalize and make recommendations based upon the findings (Lunenburg, 2008). The two main questions the methodology for this research will answer are: How was the data collected or generated? And, how was it analyzed? The section includes research design, population, sample size, sampling technique, instrumentation, mode of data collection and ethical consideration.

3.2 Research Design

Research design is the initial decision which involves the selection of different research approaches (Qualitative or Quantitative), procedures and methods to enable a researcher draw conclusion about relations between variables. Creswell (2009) describes research design “as plans and the procedures for research that span the steps from broad assumptions to detailed methods of data collection and analysis” (chap. 1)

In relation to the purpose of the study, the researcher adopted the descriptive research design that is survey method using questionnaires for the study. A survey design provides a quantitative or numeric description of some fraction of the population. According to Anastas (1999) Descriptive research is used to acquire information concerning the present status of the phenomena and to describe what occurs with respect to conditions in a situation.

Through the data collection process of asking questions, data collected enables a researcher to generalize the findings from a sample of responses to a population. In view of this, respondents are SHS Form 3 students who are prospective tertiary education candidates.

3.2.1 Study Setting/ Research Environment

The research will be conducted in five (5) selected SHS at the Akropong- Akuapem Municipality, specifically the form three students. Akropong- Akuapem is located at the Eastern Region of Ghana which is about 58 kilometers from Accra, the capital city of Ghana. Akropong- Akuapem falls under the Akupem North Municipality “in the South-Eastern part of the Eastern Region. It shares boundaries to the Northeast with Yilo Krobo, North with New Jauben Municipal, Southeast with Dangbe West, Southwest with Akwapem South District, and in the West with Suhum-Krabo-Coaltar District.” (Ghana Statistical Service, 2014, p.1).

The study was focused on Senior High Schools in the Akropong- Akuapem Municipality which has a high number of SHS that could be used for the study. There are about ten (10) Senior High Schools in the Municipality. The five schools selected for this study are; Presbyterian Senior High Technical School, Larteh- Akuapem (PSHTS), Okwapemman Senior High School, Akropong- Akuapem (OSHS), H'Mount Sinai Senior High School, Akropong- Akuapem (MSSHS), Mamfe

Methodist Girls Senior High School, Mamfe- Akropong (MGSHS) and Benkum Senior High School, Larteh- Akuapem (BSHS).

3.3 Selection of case

Purposive sampling technique was used to select PSHTS, OSHS, MSSHS, MGSHS and BSHS for the study. Neuman (2014) indicates that purposive sampling “uses the judgment of an expert in selecting cases”. “It is appropriate if the goal is to have a representative sample or to pick the “average” or the “typical” case” (p. 273-274). The inclusion criteria for selecting the five schools were based on the following factors:

- I. Geographical proximity- All the five schools were related to each other geographically. The proximity of the schools would give the researcher enough time to effectively administer and retrieve the questionnaires.
- II. Category of schools- Classification of school by the Ghana Education Service from ‘A to D’ was put into consideration in selecting the five schools. A category ‘A’ school indicates that infrastructure, facilities, teaching and learning resources are of high standard. A lesser category shows that these facilities are inadequate. Category ‘A to D’ schools were selected, meaning the schools had different standard in terms of infrastructure and facilities including their libraries.
- III. A technical senior high school was selected for this study because they offer technical programmes, which are different from those offered by the other Senior High Schools. This will help the researcher to see if their responses would be different.

3.4 Selection of subjects

The selection is made up of the population and sampling procedure for the study.

3.4.1 Population

Quinlan (2010) defines population of a study as all the individuals, items or units relevant to the study. It comprises individuals, groups, organizations documents and so on. It includes all elements that meet certain benchmark for inclusion in a study. A population may also be described as the entire group of individuals or objects in which the researcher is interested in generalizing the findings of a study (Kumekpor, 2002). The population for this study comprised a total number of 3,533 SHS form three (3) students from the five selected schools offering Business, Technical Skills, Visual Arts, General Science, Agricultural Science, Home Economics and General Arts as their programmes of study for 2018/2019.

The form three students were selected for this study because firstly, they were about to leave school and may be making career choice decisions. Secondly, they may also be considering the programmes to pursue when admitted into tertiary institutions.

Table 3.1 Population and programmes of study

Courses of Study	OSHS	PSHTS	MGSHS	BSHS	MSSHS	Total
General Science	225	21	119	120	30	
Visual Arts	37	47	58	0	84	
Agriculture Science	0	0	0	122	0	
Home Economics	95	46	107	126	134	
Business	138	44	76	17	82	
Technical	0	39	0	0	0	
General Arts	326	205	317	553	371	
Total	821	402	677	932	701	3533

Source: Field Data 2018

3.4.2 Sample Size

Frankel & Wallen (2003) are of the view that sampling is the process by which a section is selected to represent the total population. It is a sub set of a population and represent the main interest of a study. The primary use of sampling in quantitative research is to create a representative in a larger collection of cases of the population being investigated (Neuman, 2014).

Alreck & Settle (2004) and Frankel & Wallen (2003) proposed a sample size of 10% of the population to obtain adequate confidence and control of sampling error in a study. Neuman (2014) Further asserts that only a small fraction of the target population provides sufficient representation needed to ensure accuracy and confidence in the findings of a study. For this study the sample size is 10 % of the population which is 3533. Therefore, the total sample size is 353.

3.4.3 Sampling Technique

Stratified sampling technique was used to collect data from the students. The target population was first divided into strata after which the researcher draws a random sample from each of the sub population or stratum. “If the stratum is accurate, stratified sampling produces samples that are representative of the population than the simple random sampling” (Neuman, 2014, p.262). There are two types of stratified sample technique; proportionate and non- proportionate stratified sampling. In order to attain a sample size that accurately represent the population, whereby all the different programmes offered by the students will be well represented in the study, the proportionate stratified sampling technique was used by the researcher.

The proportionate stratified sampling was implemented as follows;

Where P_s = Proportionate sample

$P_s = \frac{\text{Population of particular programme} \times \text{Sample size of school}}{\text{Total students of the particular school}}$

Total students of the particular school

Example to get the sample size of General Art's students of BSHS;

Total Number of students = 932

Sample size is 10% of 932 = 93 approximately

$$(553 \times 93) \div 932 = 55$$

To get the sample size of General Science students of OSHS;

Total Number of students = 821

Sample size is 10% of 821 = 82 approximately

$(225 \times 82) \div 821 = 22$. The results are shown in Table 3.2.

Table 3.2 Sample size of particular programme of study

School	General science	Visual Arts	Agricultural Science	Home Economics	Technical	Business	General Arts	Total
PSHTS	2	5	0	5	4	4	20	40
OSHS	22	4	0	9	0	14	33	82
MSSHS	3	9	0	13	0	8	37	70
MGSHS	12	6	0	11	0	8	31	68
BSHS	12	0	12	12	0	2	55	93
Total								353

Source: Field Data 2018

The researcher selected respondents from each strata or programmes in all the available classrooms using the simple random technique. ‘Yes’ or ‘No’ were written on pieces of paper which were used to select the respondents when ‘Yes’ piece of paper is picked by the respondents. According to Robson (1993) this probability technique is efficient in choosing samples that closely represents the population of which the samples were taken.

3.5 Data collection instrument

Frankel & Wallen (2003) define instrumentation as the whole process of gathering data. The data collection instrument used for this study was questionnaires to elicit information from the students. According to Twumasi (2001) this data collection method is effective and efficient in collecting quantifiable information. The reason is that a large number of respondents can be reached within a short period of time. A structured questionnaire consisting of closed and open-ended questions were used. The questionnaire comprised of five sections, which are:

Section A: Background data

Section B: Students’ knowledge and use of school library

Section C: Students’ knowledge of librarianship as career and their work

Section D: Students’ perception of librarians in comparison with other career groups

Section E: Students’ interest in librarianship as a career choice

3.5.1 Pilot test of questionnaires

The study was preceded by a pilot study of ten (10) SHS Form 3 students of the Nifa Senior High School, Adukrom- Akuapem by letting them complete the questionnaires. The aim of the pilot

study was to test the reliability and suitability of the questionnaires in eliciting the required information from the students. Questions found to be unclear and a bit confusing for the students were appropriately re-framed.

3.5.2 Data collection procedure

Before the data collection process began the researcher sought clearance from the Senior High Schools being used for the study by sending the introduction letters to the schools. Several visits were made to the various schools by the researcher in order to get himself acquainted to the environment and see how best data could be collected. Appointments for meeting students to administer questionnaires were scheduled in consultation with the Head teachers of the various schools.

Quantitative information was collected using both the open-ended and closed-ended questions. It took the researcher approximately 6 weeks to retrieve all the completed questionnaires sent to the various schools. This happened in the months of January and February 2019. In all 353 questionnaires were administered personally by the researcher in the various schools. With the assistance of the teachers, 326 questionnaires were completed and returned by the students and were found useable. This represent 93% response rate.

3.6 Data analysis

Collected data were analysed through the use of Statistical Package for the Social Sciences (SPSS) version 20. Variables are easily defined if the SPSS is used for data analysis. The research results were presented by generating outputs in the form of frequency, tables and percentages.

3.7 Ethical Consideration

Silverman (2010) asserts that it is important for a researcher undertaking a study to put into consideration appropriate ethical concerns during the research process. It is essential for participants to be given the necessary information to enable them decide whether they desire to take part in a study (Bryman, 2008).

The researcher adhered to the University of Ghana ethical principles for conducting research. An introductory letter was taken from the Department of Information Studies to introduce the researcher to the respondents. Permission was sought from the Heads of the schools before the information was elicited from them. All participants were informed about the purpose for the study assuring them of confidentiality before the questionnaires were administered.

To ensure a high level of anonymity and confidentiality all data collected excluded names of respondents making sure that the identities of respondents were protected. Finally all references were duly acknowledged to avoid plagiarism.

CHAPTER FOUR

ANALYSIS OF DATA AND PRESENTATION OF FINDINGS

4.1 Introduction

The data analysis and findings of the study is presented in this chapter. They were based on the objectives of the study which are:

1. To ascertain the SHS students' knowledge and use of the school library
2. To ascertain whether the SHS Students are aware of a career in Librarianship
3. To ascertain the perception of the SHS Students about Librarians and Librarianship and whether they understand and appreciate the work they do.
4. To find out whether the SHS Students are interested in choosing Librarianship as a career
5. To determine the preferred career of the SHS students after they have left school
6. To determine the factors that influence the SHS students decision in choosing a career

In all, 353 questionnaires were administered personally by the researcher in the various schools. With the assistance of the teachers, 326 questionnaires were completed and returned by the students and were found useable. This represent 93% response rate.

Using quantitative approach, data obtained has been presented using tables, pie charts and bar graphs.

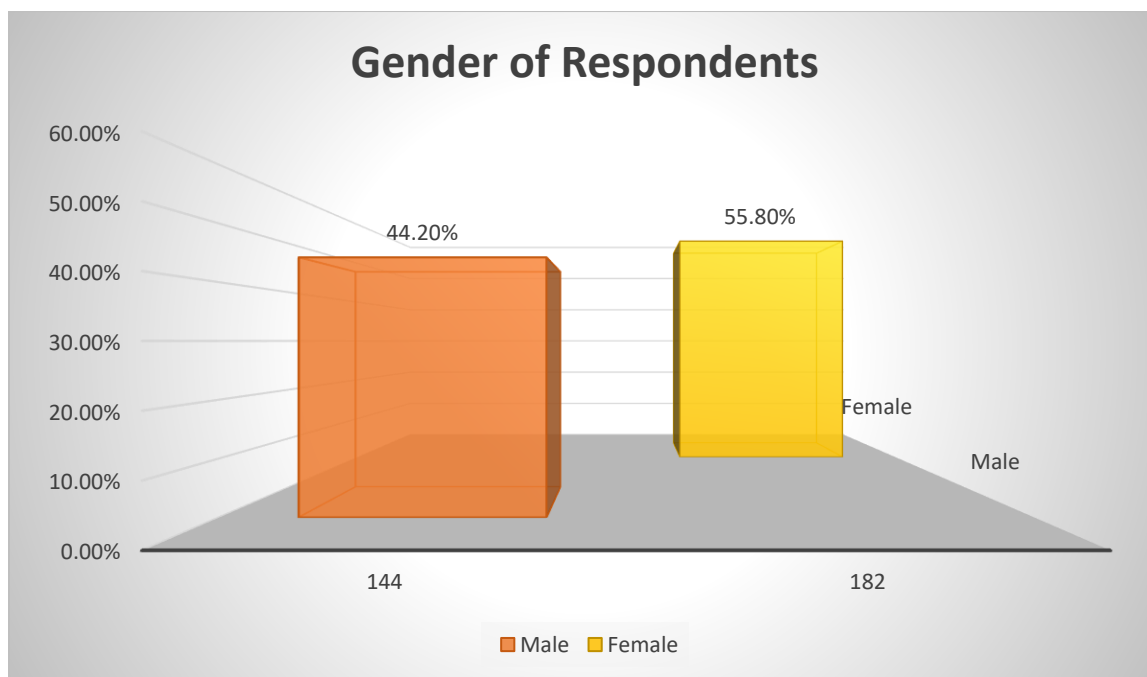
4.2 BACKGROUND INFORMATION OF RESPONDENTS

To help the researcher become acquainted with the participants, they were asked to provide information about their gender, age and the courses they were offering.

4.2.1 Gender of Respondents

Data obtained about the gender of respondents as shown in figure 4.1 below, indicate that 44.20% (144) participants of the study were males and 55.80% (182) were females. This shows that females formed majority of the respondents.

Figure 4.1 Gender of Respondents



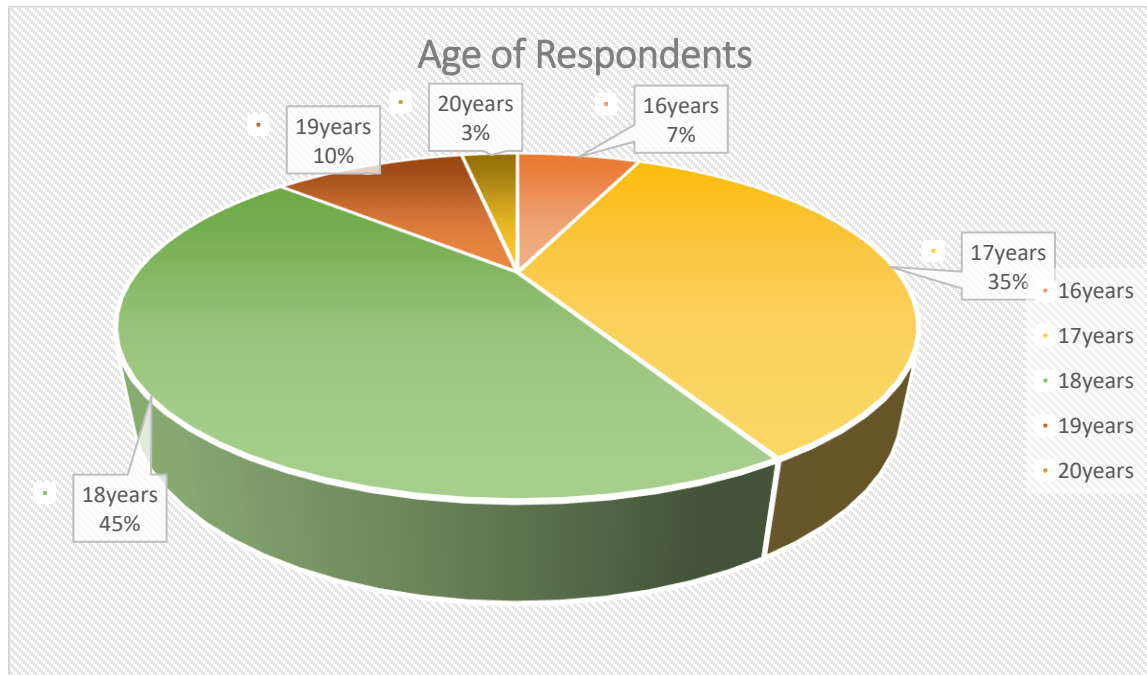
Source: Field Data, 2019

4.2.2 Age of Respondents

The figure 4.2 reveals the ages of the participants. It indicates that from three students aged 17years (35%) and 18years (45%) forms the majority. Also, 7%, 10% and 3% were 16, 19 and 20 years

respectively. The data shows that for this study 80% of the form three students were made up of 17 and 18 year olds.

Figure 4.2 Age of Respondents



Source: Field Data, 2019

4.2.3 Programmes of study

Table 4.1 shows the programmes offered by the respondents. It could be seen that majority of 157 (48.2%) were offering General Arts. Followed by Science 48 (14.7%) and Home Economics 48 (14.7%). The rest in descending order were Business, 42 (12.9%), Visual Arts, 15 (4.6%), Agricultural Science, 12 (3.7%), and Technical, 4 (1.2%). General arts students formed the majority sampled because of their large numbers. However, it is important to note that all the other programmes were also represented.

Table 4.1- Programme of study

Courses	Frequency	Percent
General Arts	157	48.2
Science	48	14.7
Business	42	12.9
Visual Arts	15	4.6
Technical	4	1.2
Agricultural Science	12	3.7
Home Economics	48	14.7
Total	326	100.0

Source: Field Data, 2019

4.3 KNOWLEDGE AND USE OF SCHOOL LIBRARY

The purpose of this section was to elicit information from the students' about their knowledge and use of the school library. This was achieved by asking questions about the availability of a school library, computers, and internet services. They were also asked questions about how frequently they used the library, their reasons for visiting the school library and other types of libraries they usually patronize.

4.3.1 Awareness of school library

The findings as presented in table 4.2 indicate that all the respondents (100%) were aware that there was a library in their schools.

Table 4.2- Awareness of school library

School library available	Frequency	Percent
Yes	326	100.0
No	0	0
Total	362	100.0

Source: Field Data, 2019

4.3.2 Frequency of use of school library

This was to help the researcher know how often the respondents visited the library. The findings revealed in table 4.3 below that, 186 (57.1%) of the respondents visited the library on weekly basis, 66 (20.2%) also used the library more than once a week, 20 (6.1%) used the library every day, 4 (1.2%) went to the library twice in a month, whereas 36 (11.0%) of students' don't use the school library at all.

Table 4.3- Frequency of library usage by students

Frequency of usage of library	Frequency	Percent
Once a week	186	57.1
More than once a week	66	20.2
I don't use the library	36	11.0
Everyday	20	6.1
Once a month	14	4.3
Twice a month	4	1.2
Total	326	100.0

Source: Field Data, 2019

4.3.3 Reasons for going to the library

The reasons why the respondents visited the library are presented in table 4.4. It was discovered that 274 respondents, representing 84% went to the library for research purposes, 124 (39.2%) visited the library to read story and text books. Personal studies, search for information and to learn new words accounted for 115 (35.2%), 71 (21.7%) and 67 (20.5%) going to the library respectively. Additionally, visiting the library for leisure represented 17.4%, assignments 11.0 %, read newspapers 11.0% and those who visited because of the quiet nature of the library were 32 (9.8%). The rest of the reasons given by the respondents included going to the library to get abreast with current issues (9.8%), access past examination questions (2.4%) and to borrow books (1.5%).

Table 4.4- Reasons for going to the library

Reasons	N= 326	
	Frequency	Percent
Research	274	84.0
Read story and text books	128	39.2
Personal study	115	35.2
Search for information	71	21.7
Learn new words	67	20.5
Leisure	57	17.4
Assignment	36	11.0
Read newspapers	36	11.0
Quiet environment	32	9.8
Current issues	32	9.8
Past examination questions	8	2.4
Borrow books	5	1.5

Source: Field Data, 2019

4.3.4 Availability and usage of internet and computers at the library

Looking at table 4.5, it is clear that to be able to ascertain the situations as pertaining in the individual schools concerning the availability of computers, internet service and its usage, data collected were presented and analysed based on the responses obtained from the individual schools. In PSTS the majority of 36 (90%) indicated that there were no computers at the library, on the contrary, 57 (73.1%) students of OSHS said computers were available at the library, 53 (94.6%) students from MGSHS indicated they also had computers at the library, while 53 (77%) MSSHS and 80 (95.2%) BSHS students confirmed computers were not available at the library. This showed that, significant majority of OSHS and MGSHS students were sure that the library had computers, whereas in PSTS, MSSHS and BSHS majority agreed that there were no computers at the school library.

The findings also reveal that 52 (92.9%) respondents of MGSHS indicated they were allowed to use the computers at the library. Respondents from PSTS, MSSHS and BSHS had all indicated already that there were no computers at the library. Confirming their earlier responses, PSTS 37 representing (92.5%), MSSHS 50 (73.5%) and BSHS 80 (95.2%) said they did not use computers at the library. For OSHS, 76.9% said they were not allowed to use the computers. This shows that for OSHS students even though there were computers at the library they were not allowed to use them.

A follow up question sought to find out whether the computers were connected to the internet. In all, 36 (90%) of the respondents of PSTS responded in the negative, 45 (66.2%) and 78 (92.9%) of MSSHS and BSHS respectively did not have internet connection at the library. However, 53 (92.9) of MGSHS had their library computers connected to the internet. The majority of 45 (57.7%) of OSHS students said the computers had internet connection, and the minority of 19 (24.4%)

indicated they did not have internet access at the library. Meanwhile, 14 (17.9%) did not respond to the question. This means that it is only MGSHS that had computers with internet access in their school library and they were also allowed to use the computers. For OSHS the majority were of the view that the computers at the library were connected to the internet but they were not allowed to use them.

Table 4.5- Availability and usage of internet and computers at the library

Functioning Computers	PSTS		OSHS		MGSHS		MSSHS		BSHS	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Yes	4	10	57	73.1	53	94.6	15	22.1	4	4.8
No	36	90	21	26.9	3	5.4	53	77.9	80	95.2
Total	40	100	78	100	56	100	68	100	84	100
Use library computers										
Yes	3	7.5	13	16.7	52	92.9	10	14.7	1	1.2
No	37	92.5	60	76.9	4	7.1	50	73.5	80	95.2
No response	0	0	5	6.4	0	0	8	11.8	3	3.6
Total	40	100	78	100	56	100	68	100	84	100
Internet										
Yes	4	10	45	57.7	53	92.9	13	19.1	3	3.6
No	36	90	19	24.4	3	7.1	45	66.2	78	92.9
No response	0	0	14	17.9	0	0	10	14.7	3	3.6
Total	40	100	78	100	56	100	68	100	84	100

Source: Field Data, 2019

4.3.5 Availability of ICT laboratory in the schools

To ascertain whether there are ICT laboratories available in the schools to support the library, the findings represented in table 4.6 disclosed a 100% response rate from PSTS, OSHS, MGSHS and MSSHS that ICT laboratories were in the schools. 67 (78.8%) respondents of BSHS affirm there is an ICT laboratory while 17 (20.2%) indicated they didn't have ICT laboratory. A follow up question about whether the computers in the laboratory were connected to the internet was also asked. It revealed that 80%, 84%, and 97% of PSTS, OSHS and MSSHS respectively had internet connectivity at the ICT laboratory. The views of MGSHS students were divided. Some 28 (50%) answered yes and the other 28 (50%) answered no. This may be as a result of a confusion between the library internet access and that of the ICT laboratory since majority indicated that the library computers were connected to the internet. For BSHS, 66.7% disclosed there isn't internet connectivity at the ICT laboratory.

Table 4.6- ICT laboratory available in the school

ICT Laboratory	PSTS		OSHS		MGSHS		MSSHS		BSHS	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Yes	40	100	78	100	56	100	68	100	67	78.8
No	0	0	0	0	0	0	0	0	17	20.2
Total	40	100	78	100	56	100	68	100	84	100
Internet										
Yes	32	80	66	84.6	28	50	66	97.1	21	25.0
No	8	20	2	2.6	28	50	2	2.9	56	66.7
No response	0	0	10	12.8	0	0	0	0	7	8.3
Total	40	100	78	100	56	100	68	100	84	100

Source: Field Data, 2019

4.3.6 Type of libraries students normally use

In order to find out whether the respondents use other libraries apart from their school library, respondents were asked to specify the types of libraries normally used by them. The findings in table 4.7 show that 89.2% use their school library. A small number of 17.7%, 2.7% and 1.2% use public, university and other libraries respectively, 16(4.9%) did not use any libraries.

Table 4.7 -Type of libraries students normally use

Libraries	N= 326	
	Frequency	Percent
School	291	89.2
Public	58	17.7
None	16	4.9
University	9	2.7
Other	4	1.2

Source: Field Data, 2019

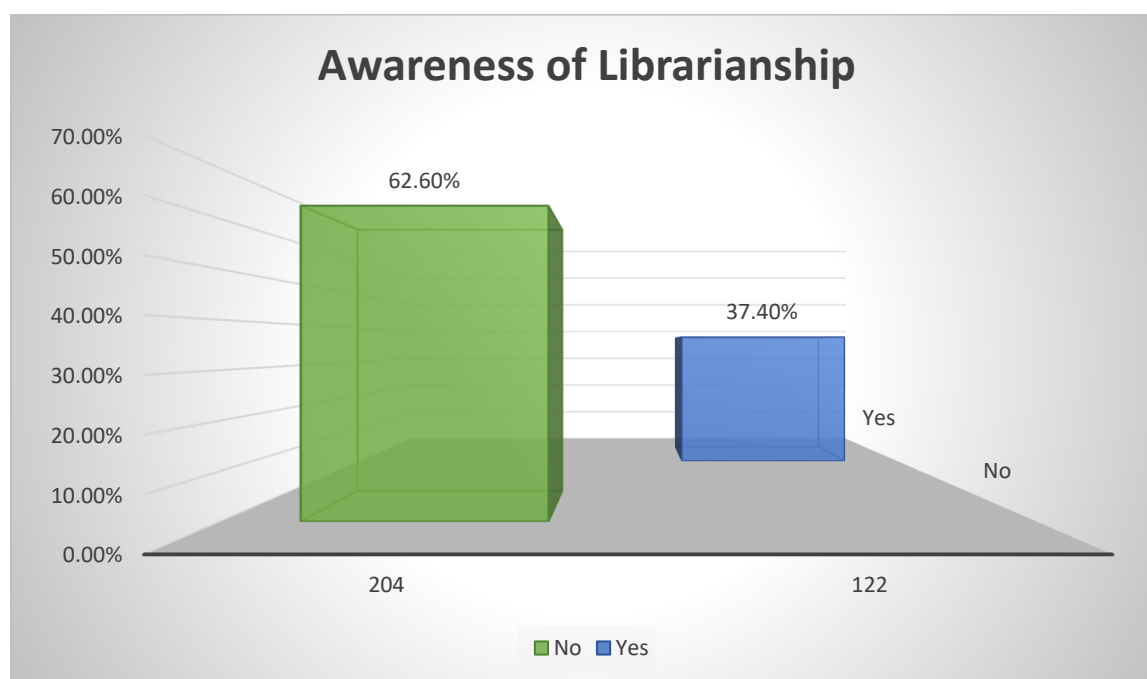
4.4 KNOWLEDGE OF LIBRARIANSHIP AS CAREER AND THEIR WORK

One of the objectives of this research is to ascertain whether the SHS students are aware of a career in librarianship and the nature of Librarians' work. This section of the findings looked at the students awareness that librarianship is offered at the university level, the Universities in Ghana that trains librarians, places where librarians work, duties of the librarian, tools used in doing their job, level of education required to become a librarian, salary level of librarians and their perception about the gender of most librarians.

4.4.1 Awareness of Librarianship offered at the University

Majority of the participants, 204 (62.6%) disclosed that they were unaware that they could pursue a course in librarianship at the university level. Only 122 (37.4%) students knew they could pursue a course in librarianship at the university level. This is shown in figure 4.3 below.

Figure 4.3 Awareness of Librarianship offered at the University

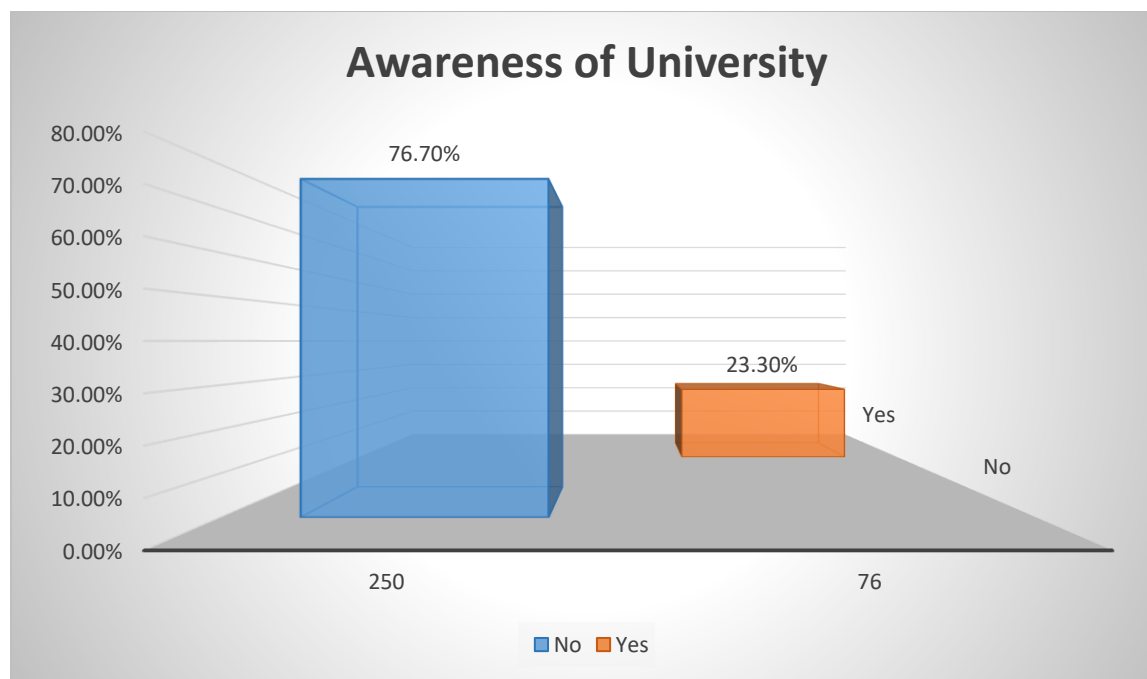


Source: Field Data, 2019

4.4.2 Awareness of Universities in Ghana that trains Librarians

The results in figure 4.4 indicate that majority of the respondents (76.7%) did not know Universities in Ghana that train librarians. Only a minority of 23.3% claimed they were aware.

Figure 4.4 Awareness of University that trains librarians



Source: Field Data, 2019

4.4.2.1 Universities that train librarians in Ghana

In a follow up question, the 76 students who responded they were aware of a university that trains librarians in Ghana were asked to list those Universities. Table 4.8 revealed their responses. Majority of 71 (98.6%) listed University of Ghana (UG). The rest in descending order were University of Cape Coast (UCC) 41.6%, Kwame Nkrumah University of Science and Technology (KNUST) 31.9%, University of Education Winneba (UEW) 20.8%, Central University (CU) 8.3%, University of professional Studies Accra (UPSA) 6.9% and Valley View University (VVU) 5.5%.

Table 4.8- Universities that train librarians in Ghana

N=72		
Universities	Frequency	Percent
UG	71	98.6
UCC	30	41.6
KNUST	23	31.9
UEW	15	20.8
CU	6	8.3
UPSA	5	6.9
VVU	4	5.5

Source: Field Data, 2019

4.4.3 The places respondents know librarians work in

The findings revealed that majority of 318 (97.5%) were of the view that librarians work in schools, 285 (79.0%) believe librarians work at universities. Furthermore, 29.7%, 26.9%, and 19.9% were of the opinion that librarians work in law firms, private organizations and parliament. Also, 19.3%, 18.7%, 9.8%, 9.5% respondents said librarians work in Courts, Archives, and TV stations. The rest of the respondents 8.8%, 8.8% and 5.2% indicated Hospitals, Radio stations and Banks respectively. This is presented in table 4.9.

Table 4. 9- Places students know librarians work in

Place of work	N = 326	
	Frequency	Percent
Schools	318	97.5
Universities	258	79.0
Law firm s	97	29.7
Private organizations	88	26.9
Parliament	65	19.9
Courts	63	19.3
Churches	61	18.7
Archives	32	9.8
T.V Stations	31	9.5
Hospitals	29	8.8
Radio stations	29	8.8
Banks	17	5.2

Source: Field Data, 2019

4.4.4 Duties of Librarians

The respondents were to select from a number of responses what the duties of a librarian entailed. It was clear from the findings as presented in table 4.10 that “check in and check out books” 286 (87.7%), help others get information 277 (84.9%), shelving of books 256 (78.5%), were the major duties of the librarian. Other duties that a few of the respondents pointed out that librarians performs included search for information on the internet (40.7%) conduct of research (40.4%),

cataloguing books (34.6%), teaching (25.7%), photocopying (23.9%), managing computers (22.6%), managing databases (18.4%).

Table 4.10- What the duties of librarians entail

Duties of librarians	Frequency	Percent
Check in and check out books	286	87.7
Helping others get information	277	84.9
Shelving books	256	78.5
Searching for information on the internet	133	40.7
Conducting research	132	40.4
Cataloguing books	113	34.6
Teaching	84	25.7
Photocopying	78	23.9
Managing computers	74	22.6
Managing databases	60	18.4

Source: Field Data, 2019

4.4.5 Tools librarians use in doing their job

This question was asked to enable the researcher determine whether respondents had fair ideas of the tools used by librarians in doing their job. The findings disclosed in table 4.11 that, majority, 276 (84.6%) and 265 (81.2%) indicated that librarians work with books and computers. Just

11.9%, 9.8% and 9.5% were of the view that librarians use scanners, microfiche readers and CD ROMs respectively in doing their work.

Table 4.11-Tools librarians use in doing their job

N=326		
Tools	Frequency	Percent
Books	276	84.6
Computer	265	81.2
Mobile phone	103	31.5
Printer	101	30.9
Photocopier	88	26.9
Pen drive	88	26.9
Projector	41	12.5
Scanner	39	11.9
Microfiche reader	32	9.8
CD ROM	31	9.5

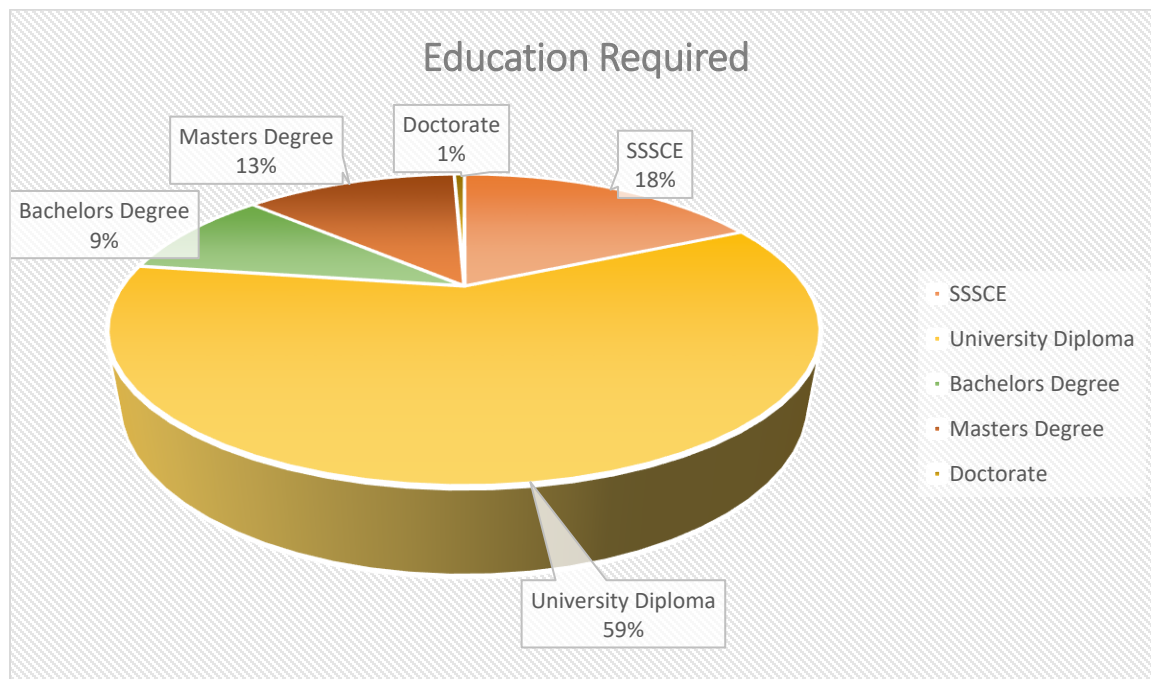
Source: Field Data, 2019

4.4.6 Level of education required by librarians

To know what the respondents contemplate the educational level of a librarian should be, they were asked to select only one option from the list of qualifications provided. It was revealed in figure 4.5 below that 59% were of the view that a librarian should hold a university diploma. The second highest was Senior Secondary School Certificate Examination (SSSCE) as their

educational requirement and thus had 18%, Master’s degree (MA) was next with 13%, followed by Bachelor’s degree (BA) 9. % and Doctorate degree (PhD) 1%.

Figure 4.5– Students’ view of level of education required to be a librarian



Source: Field Data, 2019

4.4.7 Monthly salary received by librarians

The findings showed that respondents considered librarians as low income earners; this is because in table 4.12, the majority of 177 or 54.3% indicated that, it was their view that librarians earned between GH¢1000-2000, another 23.6% also placed the librarian in the range of GH¢2000-3000 a month. Only 1.8% or 6 respondents placed librarians in the highest bracket of GH¢ 7000-8000 per month.

Table 4.12- Students' estimation of monthly salary received by librarians

Salary levels of librarians'	Frequency	Percent
GH¢ 1000-2000	177	54.3
GH¢ 2000-3000	77	23.6
GH¢ 3000-4000	30	9.2
GH¢ 4000-5000	20	6.1
GH¢ 5000-6000	16	4.9
GH¢ 7000-8000	6	1.8
Total	326	100.0

Source: Field Data, 2019

4.4.8 Perceived gender of most librarians

The researcher sought the views of respondents about the gender of most librarians. Table 4.13 revealed that majority, 185 or 56.7% thought most librarians were females. Another 125 or 38.3% indicated that most librarians were of both gender. Only 16 or 5.0% believed most librarians were males.

Table 4.13- Perceived gender of most librarians

Gender of most librarians'	Frequency	Percent
Male	16	5.0
Female	185	56.7
Both	125	38.3
Total	326	100.0

Source: Field Data, 2019

4.5 STUDENT'S PERCEPTION OF LIBRARIANSHIP IN COMPARISON WITH OTHER CAREER GROUPS

In order to achieve the above objective, ten professional titles including a librarian were provided. Included was a trade occupation, an Electrician. A receptionist was also included. Many believe these two professions do not require high education. Also included is the so called professional groups that enjoy high popularity (Doctor, Lawyer, Pilot, Accountant etc.) respondents were to rank the ten provided professional titles from the highest to the lowest (1st to 10th) based on five different criteria, namely high education, highest earning capacity, most helpful to society, highest social status and opportunity for career advancement.

These criteria were selected because they were most likely to influence the career choice of the 17 to 18 year olds who were just about to leave Senior High School. The findings are presented as the mean score of all valid responses of the students ranking of the ten professions. The highest ranked profession is represented by a low mean score.

4.5.1 High education

For the criterion high education, table 4.14 show the librarian was poorly ranked, the Librarian was ranked 8th with a mean score of 8.225 which is very nearly the same as that of the Electrician who had a mean score of 8.234. Majority of the respondents ranked the Doctor, Scientist, Lawyer and Pilot as the profession that require high education to work in.

Table 4. 14 High education

Doctor	2.561	Teacher	5.966
Scientist	2.700	Nurse	6.064
Lawyer	3.191	Librarian	8.225
Pilot	3.780	Electrician	8.234
Accountant	5.160	Receptionist	9.114

Source: Field Data, 2019

4.5.2 Highest earning capacity

In terms of the earnings of a particular profession, the Doctor was ranked the highest by respondents, with a mean score of 2.722. The Lawyer followed with a score of 2.796. The third highest score was received by the Pilot with a score of 2.873. The Librarian for this criterion was again ranked 8th with a score of 8.345. Also on this criterion, the only careers the Librarian was ranked above are the trade occupation (Electrician and the Receptionist) which is viewed by many not to require much education (Table 4.15).

Table 4.15 Highest earning capacity

Doctor	2.722	Nurse	6.141
Lawyer	2.796	Teacher	6.802
Pilot	2.873	Librarian	8.345
Scientist	3.311	Electrician	8.398
Accountant	4.657	Receptionist	8.950

Source: Field Data, 2019

4.5.3 Most helpful to society

For the career that is most helpful to society table 4.16 revealed that the Doctor, Teacher, Nurse and Lawyer were ranked the top four. The Librarian with a mean score of 6.820 was ranked 7th behind the Electrician (mean 6.092). This means that the respondents were certain that the Electrician was more helpful to society than the Librarian. In any case, the Librarian performed better than the Accountant and Pilot, professions. This means that the respondents see Librarianship as a profession which is quite helpful to society.

Table 4.16-Most helpful to society

Doctor	1.981	Electrician	6.092
Teacher	2.495	Librarian	6.820
Nurse	3.808	Accountant	6.891
Lawyer	4.990	Pilot	7.761
Scientist	5.213	Receptionist	8.944

Source: field Data, 2019

4.5.4 High social status

The Table 4.17 clearly shows that the Librarian was negatively ranked by the respondents on this criterion as well. The Librarian was ranked 8th with a score of 8.040, indicating that the SHS students' admiration for the profession is rather low, while the Doctor and Lawyer received a high mean score of 2.302 and 2.931 respectively.

Table 4.17-High social status

Doctor	2.302	Teacher	5.314
Lawyer	2.931	Accountant	5.355
Pilot	4.548	Librarian	8.040
Scientist	4.573	Electrician	8.056
Nurse	5.242	Receptionist	8.635

Source: field Data, 2019

4.5.5 Opportunity for career advancement

The last criterion sought to find out the profession that respondents believed could offer the most opportunities for career advancements. The findings show that the Teacher was ranked the highest, scoring 3.096, followed closely by the Doctor which scored 3.965 (table 4.18). The Nurse, Lawyer and Scientist also followed in descending order. Of all the five criteria presented, opportunity for career advancement was the other criterion. In this situation, the Librarian performed better by being ranked the 7th position with a mean score of 6.274.

Table 4.18-Opportunity for career advancement

Teacher	3.096	Accountant	5.654
Doctor	3.965	Librarian	6.274
Nurse	4.856	Pilot	6.495
Lawyer	4.968	Electrician	6.806
Scientist	5.249	Receptionist	7.632

Source: field Data, 2019

4.6 STUDENTS INTERESTS IN LIBRARIANSHIP AS CAREER CHOICE

The final section of the questionnaire focused on student’s interests in choosing librarianship as career, their preferred careers and factors that were most likely to influence their career choice decision making, as set out in the objectives of the study. They were also asked in a follow up question to give reasons why librarianship appealed to them and to explain why it did not. An open-ended question (question 33) ‘what would you like to become in future?’ was posed. This enabled the students to state explicitly their professional career choices. They were given the opportunity to explain why they preferred those professions and they were also asked to indicate the factors that were most likely to influence their choice of career.

4.6.1 Considering librarianship as a career

Analyzing the data about the SHS student’s interest in choosing librarianship as a career revealed that majority of 278 or 85.3% would not consider becoming a Librarian. Only 14.7% will give it a thought as a career option. This is shown in table 4.19.

Table 4.19 - Considering librarianship as future career

Librarianship as future career	Frequency	Percent
Yes	48	14.7
No	278	85.3
Total	326	100.0

Source: Field Data, 2019

4.6.2 Reasons why librarianship appeals to students

For those who responded that they may consider librarianship as a future career, the following were some of the reasons they provided:

It helps a person to know more about books

It helps you to be able to do research

It instills in the youth the habit of reading

I love to read books and I like to always be at a place where books are available.

Being a librarian is fun and entertaining

It could be a good second job to do if you are unemployed

It will help me acquire more knowledge

Their work is easy to do

It provides help to the society

Librarianship can be applied in all other professions

4.6.3 Reasons why librarianship does not appeal to students

In analyzing the findings of those who would not consider librarianship as a career, the following were some of the explanation provided:

I have no idea about it; if not today I didn't know that you can pursue librarianship at the university

I consider it as the last choice of one's career opportunities

Librarians are believed to have low level of education

I don't know the importance of a Librarian and what it takes to become a Librarian

My parents will be disappointed in me

It is not well known

The library sometimes feels boring

In Ghana librarians are not respected, we believe they are underutilized

I cannot sit idle the whole day taken care of books

I would want to achieve more than being a librarian, although it's a good job

I have no interest in it

Librarians don't earn enough money

I don't know how to arrange and keep books

Librarians sit at one place to show directions and look after books

Africans do not like to read

In Ghana libraries do not function effectively

I do not know how their work promotes development

People can access information online without the need to go to the Library

4.6.4 Knowledge of other Librarians

The findings disclosed that 132 (40.5%) of respondents knew other librarians apart from their school librarian. This will help the researcher have an idea about the extent to which those librarians could influence the career choice of the respondents. However, majority of 194 (59.5%) respondents did not know other librarians apart from their school librarians. The findings are presented in table 4.20 below.

Table 4.20- Knowledge of other Librarians apart from school Librarians

Knowledge of other librarians'	Frequency	Percent
Yes	132	40.5
No	194	59.5
Total	326	100.0

Source: Field Data, 2019

4.6.5 Relationship with the Librarian

To enable the researcher to be sure if indeed the students knew other librarians apart from their school librarians, a follow up question was asked for those who responded in the affirmative. They were to indicate their relationship with those librarians. In table 4.21 Majority of respondents, (72.7%) indicated that the other librarians they knew were just friends, 15.9% said they were relatives and 11.4% mentioned they were neighbors.

Table 4.21- Relationship with the Librarian

N= 132

What is that person to you	Frequency	Percent
Friend	96	72.7
Relative	21	15.9
Neighbor	15	11.4
Total	132	100

Source: Field Data, 2019**4.6.6 Preferred career choice of the SHS student**

The data analysed in Table 4.22 clearly disclosed the career choices of the SHS students. It revealed that as expected, they were interested in the careers that were mostly spoken about in homes, schools, in the media and communities, (Lawyer, Doctor, Pilot, Engineer Accountant, Nurse) Indeed occupations perceived to enjoy high social status, prestige and glamour. In all, 25 careers were chosen by the 326 respondents of which 16.3% (53) indicated they wanted to become Lawyers, 14.4% (47) wanted to be Nurses 11% (36) preferred becoming Doctors and 9.2% (30) chose being Accountants. This confirms over 50% of the respondent's desired professions that were most often considered to be prestigious and of high social status. Not a single respondent had the interest in becoming a Librarian. The other respondents that formed the minority chose professions like Military Officer, Journalist, Dietician, Engineer, Teacher, Pilot, etc.

Table 4.22- Preferred Career of students

Preferred career	Frequency	Percent
Lawyer	53	16.3
Nurse	47	14.4
Doctor	36	11.0
Accountant	30	9.2
Military officer	16	4.9
Journalist	14	4.3
Dietician	13	4.0
Engineer	13	4.0
Computer science	13	4.0
Police officer	11	3.4
Pilot	10	3.1
Fashion designer	10	3.1
Teacher	10	3.1
Economist	7	2.1
Architect	6	1.8
Human resource manager	6	1.8
Musician	5	1.5
Immigration officer	5	1.5
Auditor	5	1.5
Diplomat	4	1.2
Agricultural officer	4	1.2
Pharmacist	3	0.9
Scientist	2	0.6
Politician	2	0.6
Footballer	1	0.3
Total	326	100

Source: Field Data, 2019

4.6.7- Reasons why the SHS students prefer the chosen professions

A follow up question aimed at eliciting information from the respondents to explain why they chose a particular profession was also asked. The following are some of the occupations and reasons they gave for choosing them:

Lawyer (*to protect the rights of the citizens*)

Nurse (*it is a way of getting easy employment, and I like caring for the sick*)

Accountant (*I like managing affairs related to money and I want to make sure money activities are regulated very well*).

Doctor (*it is respected by society*)

Engineer (*salaries are very high*)

Human resource manager (*their income is more than that of a librarian*)

Nutritionist (*it is the ideal dream career I would want to do*)

Agriculture officer (*you will get the opportunity to work abroad*)

4.6.8 Factors most likely to influence career choice

The factors were mainly socio-economic. Majority of 110 (33.7%) respondents would chose a career based on the help it provides to society. Those who picked salary as an influential factor were 102 or 31.3%. The third factor most likely to influence respondent's choice of career was job satisfaction, 15.3%. Opportunity for career advancement, job security and location of job scored 10.4%, 6.7% and 2.5% respectively. The result is presented in table 4.23.

Table 4.23- Factors most likely to influence career choice

Factors	Frequency	Percent
Job security	22	6.7
Salary	102	31.3
Help it provides to society	110	33.7
Opportunity for career advancement	34	10.4
Location of work	8	2.5
Job satisfaction	50	15.3
Total	326	100.0

Source: Field Data, 2019

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Introduction

This chapter provides insight into the discussions of the major findings obtained from the collected data outlined in Chapter Four. The study sought to investigate whether SHS students in the Akropong –Akuapem Municipality were willing to choose a career in librarianship instead of other professions. The study setting was five selected SHS in the Akropong- Akuapem Municipality, specifically the form three (3) students. The five schools selected for this study are; PSTS, OSHS, MSSHS, MGSHS and BSHS.

5.2 STUDENTS' KNOWLEDGE AND USE OF SCHOOL LIBRARY

Mugot (2012) investigated “the level of awareness and motivation in the choice of Library and Information Science as a career in the Philippines” and found out that visiting the School Library can influence a student’s decision to choose librarianship as a career. The findings of this study revealed that all respondents were aware of the existence of a Library in their Schools. The findings showed that a high number of students used the School Library on different occasions. This shows that majority of students were aware of the importance of the School Library.

Some used the Library every day while others visited the Library on weekly basis. Fewer students went to the Library two times a month, the second largest number of students visited the Library more than once in a week and the least number of students used the Library twice in a month. The students’ were aware of the kind of facilities in the School Library which could also influence their

choice whether to pursue a career that will enable them end up working in a similar environment or not.

The findings resonate with the studies of Akande & Bamise (2017) on “the role of the School Library in Academic motivation of Secondary School Students in Osun State, Nigeria”. In that study it was found out that 89% of Senior Secondary School (SSS) Form Three students visited their School Libraries. The finding of this study is however in contrast with that of Daramola (2013) whose research about “selected Secondary School Libraries in Akure South Local Government area of Ondo State, Nigeria” revealed a very low patronage of the school libraries in spite of the availability of a School Library in most of the schools examined.

The purpose for using the Library provided a clear picture on the importance of the Library to the students. Majority used the library to research assignments given to them by their teachers, an admission of the fact that, the respondents had a fair knowledge of the purpose of a Library, which is to organize and disseminate information to its users. Furthermore, other students pointed out that they visited the Library to read books, implying they knew they could acquire reading materials to support academic work at the Library. The third and fourth largest number of students used the Library for personal studies and searching for information respectively. In general, all respondents indicated that they used the Library for the purpose for which it was established and did not use it for unfit purposes like going there to sleep, chat or eat. This finding is highly supported by a study conducted to investigate students’ use of “School Library media centers in greater Dallas-Fort -Worth Texas, USA,” (Burks, 1996). She found out that 76% of respondents used the Library to conduct research into assignments given to them by their teachers.

The association or relationship between awareness and motivation is very important. The student’s awareness of the School Library, coupled with the facilities available could motivate their choice

of librarianship as a career. Additionally, it must be well promoted to make it attractive to the students. Since librarianship is unpopular and the level of its promotion is very low, students will not be willing or motivated to pursue it as a career. They would rather want to choose careers that are usually spoken about in the media, schools, homes and the community, such as Accounting, Law, Medicine, Engineering, etc.

5.2.1 Availability and usage of Internet and Computers in the Library

The data collected reveal that while some of the Schools had Computers in the Library others did not have. Again in the case of one of the schools even though computers were available in the library, they were not allowed to use them. This was the situation at OSHS. Respondents of three out of the four remaining schools disclosed they did not have computers in the Library. At PSTS for example majority pointed out that there were no computers in the Library. At BSHS also, majority said there were no computers in their Library and the same applies to MSSHS where majority of students disagreed there were computers in the library.

The few respondents who indicated that there were computers in the Library created some confusion in the mind of the researcher. They may have responded in the positive because they may not have an idea of the situation or probably did not want to expose the existing situation at their schools. The findings of this study revealed that the only school that had computers in the library and could also use them was MGSHS.

Moreover, it is worth noting that all the five Schools surveyed had Computer Laboratories to support the Libraries. Four of the Schools with the exception of BSHS agreed to the availability of Internet access in the schools. It is interesting to compare the findings with that of Yeboah (2016) who assessed “the Information Literacy skills of Opoku Ware and Yaa Asantewaa Girls

SHS students in Kumasi, Ghana” to ascertain their competency levels in Information Literacy. There was a strong indication that both Schools had Computers and Internet access. This shows the Government and other stake holders are making the effort to improve on the Library, ICT and Internet facilities at the SHS Schools in Ghana.

5.2.2 Types of Libraries usually used by students

Examining the types of libraries the students normally use, the results showed that the respondents used their school libraries more than any other library. This was an indication that the respondents did not use other Libraries (university, public and private). The findings is inconsistent with a research conducted by Burks (1996) where over 90% of students in greater Dallas-Fort -Worth Texas, USA used Public Libraries because they were able to access more books and also found the Public Libraries to be convenient in meeting their needs more than the School Libraries. This is not the situation in Ghana since most of the Public Libraries are in a very poor state.

The SHS students therefore did not find Public Libraries useful. Furthermore, some of the students in the current study did not use any library at all. The finding also corroborates Burks (1996) conclusion that some students did not use any Library at all.

5.3 KNOWLEDGE OF LIBRARIANSHIP AS A CAREER

The researcher wanted to know if the students were aware they could pursue librarianship at the University level. The response from the students revealed that respondents had limited knowledge about librarianship; in fact they did not know what the profession is about. The findings confirmed that of Ard, et al. (2006) who surveyed the MILS students of the University of Alabama’s School

of Library and Information Studies to find out why they decided to pursue librarianship. He found out that 89% students decided to pursue LIS during or after college, just 2% listed LIS as a choice during High School. They did not really understand and appreciate the work of the librarian. They had little or no knowledge of Librarians. In their eyes Librarians lack the social status other disciplines (Pilots, Doctors, Lawyers, Accountants) are seen to be enjoying. The study by Ard et al (2006) even though focused on MLIS students, threw more light on why the SHS students did not consider librarianship as a career choice.

Additionally, the findings of this study also revealed that majority of respondents did not know librarianship could be offered as a course at the University. Only few responded they knew the course is offered at the University. Furthermore, most of the students did not know the Universities in Ghana that trains Librarians. Suffice to note that even out of the few who claimed to be aware of the Universities that trains Librarians in Ghana, majority of them who listed University of Ghana which is the only University that trains Librarians in Ghana, included other Universities like University of Education, Winneba (UEW) Central University (CU) Valley View University (VVU) University of Professional Studies, Accra (UPSA) etc. It can be said that the respondents who mentioned these other Universities did so based on their own hunches because they knew these Universities existed in the country.

5.3.1 Respondents knowledge of places Librarians work

Having knowledge about the job opportunities a profession can offer, is an incentive for attracting individuals to it (Adomi & Ogbomo, 2001). Therefore, if the SHS students were familiar with

other non- traditional places where the librarian could work, perhaps they would be willing to choose it as their choice of work.

The study disclosed that the students were of the opinion that job opportunities for Librarians are only available in educational institutions. A very high number of respondents, believed Librarians work in Schools and Universities respectively. The students did not know Librarians also work in places like Hospitals, Banks, Law firms, TV stations etc. utmost concern is the lack of awareness that the new era librarian could be employed in different sectors including Academia, the financial services, healthcare sector and private organizations.

The result of the research is similar to a study conducted by Genoni & Greeve (1997) which sought to find out the school-leavers' attitude towards careers in librarianship in Australia. The respondents were asked to indicate the places they knew Librarians work. Due to the characteristics of the respondents (ie SSS students) it was expected that educational institutions would receive the highest indication. They found out that School-leavers do not have a full appreciation of the many different environments in which Librarians can potentially be employed.

The research by Hashim & Mokhtar (2012) identified that the environment in which the Librarian works is rapidly changing due to the introduction of ICT. The management and interpersonal skills they acquire through training makes them effective managers of networking and information systems. Implying Librarians could be employed in Banks, Insurance companies, Business organizations and not only in the traditional Library settings. Their study was conducted to examine the “roles and expectations of the Librarians and Information professionals in Malaysia”. The findings is also consistent with Lamptey & Agyen-Gyasi (2015) who investigated the “vision of the future academic librarian in Ghana” and pointed to the fact that, the future Academic

Librarian is a Researcher, Manager, Planner, ICT oriented and apart from being able to work in Academia, is able to function in other organizations as well.

5.3.2 What the work of a Librarian entail

Respondents were presented with a list of ten tasks and were asked to identify which of them they thought Librarians performed as part of their day to day responsibilities. The respondents showed a slight understanding of what the duties of a Librarian entailed. “Check in and check out books”, helping others to get information and shelving of books were the duties that received the highest identification. It is undoubtedly clear the three most recognized tasks by the students were all related to books. It goes to confirm the stereotyping of Librarians by many as people who sit idle for the whole day and all they do is to arrange and take care of books. Only a few identified conducting research, teaching, managing computers and managing databases as tasks Librarians perform.

The low level of knowledge about the duties of Librarians may have arisen as a result of the respondent’s inability to differentiate between a Librarian and other Library workers. Perhaps to them every person who works in a Library is a Librarian and are unable to distinguish between them. Again, they are basically School Library users which are usually managed by personnel who are not trained Librarians (Alemna, 2002). The duties which require managerial skills and expertise to perform (managing databases, conducting research and teaching) received very low level of recognition. It will be very difficult to attract the SHS students to the profession when to them, “check in and check out of books”, helping others get information and shelving of books are among the three main functions performed by a Librarian.

5.3.3 Tools Librarians use in carrying out their duties

To test the students' familiarity with the tools Librarians use in doing their work, respondents were asked to identify some working tools of Librarians. Books and computers were highly recognized. It is quite encouraging to know that a sizeable number of students identified the role of ICT in Libraries.

Tools like CD ROMs and microfiche reader which are not commonly found in School Libraries were given a low score. Although in modern times, the mobile phone, pen drive, document scanner and the printer have become major working tools of the Librarian, the students' seem to have a low level of recognition of them. They all received less than 40% recognition from the respondents. The low level of awareness was not unusual since majority of the respondents used only the School Libraries which are not well equipped (Ohene-Agyekum & Filson, 2012).

5.3.4 Level of Education of Librarians

“People often do not believe that Librarians need broad education. They often assume the librarian's knowledge is limited to only the physical library” (Fagan, 2002) as cited in (Aharony, 2006, p. 238). The findings of this research are in accord with Fagan (2002) in the sense that a greater number of the respondents believe Librarians require just a University Diploma to work. The low rating of the Librarian's educational requirement is further reflected in the response of 18% of the students who were of the view that possessing an SSSCE is enough to offer a person a job as Librarian. The interpretation by the respondents that librarians do not require an M A or PhD degrees may also be as a result of their inability to differentiate between a Librarian and other Library staff.

The findings is in agreement with Newbutt & Sen (2009) who surveyed 2000 new University students in Canada to examine the impression young people have about Librarianship as a career. They found that less than 40% recognized that Librarians require University Education. Again, these results are discouraging in its repercussion in attracting SHS students to the library profession. Most students would be interested in careers that could give them the opportunity to advance academically and will most likely be unwilling to choose one that to them, does not require University Education.

5.3.5 Perception of salary level of Librarians'

Data collected in response to the students' perception of salary levels of Librarians revealed that majority of respondents classify Librarians' as low-income earners. They were supposed to select from a scale of seven different salary levels ranging from a low monthly income between Ghc 1000-2000 and a high income of GHc 7000-8000. It is quite interesting to note that majority of students selected the lowest salary level for the librarian (GHc1000-2000). Just a meager of 1.8% believes Librarians could earn GHc7000-8000. This could create challenges for the student's in choosing the profession because they would definitely not be interested in a career in which wages will not be high enough to earn them a decent life.

The result is however dissimilar to that of Genoni & Greeve (1997) whose study revealed that majority of Secondary School Students in Australia had a reasonable accurate understanding of the current salary levels of Librarians. The study by Ard, et al. (2006) of LIS students of the University of Alabama on the other hand, supports the findings of the current study. Participants were presented with a scale of seven different salary levels. The students overall salary expectation after they have completed the LIS programme was below the wages of Librarians.

5.3.6 Perceived gender of most Librarians

The perception that there are more female than male Librarians is expected because over the years the library profession is more accepted among the feminine gender (Egunjobi, Taofiq, & OlufelaI, 2013). The findings of this study are in agreement with that perception. It was revealed that while majority of respondents were of the view that most Librarians were females, a rather significant number also indicated that Librarians were of both gender. Generally, students did not see librarianship to be a profession for males. Only 4.0% believed most Librarians were males

5.4 LIBRARIANSHIP IN COMPARISON WITH OTHER CAREER GROUPS

One of the objectives of the research was to ascertain the SHS student's perception of Librarians as compared to other professions and also to determine whether they understand and appreciate their work.

5.4.1 High Education

The SHS students had already indicated that the Librarian required University Diploma and SSSCE to work. Obviously rating the librarian low in the education required to work as a Librarian.

The Librarian was ranked 8th by the respondents for this criterion. The Electrician which was ranked 9th had a mean score similar to that of the Librarian. Suffice to note that, the students believed a Librarian did not require much education. To indicate that the Librarian does not require more education than the Electrician, a profession which in Ghana is not obtained with a University Education is an issue of concern. This clearly shows that the SHS students' did not really appreciate the work of Librarians.

The result of this study is consistent with several studies. For example, Majid and Haider (2008) as cited in Cherry, Duff, Singh, & Luanne (2011) in their study of “Library and Information professionals in Singapore”, found out that only 1.9% of respondents thought that Librarians required Master’s degree. On the contrary 40% believed Ordinary Level (O’ level) or its equivalent is what is needed to be a Librarian. If the SHS students are of the view that the education needed by the Librarian must not exceed that of Nurses and Teachers, it is a significant reason why librarianship should be promoted. The study is also in agreement with Genoni & Greeve (1997) where SSS students ranked the Librarian lowest among 10 professions, showing a strong negative response.

5.4.2 Highest earning capacity

Not only was the Librarian ranked very low by the students, but had a mean score of 8.345 which was highly undesirable because the Teacher who was ranked just ahead of the Librarian received a mean of 6.802. The implication is that the SHS students would not be interested in librarianship because the salary paid to them is low. In a similar study by Fagan (2002), of 48 undergraduates from Southern Illinois University, 79% of the respondents believed Librarians received very low salaries. The perception that Librarians receive low salaries may be as a result of their lack of understanding that Librarians are professionals who hold high positions in other establishments but not just the School Librarians they know.

5.4.3 Most helpful to society

Some people are happier to pursue careers that are seen to be helpful to society even if the salary is low (Mugot, 2012). The helping aspect of librarianship did better than the Accountant and the Pilot in this criterion. However, respondents still believed that the Teacher, Nurse, Lawyer and

Electrician were more helpful to society than the librarian, suggesting they prefer those careers to librarianship. The results of the findings indicate that respondents did not find librarianship to be helpful to society. This is again disturbing because if students will not consider the profession because it will not earn them enough salary, but are of the view that a motivating factor which is 'being helpful to society' will also not let them choose librarianship, then it is apparent the profession does not interest the SHS students.

5.4.4 Highest social status

The Librarian on this criterion was ranked above only two professions, that of an Electrician and the Receptionist. The mean score of the Librarian and the Electrician were also similar (8.040) and (8.056) respectively, displaying the SHS students' lack of respect for Librarians. It is assumed this is the case because majority of the respondents admitted they were exposed to only their School Librarian. Apparently, displaying the respondents' lack of contact with other Librarians. It is obvious that School Librarians in Ghana will experience a lower social status as compared to their colleagues in other types of Libraries such as the Academic and Private Libraries.

The findings of the low social status of the librarian is in support of the findings of Majid and Haider (2008) as cited in Cherry, Duff, Singh, & Luanne (2011). In examining the image of Public and Academic Librarians in Singapore, they reported that the respondents were asked to rank the social status of Librarians in comparison to other professions. The Public and Academic Librarians in Singapore were perceived to have the lowest social status of the professions they were asked to rank. In the current study even though the Librarian was ranked above the Electrician and the Receptionist, the rating was still negative.

5.4.5 Opportunity for career advancement

The Librarian scored better on this criterion than the other four, showing the respondents view of the Librarians opportunity for further studies leading to career advancements. The student's response shows that they perceive Librarians require low level of education but when given the opportunity they could advance themselves academically.

Despite this, it is divulged from the results that respondents were of the view that the Teacher, the Nurse and the Accountant has a better chance of career advancement than the Librarian since they were scored higher. The Librarian was ranked 7th with a mean of 6.274. This is dissimilar to the findings of Genoni & Greeve (1997) where the Librarian was the last among 10 professions compared. This assertion is supported by Ismail (2006) who disclosed that SSS students in Australia did not believe librarianship could offer prospects for career advancement. Given that in this criterion the librarian scored better, it could be said that SHS students about to leave school could develop interest in librarianship if it is well marketed.

5.5 STUDENTS' INTERESTS IN LIBRARIANSHIP AS A CAREER CHOICE

The study sought to find out whether the SHS students were interested in librarianship as a career choice

5.5.1 Giving thought to librarianship as a career choice

In the final part of the questionnaire, very important questions were posed to determine whether the SHS students have got interest in librarianship as a career. It is of great concern for the future of the profession to note that out of the 326 respondents only 48 would consider librarianship as a

career option. The findings of this study show that the SHS students were not interested in choosing a career in librarianship.

5.5.1.1 Reasons why librarianship appeals to the SHS students

The 14.7% said they would consider becoming Librarians because they had love for books, conducting research, increasing their knowledge base and will consider it as a second career option. It is important to note that they did not take into consideration socioeconomic factors such as the help it provides to the community, job satisfaction, career advancement and salary. It is obvious that if the SHS students' will choose librarianship as a profession, it is because of the love they have for it.

The findings are in agreement with studies conducted by Hallam & Partridge, 2005; Kim, Chiu, Sin, & Robbins, 2007; Mugot, 2012 where love for the field and love for research attracted LIS students. Farley-Larmour (2000) studied first year undergraduate students at three Australian Universities to find out why they opted for LIS. It reported that even though students did not want to pursue LIS from the initial stages, their love for reading books, strong interests in helping others and conducting research were important factors. Personal experience through Library work and use of Libraries at the Secondary School level was also a form of motivation.

It was also revealed that student's initial perceptions and understanding of the work of the librarian and the reality of professional practice were not the same. This shows that the SHS students' lack of interests is as a result of low knowledge of the work of the Librarian and confusion about the distinction between Librarians and other Library workers. The willingness of few to consider librarianship as a career is an indication that with well-thought-out, well-planned, and targeted marketing, the SHS students can be influenced in favour of librarianship.

5.5.1.2 Reasons why librarianship does not appeal to the SHS students

Majority of students responded that librarianship does not appeal to them for various reasons. One major reason expressed by the students' is their lack of knowledge and understanding of the profession. They did not have understanding of the Librarians work; besides they could not see the relationship between their course of study and librarianship. Their responses also revealed their lack of respect for the profession which may be as a result of the condition of their School Libraries. The negative responses showed that the factors that usually influence career choice including salary and good career prospects (Sax, 1994; Hallam & Partridge, 2005). Job security (Alansari, 2011). Also, opportunity for career advancement (Adanu & Amekuedee, 2010). The location of work (Borchert, 2002) and job satisfaction (Simon & Taylor, Career History and Motivation for Choosing LIS: A Case Study at Aberystwyth University, 2011), to the SHS students' librarianship does not offer such prospects.

On the other hand, studies focusing on Librarians in the Library workforce have shown that factors like previous exposure to the Library profession led to an interest in the career (Ard, et al., 2006; Adanu & Amekuedee, 2010). Love of books and reading (Berry, 2007; Newbutt & Sen, 2009). Interests in helping people (Berry, 2007). Some respondents said they had interest in reading books while others indicated they will choose a career depending on the help it offers to society. Likewise, others showed interest in using the Library. All these individuals can be regarded as potential future Librarians if they are provided with the right guidance.

Unfortunately, the "guidance and counseling units in the SHS are moribund". They do not normally focus on guiding students in choosing careers. "The few counselors available in a few schools have been made to take to teaching other subjects and have abandoned their professional and primary roles of counseling and guiding the students on choosing careers" (Folorunso, 2008).

5.5.2 Knowledge of other Librarians apart from School Librarians

Majority of the students disclosed that they knew only their School Librarians. This question was asked to determine any influence from knowing someone in the profession. Those who answered yes also indicated who they were, for example 90% said those Librarians were friends. The result is highly supported by Newbutt & Sen (2009) where majority of respondents did not know other Librarians apart from their school Librarians.

5.5.3 Preferred career choice of the SHS students

The respondents were asked to state their preferred careers in an open-ended question that did not provide options for them to pick from. The results from the findings revealed that all 326 respondents did not have interest in librarianship as a career choice. Disclosing their individual career choices, about 25 professions or occupations were specified by the respondents. It was quite disappointing that none of the respondents wanted to become a Librarian most especially so when the research topic was about librarianship. Certainly, the study was not about Accountants, Nurses, Lawyers, Doctors, Journalists, or Pilots. Nonetheless, these very professions were the ones chosen by the students. As the literature seems to suggest librarianship simply does not appeal to young people. The findings corroborates several previous studies (Ard, et al., 2006; Cherry, Duff, Singh, & Luanne, 2011; Folorunso, 2008; Newbutt & Sen, 2009; Dukic & Dukic, 2014) which showed that most young ones prefer the other professions because they are of the view that it attracts high salary and other benefits like holidays and travelling, it is respected by society, it provides better opportunities for career advancement, has occupational prestige which is usually influenced by the educational level and income associated with a particular occupation.

5.5.4 Factors most likely to influence students career choice

In choosing a particular career, majority chose the help it provides to society as the number one influential factor followed by salary, job satisfaction, opportunity for career advancement, job security while the last factor was location of job. Meanwhile from the previous ranking of ten professions librarianship was ranked 8th in the help it provides to society and salary level, also it was ranked 7th in opportunity for career advancement. This suggests that in the minds of the SHS students a career in librarianship is enormously unattractive. It could also be said that until the negative images of the profession and the misunderstanding about their work is corrected, they will continue to have undesirable attitudes towards librarianship.

CHAPTER SIX

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This study aimed at investigating whether selected SHS students in the Akropong- Akuapem Municipality are willing to choose a career in librarianship instead of other professions. It involved 326 Form Three Students selected from Five Schools.

The main objectives of the study were to ascertain the SHS students' knowledge and use of the school library, ascertain whether the SHS Students were aware of a career in librarianship, the perception of the SHS Students about Librarians and Librarianship and whether they understood and appreciated the work Librarians do, whether the SHS Students were interested in choosing librarianship as a career, their preferred career choice after they have left school and to determine the factors that influence the SHS students' decision in choosing a career.

This chapter presents a summary of the major findings and gives the conclusion obtained from the findings. It also provides some salient recommendations based on the outcome of the findings.

6.2 Summary of findings

The major findings from the study are summarized below:

6.2.1 Students' knowledge and use of the school library

The findings of the study revealed that the students were aware of the existence of libraries in their various schools. The result also indicated that 89% of students used the library. They visited the library mostly in connection with their academic work. Concerning the availability of computers

and internet at the library, the study shows that out of the five schools studied only MGSHS had computers and internet. The students' knowledge and use of the library was very important to the study because the condition and environment of the school library and the equipment available could influence their choice of librarianship as a career. The students' lack of interest in librarianship as a career may have arisen as a result of the poor nature of the school library, since the study revealed that the libraries did not have adequate facilities.

6.2.2 Knowledge of Librarianship as a career and their work

The results of this study show that the SHS form three students do not have appreciable knowledge of what librarianship entails. Majority of respondents did not know that librarianship could be pursued at the University. Furthermore, about 77% were unaware of the Universities in Ghana that train Librarians. The lack of knowledge of these basic and important issues about the profession is an indication that librarianship will not be considered by the students as their preferred careers. It was also disclosed by this study that the students do not have considerable idea about the different places a Librarian could work. Majority identified Libraries in educational institutions, notably School and University Libraries as the places Librarians work. Implying they are unaware that Librarians could work in private firms and various industries.

Similarly, the respondents demonstrated limited understanding of the tools Librarians use in doing their work. Few students recognized tools such as pen drive, printer, projector and scanner. Majority recognized books and computers as the main tools used to work. Meanwhile, their knowledge that Librarians use computers in doing their work indicate the students displayed a sound awareness of the importance of technology in Libraries.

6.2.3 Librarianship in comparison with other career groups

The Librarian was ranked 8th out of the ten professions in three of the five criteria examined by the students. The low ranking of the Librarian in terms of educational requirements suggest the SHS students do not think Librarians require much education. They also ranked Librarians low regarding their earnings. Similarly, the respondents were of the view that the Electrician is more helpful to society than the Librarian, even though the Librarian was ranked above the Accountant and Pilot on the criterion assessed.

The Doctor, Lawyer and Pilot were viewed as the most respected by society. The only occupation that the Librarian was ranked above in all the five criteria is the Receptionist. The evidence based on the responses and consistent low ranking of the Librarian suggests clearly that librarianship is not likely to attract the SHS students both in terms of material and social rewards.

6.2.4 Students' interests in Librarianship as a career choice

The findings of this study suggest that the SHS students' are not interested in choosing librarianship as their career. Only 48 or 14% of them indicated they will be willing to consider librarianship as career because of the love they have for Books, Research and helping others. Some said they would consider it as a second career choice because they may not be academically qualified or financially equipped to pursue their preferred career choices. The fact that some students will give a thought to working as Librarians is encouraging, suggesting that more of the youth could be attracted into the library field with well-planned marketing strategy.

Even though some of the respondent's would consider becoming librarians in the future, none of them chose librarianship when they were asked to specify their preferred career choice. It was also found out that majority of the students knew only their school librarians, which means that the

possibility of them being influenced by other librarians who may be working in more attractive environments is less likely.

6.2.5 SHS students preferred choice of career

Based on their responses, more than 50% of the SHS students wanted to become either Lawyers, Nurses, Doctors or Accountants. They prefer those disciplines because in their eyes they are respected by society, material rewards are high, they offer them the opportunity to travel abroad and finally they have interest and passion for those professions. In fact, to them, Librarians lack the prestige associated with other disciplines.

6.2.6 Factors most likely to influence students career choice

Majority of the respondents indicated that in making their career choice decisions, the most important factor likely to influence them is the help the profession provides to society, followed by salary. The other factors in descending order are job satisfaction, opportunity for career advancement, job security and the location of work.

6.3 Conclusion

The image and status of Librarians have been the focus of considerable studies for almost a century. There was little indication that either Librarians themselves or the society at large has rated the status of the Information professional highly (Cherry, Duff, Singh, & Luanne, 2011). This study established that librarianship is not the career choice of the SHS students in the Akropong- Akuapem Municipality.

It is obvious that they are unaware and unappreciative of the work Librarians do, due to their lack of awareness of what librarianship as a profession is all about. The findings in general imply that librarianship as a profession has a low profile amongst the SHS students. The students perceived it as boring, less challenging, tedious and unpopular, has low earning capacity, provides less economic rewards, not respected by society and not interesting.

Some may argue that there should not be much concern about the lack of SHS leaver's interests in librarianship since others will make their way into the profession in their later life. This argument may not be appropriate because the future of the profession is critically related to the quality of its work-force. If the most ambitious, dynamic, fresh and innovative minds will enter the profession, then the time to do so is when they make their first career choice decision.

To leave it for the future implies forgoing the opportunity, because high quality students entering other professions are most often disinclined to change their careers once they have charted a path and have begun to be content within the structure of their first choice professions. It is in the interest of the profession to entice SHS leavers who have interest in librarianship.

6.4 Recommendations

Taking into account the findings of the study, the following recommendations were considered:

6.4.1 Marketing and Promotion of Libraries

There was an indication from this study that the awareness of librarianship as a career among the SHS students was minimal. Hence the need for it to be promoted. This can be done through the use of the Media (Print and Electronic), Magazines, Newsletters, Brochures and Tracts. Public

relations strategies such as the use of Book displays, career orientation and having personal interactions with librarians must be encouraged.

Workshops, seminars, and training on career in librarianship can be organized by the Ghana Library Association (GLA) and Librarians for the SHS students to help sensitize them about the profession. In a study undertaken by Revelas (2002) cited in (Mugot, 2012), he found out that the Medical Science profession had the highest percentage of the students' career choice. Only 3 out of 55 respondents chose LIS. But after conducting career orientation programmes to create awareness 17 or 31% chose the LIS profession. An indication that SHS students could develop interest in the field if they have a clear understanding of the profession.

6.4.2 Campaigns/ drives Programmes

Academic librarians and professional associations such as the GLA can increase awareness of the profession by engaging in campaigns/ drives programmes. This can be done during the school's speech and prize-giving day, annual anniversary celebrations or during career talks. With these awareness campaigns/drives in place, the negative perception the students have about librarianship may begin to change. They may begin to notice that the librarian plays a very significant role and provides services beyond the work they usually see them do.

6.4.3 Making the Library Visible

Making the School Library more visible can help students realize it as a career choice. They should be given more assignments and home work so that they can make use of the library and its resources. Again, School Librarians must be visible to the students by engaging in academic

programmes and activities to enable them notice the importance of the library and the role of the librarian. This can attract the SHS leavers to the library field.

6.4.4 Equipping the School Libraries

This study disclosed that the SHS students lack interest in the library field. It may be as a result of the very poor state of most School Libraries. The equipment and materials needed to make them function effectively are nonexistent. This situation reinforces the stereotypical view of the work of Librarians. The School Libraries must therefore be well equipped. The youth are interested in technology. If they realize their school Libraries are automated and they see the library staff working with equipment such as the Computer, Projector, Scanner, and Photocopier, it can help them dispel stereotypical views that Librarians sit idle all day, only stamping and arranging books.

6.4.5 Guidance and Counselling Units

The findings of the study reveal that the Guidance and Counselling units in the schools are not functioning effectively. The guidance and counselling services in the SHS should therefore be strengthened to help students make the right career choices. The units should have available Directories of professions that include librarianship. Some students at the SHS level lack proper guidance and counselling to enable them make the right career choices based on their potentials and talents.

To help students choose courses and careers that will help them develop their talents and potentials, guidance and counselling coordinators in the SHS must be adequately equipped and supported. This critical unit must be rejuvenated and be given the desired support to perform its main functions of guiding and counseling the students. The unit must also carry out career orientation as a tool to promote and advocate the Library and Information Studies profession to SHS students.

6.4.6 Scholarships for SHS Students

It should be the objective of the GLA and other international professional bodies such as IFLA to grant scholarships to students to pursue LIS at the University. They can either give scholarships to some students by themselves or negotiate organizational scholarships to serve as an incentive for SHS students.

6.4.7 School Librarians

Most staff in charge of the School Libraries are not trained librarians. In some of the Schools, teachers are in charge of the Library. There is need for them to attend training programmes in librarianship to upgrade themselves or enroll in Library Schools. This can help correct the negative perception of the respondents that Librarians do not require higher education.

6.4.8 Continuous Research

There has been an impressive amount of research carried out on librarianship as career in Africa and in the advanced countries. However, most of these studies on librarianship as career choice in the past have focused on the perspective of students in Library Schools and library workers (Shannon, 2008).

The choice of LIS from the perspective of the SHS students has not received much attention. In fact as at 2015 only 3 papers in the past 15 years studied SHS students' (Moniarou-Papaconstantinou, Vassilakaki, & Tsatsaroni, 2015). Reinforcing why the references for this study appear to be old. This calls for continuous research to be undertaken in this area to enhance and promote librarianship as a profession. Additionally, comparative studies can be conducted in selected SHS's in all the 16 Regions, to determine whether the results of this study is the general

perception of SHS students' in Ghana about Librarians or whether others in different parts of the country have different opinions.

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APPENDIX

STRUCTURED RESEARCH QUESTIONNAIRE

Dear student participant,

I am Samuel Abban, a student of the Information Studies Department, University of Ghana, Legon.

I am undertaking a study as part of the requirement for the award of MPhil degree in Information Studies. My topic is: **Choosing Librarianship as Career: A Study of Selected Senior High School (SHS) Students in Akropong- Akuapem Municipality.**

You have been selected to answer some questions to enable the researcher gather adequate information which will be used for only academic purposes. You can therefore be assured that all information provided will be treated as confidential. I would be grateful if you could spare some of your time to answer the questions below. Thank you for your co-operation.

Instruction: please tick [] in the bracket and write in the space provided.

SECTION A: BACKGROUND DATA

1. What is the name of your school?

.....

2. Gender: [] Male [] Female

3. Age:

4. What is your course of study?

[] Business [] Home Economics [] Science [] Agricultural Science

[] Visual Arts [] Technical Skills [] General Arts

SECTION C: STUDENTS' KNOWLEDGE OF LIBRARIANSHIP AS CAREER AND THEIR WORK

14. Are you aware you can pursue a course in librarianship at the university?

Yes No

15. Are you aware of any university in Ghana that trains librarians? Yes No

16. If yes, list those universities in the space provided below

.....
.....
.....

17. What do you think is the gender of **MOST** librarians?

Male Female both gender

18. Which places do you know librarians work? (tick all the places you think librarians work)

University TV station Hospital Court
 School Archive Bank Parliament
 Law Firm Private organization Radio station Church

19. In your view what does the duties of a librarian entail? (tick as many as applied)

Shelving of books Manage databases Conduct research
 Check in and check out books Photocopy documents Catalogue books
 Help others to get information Manage computers Teach
 Search for information on the internet

20. Which of the following tools do you believe librarians use in doing their job?

- mobile phone books pen drive printer computer
 projector photocopier scanner CD ROM microfiche reader

21. In your view what level of education is required to be a librarian? (tick only one option)

- SSSCE University diploma Bachelor's degree
 Master's degree Doctorate degree

22. In your estimation, how much monthly salary does librarians earn? (tick only one)

- GHc1000-2000 GHc 2000-3000 GHc 3000-4000
 GHc 4000-5000 GHc 5000-6000 GHc 7000-8000

SECTION D: STUDENT'S PERCEPTION OF LIBRARIANS IN COMPARISON WITH OTHER CAREER GROUPS

Instruction: Using the ranking order method, rank the 10 selected professional categories from the highest to the lowest

23. Which of the following professions in your view require **high education e.g. University degree**, in order to be able to work in? (Rank from 1st to 10th in the box against your choice of profession. 1st being the highest and 10th being the lowest)

- | | |
|---------------------------------------|--------------------------------------|
| <input type="checkbox"/> Accountant | <input type="checkbox"/> Librarian |
| <input type="checkbox"/> Pilot | <input type="checkbox"/> Nurse |
| <input type="checkbox"/> Teacher | <input type="checkbox"/> Doctor |
| <input type="checkbox"/> Lawyer | <input type="checkbox"/> Electrician |
| <input type="checkbox"/> Receptionist | <input type="checkbox"/> Scientist |

24. Which of these profession in your opinion has the **highest earning capacity?** (Rank from 1st to 10th in the box against your choice of profession.)

Accountant

Librarian

Pilot

Nurse

Teacher

Doctor

Lawyer

Electrician

Receptionist

Scientist

25. Which of these profession do you believe is **most helpful to society?** (Rank from 1st to 10th in the box against your choice of profession).

Accountant

Librarian

Pilot

Nurse

Teacher

Doctor

Lawyer

Electrician

Receptionist

Scientist

26. Which of these professions do you think has the **highest social status?** (Rank from 1st to 10th in the box against your choice of profession).

Accountant

Librarian

Pilot

Nurse

Teacher

Doctor

Lawyer

Electrician

Receptionist

Scientist

27. Which of these professions in your view provides **opportunity for career advancement**?
(Rank from 1st to 10th in the box against your choice of profession).

Accountant

Librarian

Pilot

Nurse

Teacher

Doctor

Lawyer

Electrician

Receptionist

Scientist

SECTION E: STUDENT'S INTEREST IN LIBRARIANSHIP AS A CAREER CHOICE

28. In considering a future career would you like to become a librarian?

Yes

No

29. If yes give reasons why librarianship appeals to you

.....
.....
.....

30. If no, explain why librarianship does not appeal to you

.....
.....

31. Apart from your school librarian, do you know anyone who works as a librarian?

Yes

No

32. If yes, what is that person to you? (E.g. Mother, Friend, Uncle Etc.)

.....

33. What would you like to be in future? (i.e. the work you want to do)

.....

34. Explain why you prefer the above mentioned profession?

.....

.....

.....

35. Which of the following factors are most likely to influence your choice of a particular career?

(tick only one option)

- Job security Salary Help it provides to the society Opportunity
for educational advancement Location of work Job satisfaction

THANK YOU



UNIVERSITY OF GHANA
DEPARTMENT OF INFORMATION STUDIES
SCHOOL OF INFORMATION AND COMMUNICATION STUDIES

Ref. No.:

November 22, 2018

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

INTRODUCTORY LETTER

I write to introduce to you Mr. Samuel Abban, an M. Phil student of the Department of Information Studies, University of Ghana, Legon.

He is researching on the topic “**Choosing Librarianship as career: A study of selected SHS students in Akropong-Akuapim Municipality**”.

Please assist him with the necessary information that will be needed to undertake the research.

Thank you.

Yours faithfully,

A handwritten signature in black ink, appearing to be 'Emmanuel Adjei', written over a large, stylized scribble.

Dr. Emmanuel Adjei
Head of Department

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