Why librarianship? : a survey of students’ reasons for choosing librarianship

This item was submitted to Loughborough University’s Institutional Repository by the/an author.

Additional Information:

- A Masters Dissertation, submitted in partial fulfilment of the requirements of the award of Master of Science of Loughborough University.

Metadata Record: https://dspace.lboro.ac.uk/2134/21797

Publisher: © S.T. Por

Rights: This work is made available according to the conditions of the Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International (CC BY-NC-ND 4.0) licence. Full details of this licence are available at: https://creativecommons.org/licenses/by-nc-nd/4.0/

Please cite the published version.
<table>
<thead>
<tr>
<th>AUTHOR/FILING TITLE</th>
<th>FOR. S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCESSION/COPY NO.</td>
<td>036000200</td>
</tr>
<tr>
<td>VOL. NO.</td>
<td></td>
</tr>
<tr>
<td>CLASS MARK</td>
<td>LUT THESIS - L</td>
</tr>
<tr>
<td>30 JUN 1995</td>
<td></td>
</tr>
<tr>
<td>4 NOV 1997</td>
<td></td>
</tr>
<tr>
<td>4 MAR 1998</td>
<td></td>
</tr>
<tr>
<td>20 MAR 1998</td>
<td></td>
</tr>
<tr>
<td>24 APR 1998</td>
<td></td>
</tr>
</tbody>
</table>
WHY LIBRARIANSHIP?
A Survey
of
Students' Reasons for Choosing Librarianship
by
SooTee POR B Sc

A Master's Dissertation, submitted in partial fulfilment of the requirements for the award of the Master of Science degree of the Loughborough University of Technology
September 1992

Supervisor: Diana Dixon, B.A., M.Phil. Leicester,
Dip.Lib.London, ALA
Department of Library and Information Studies

© S.T. POR, 1992
ACKNOWLEDGEMENTS

I would like to thank first and foremost Mr David Lauder for his moral and technical support. On computer-related matters his advice was invaluable. I would like to express my sincere thanks to Miss Diana Dixon for her patience and her invaluable advice and supervision.

I would also like to thank Mr Max Hunt for his help with SPSS-X and Mr David Haworth for his advice and for being a good listener. The same goes for the lecturing and administrative staff of the Department of Library and Information Studies of Loughborough University of Technology.
ABSTRACT

This dissertation looks at the trends and characteristics of students embarking upon a career in the library and information profession. It also considers the impression and the ethos generated by the way Career Information and Course Handbooks present library and information services.

In particular, it profiles the LUT DILS student intakes for the Academic Year 91/92. Students' previous job experience and their chosen careers were analysed against their given reasons to embark upon a library and information course so as to establish whether a library and information profession is their first or their second choice of career.

It was found that the intakes are predominantly female and they are inclined to specialise in humanities and social science subjects. They are likely to be individuals who are inquisitive, investigative, like attending to details and have good interpersonal skills not in organising and administering people but in understanding and helping people. He or she is also likely to be an independent worker who values the aesthetic qualities of the work and the workplace.

They are not likely to be outwardly competitive. Most of them do not care for monetary gain and they seemingly lack leadership qualities. Most of them consider the role of work important and they are keen to identify their implicit need for personal growth with their job.

The results suggest that the library and information profession embarked upon was treated by some as a second choice of career. The main first chosen careers are in the literary proper, social work and in teaching.

Course reference handbooks for different educational establishments could not agree in their main entry headings for library and information work and they tend to have different philosophical outlooks for the library and information profession. Such different approaches created a confused image for the library and information profession.

The tertiary career guidance was found to represent information services more realistically by its occupationnal nature and not by the employment sectors as in the Career Library Classification Index (CLCI) used by secondary careers guidance.
TABLE OF CONTENTS

Title Page
Acknowledgements
Abstract
Table of Contents
List of Tables
List of Figures and Diagrams
Abbreviations

Chapter 1 Introduction
  1.1 Aims of Study
  1.2 Definition of Problems
  1.3 Scope of Study
    1.3.1 Student Assessment
    1.3.2 Career Information/Course Handbooks

Chapter 2 Literature Survey
  2.1 Personality Studies
  2.2 Career and Profile Studies
  2.3 Professional Characteristics
    2.3.1 Leadership Qualities
    2.3.2 Monetary Benefits
    2.3.3 Library Work as the First or the Second Choice of Career
    2.3.4 General Background

Chapter 3 Research Methods
  3.1 Introduction
  3.2 Department of Information and Library Studies, LUT
  3.3 Questionnaire Design
  3.4 Questionnaire Improvement
  3.5 Questionnaire Analysis
    3.5.1 Data Preparation Service
    3.5.2 SPSS-X Statistical Software Package
    3.5.3 Excel Spreadsheet Programme
    3.5.4 EMACS Editor and TEXType-Setting Software

STUDENT QUESTIONNAIRE SURVEY ANALYSIS
Chapter 4 LUT DILS Student Profile
  4.1 DILS LUT Student Profile for Academic Year 91/92
  4.2 Male v Female
  4.3 Postgraduates v Undergraduates
  4.4 DILS Courses of Study
    4.4.1 U/G Courses
    4.4.2 P/G Courses
  4.5 Students Nationality
    4.5.1 Nationality v Taught Courses
    4.5.2 UK Students
4.6 Students Age Groups
4.7 Students Social Background
4.8 Validity of Questionnaire Samples
4.8.1 Representativeness of Samples

Chapter 5 Students Work Experience and Aspirations
5.1 Introduction
5.2 Students with Previous Occupation
5.3 Reasons for Embarking Upon the DILS Courses
   5.3.1 Previous Occupation v "Change of Career"
   5.3.2 Previous Occupation v "Improving Career Prospects"
   5.3.3 Previous Occupation v "Preparing for Librarianship"
5.4 Summary on Previous Occupation
5.5 No Aspiration and No Previous Occupation
5.6 No Aspiration but with Previous Occupation
   (Previous Occupations in Field of Study)
5.7 (Previous Occupation not in Field of Study)
5.8 Students with Aspirations
5.9 With Aspiration v with Previous Occupation
   (Not in Chosen Fields)
   5.9.1 Literary Aspirations
   5.9.2 Aspirations in Social Work
   5.9.3 Aspirations in Artistic Fields and Others
5.10 (Positive Move by Being on the DILS Courses)
5.11 With Aspiration but no Previous Occupation
   5.11.1 Chosen Work in Library & Information
   5.11.2 Aspirations in Literary Proper
   5.11.3 Aspirations in Social Work
   5.11.4 Aspirations in Artistic Fields and Others
5.12 Summary of Findings

Chapter 6 Students Work Values and Abilities
6.1 Introduction
6.2 Students Work Values
   6.2.1 Job Satisfaction
   6.2.2 Leadership
   6.2.3 Economic Values v Aesthetic Values
   6.2.4 The Extrinsic and the Intrinsic Job Factors
   6.2.5 Summary on Students Work Values
6.3 Students’ Abilities
   6.3.1 Anova Analysis of Variance
   6.3.2 Comparative Studies between Two Ability Areas
6.4 Interpretation of DILS Students Abilities
   6.4.1 Things
   6.4.2 Ideas
   6.4.3 Data
6.4.4 People
6.5 Summary on Students Abilities

CAREER INFORMATION ANALYSIS
Chapter 7 Career Information on Library & Information Work
7.1 Introduction
7.2 Category I—General Career Guides
7.3 Category II—Career Clusters
   7.3.1 Criticism of the DOG Guide 92
7.4 Category III—Specific Publications
   7.4.1 Those Available On-Sale
   7.4.2 Professional publications

Chapter 8 Course Handbooks and Career Information on Employment Opportunities
8.1 Introduction
8.2 Publishing Authorities
8.3 The Philosophical Reasons behind the Course Handbook Publications
   8.3.1 The Polytechnics
   8.3.2 The Universities
   8.3.3 The City & Guilds
   8.3.4 HND, DOFE/dukhe
   8.3.5 Summary
8.4 Career Information on Employment Opportunities
   8.4.1 Examine “Type of Occupation”
   8.4.2 Examine “Type of Employer”
   8.4.3 Concept of “Operational Purpose” in Information Service
   8.4.4 Summary

Chapter 9 Conclusion and Recommendations
9.1 LUT DILS Student Profile
9.2 Conclusion
   9.2.1 Characteristics of Students
   9.2.2 Comparing Secondary and Tertiary Career Information
   9.2.3 Course Information
9.3 Recommendations
   9.3.1 Further Studies
   9.3.2 Professional Actions

References
Bibliography
Appendices
## LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-1</td>
<td>P/G and U/G Student Intake for Academic Year 91/92</td>
<td>19</td>
</tr>
<tr>
<td>4-2</td>
<td>Breakdown of U/G Courses by Gender</td>
<td>22</td>
</tr>
<tr>
<td>4-3</td>
<td>Students by Nationality under UK, EEC and Non-EEC</td>
<td>25</td>
</tr>
<tr>
<td>4-4</td>
<td>The Age Group Ratio for P/G and U/G</td>
<td>26</td>
</tr>
<tr>
<td>4-5</td>
<td>Validity of the Questionnaire Samples</td>
<td>27</td>
</tr>
<tr>
<td>4-6</td>
<td>Representativeness of Samples</td>
<td>27</td>
</tr>
<tr>
<td>5-1</td>
<td>Students Job Titles</td>
<td>29</td>
</tr>
<tr>
<td>5-2</td>
<td>Students with Previous Occupation P/G v U/G</td>
<td>30</td>
</tr>
<tr>
<td>5-3</td>
<td>Reasons for Embarking on Courses is</td>
<td>32</td>
</tr>
<tr>
<td>5-4</td>
<td>Reasons for Embarking on Courses is</td>
<td>32</td>
</tr>
<tr>
<td>5-5</td>
<td>Reasons for Leaving Previous Employment</td>
<td>33</td>
</tr>
<tr>
<td>5-6</td>
<td>Students Reasons</td>
<td>34</td>
</tr>
<tr>
<td>5-7</td>
<td>Age Groups v Student Reasons</td>
<td>35</td>
</tr>
<tr>
<td>5-8</td>
<td>Students with Aspirations</td>
<td>36</td>
</tr>
<tr>
<td>5-9</td>
<td>Not in Chosen Field</td>
<td>36</td>
</tr>
<tr>
<td>5-10</td>
<td>Literary Aspirations</td>
<td>37</td>
</tr>
<tr>
<td>5-11</td>
<td>With Social Work</td>
<td>39</td>
</tr>
<tr>
<td>5-12</td>
<td>Agricultural, Artistic Fields and Others</td>
<td>40</td>
</tr>
<tr>
<td>5-13</td>
<td>Positive Move by Being on DILS Courses</td>
<td>41</td>
</tr>
<tr>
<td>5-14</td>
<td>Students with Aspiration but No Previous Occupation</td>
<td>42</td>
</tr>
<tr>
<td>5-15</td>
<td>Aspiration v Career in Library and Information Work</td>
<td>44</td>
</tr>
<tr>
<td>6-1</td>
<td>Group 1 Job Criteria (Rank 1, 2 and 3)</td>
<td>48</td>
</tr>
<tr>
<td>6-2</td>
<td>Group 2 Job Criteria (Rank 4, 5 and 6)</td>
<td>49</td>
</tr>
<tr>
<td>6-3</td>
<td>Group 1 and Group 2 Combined</td>
<td>49</td>
</tr>
<tr>
<td>6-4</td>
<td>Job Items Rated Very Important</td>
<td>51</td>
</tr>
<tr>
<td>6-5</td>
<td>Job Items Rated Quite Important</td>
<td>52</td>
</tr>
<tr>
<td>6-6</td>
<td>Ability Areas</td>
<td>57</td>
</tr>
<tr>
<td>6-7</td>
<td>Artistic Skills v Investigative Skills</td>
<td>63</td>
</tr>
<tr>
<td>6-8</td>
<td>Enterprising Skills v Social Skills</td>
<td>65</td>
</tr>
</tbody>
</table>

vi
LIST OF FIGURES

| Figure 4-1 | Male v Female | 18 |
| Figure 4-2 | Minor Subjects | 17 |
| Figure 4-3 | Postgraduates v Undergraduates | 18 |
| Figure 4-4 | U/G Courses for Year 91/92 and Year 90/91 | 20 |
| Figure 4-5 | U/G Students v U/G Courses | 21 |
| Figure 4-6 | P/G Students v P/G Courses | 23 |
| Figure 4-7 | UK v Non-UK Students | 24 |
| Figure 4-8 | Students Age Groups | 24 |

| Figure 5-1 | Previous Occupation v No Previous Occupation | 31 |
| Figure 5-2 | With Aspiration v No Aspiration | 31 |
| Figure 6-1 | Extrinsic Factors v Intrinsic Factors | 55 |
| Figure 6-2 | Ideas v Data | 60 |
| Figure 6-3 | People v Data | 60 |
| Figure 6-4 | Ideas v People | 61 |
| Figure 6-5 | Things v Data | 61 |
| Figure 6-6 | Things v Ideas | 62 |
| Figure 6-7 | Things v People | 62 |
| Figure 6-8 | Suggested DILS Students Ability Chart | 67 |

| Figure 8-1 | Type of Occupation | 94 |
| Figure 8-2 | Type of Employer | 95 |

APPENDICES

Appendix A  Student Questionnaire Survey
Appendix B  SPSS-X Control File
Appendix C  SPSS-X System File
Appendix D  CLCI Career Areas Index
Appendix E  CLCI "F" Sub-Heading
— "Teaching & Cultural Activities"
Appendix F  Slater's Suggested Alternative Careers
Appendix G  Lists of Course Entry
Appendix H  Holland's Hexagon Personality Style Model
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGCAS</td>
<td>Association of Graduate Career Advisory Services</td>
</tr>
<tr>
<td>BTEC</td>
<td>Business &amp; Technical Education Council</td>
</tr>
<tr>
<td>C &amp; G</td>
<td>City &amp; Guilds</td>
</tr>
<tr>
<td>CASCAID</td>
<td>Careers Advisory Service Computer Aid</td>
</tr>
<tr>
<td>CLCI</td>
<td>Career Library Classification Index</td>
</tr>
<tr>
<td>COIC</td>
<td>Careers Occupational Information Centres</td>
</tr>
<tr>
<td>CRAC</td>
<td>Career Research &amp; Advisory Centre</td>
</tr>
<tr>
<td>CSU</td>
<td>Central Statistics Unit</td>
</tr>
<tr>
<td>DILS</td>
<td>Department of Information and Library Studies</td>
</tr>
<tr>
<td>DLIS</td>
<td>Department of Library and Information Studies</td>
</tr>
<tr>
<td>DOFE</td>
<td>Directory of Further Education</td>
</tr>
<tr>
<td>DUKHE</td>
<td>Directory of United Kingdom Higher Education</td>
</tr>
<tr>
<td>Emply</td>
<td>Employment</td>
</tr>
<tr>
<td>GET</td>
<td>Graduate Employment Training</td>
</tr>
<tr>
<td>GO</td>
<td>Graduate Opportunities</td>
</tr>
<tr>
<td>HND</td>
<td>Higher National Diploma</td>
</tr>
<tr>
<td>Imp Pros</td>
<td>Improve Prospects</td>
</tr>
<tr>
<td>Inst Info Sci</td>
<td>Institute of Information Scientists</td>
</tr>
<tr>
<td>JIIG-CAL</td>
<td>Job Ideas Information Generator-Computer Assisted Learning</td>
</tr>
<tr>
<td>LA</td>
<td>The Library Association</td>
</tr>
<tr>
<td>Langs</td>
<td>Languages</td>
</tr>
<tr>
<td>LC</td>
<td>Loughborough Technical College</td>
</tr>
<tr>
<td>Lib &amp; Info St</td>
<td>Library and Information Studies</td>
</tr>
<tr>
<td>LUT</td>
<td>Loughborough University of Technology</td>
</tr>
<tr>
<td>OU</td>
<td>Open University</td>
</tr>
<tr>
<td>ROGET</td>
<td>Royal Opportunities of Graduate Employment Trainings</td>
</tr>
<tr>
<td>Preb Lib</td>
<td>Preparing for Librarianship</td>
</tr>
<tr>
<td>Soc Sci</td>
<td>Social Science</td>
</tr>
</tbody>
</table>
CHAPTER 1

INTRODUCTION
1.1 Aims of the Study

This dissertation aims to compile a student profile for the Department of Information and Library Studies of The Loughborough University of Technology (DILS). It also aims to contribute towards the general study of the library and information profession by revealing the trends of the library and information student intakes and the general students characteristics. Another objective is to contribute towards the library and information profession’s awareness of the way in which the career guidance profession and the educational establishments project career images of the rapidly expanding field of information services.

1.2 Definition of Problems

This study aims to tackle the following issues:

i) to find out whether the chosen library and information study embarked upon will lead the students to their first or their second choice of career.

ii) to examine whether DILS students work values and needs, as well as their natural abilities meet with those required of a contemporary library and information professional.

iii) to analyse student intake trends to discover whether there are any differences from other surveys.

1.3 Scope of Study

The study is approached in two parts. The first part is the assessment of the students and the second concerns an analysis of the available career information and course handbooks.

1.3.1 Student Assessment

Data has been compiled from the department admission figures and student questionnaire survey. Three chapters were allocated to this part of the study. Descriptive and analytical statistics were applied.

1.3.1.1 On Student Profile

The data for the student profile is presented according to gender, age groups of students, nationality, social background, course levels and courses of study. It attempts to reveal subject preference by gender. The distribution of students by
gender and nationality is shown both for taught and research courses. A comparison is made of postgraduate and undergraduate courses by student age groups and gender. It also attempts to establish the importance of p/g and u/g courses to DILS and the popularity of courses for students.

1.3.1.2 On Career Choice

Whether library and information profession chosen was regarded by students as a first or a second career choice can be revealed by studying previous work backgrounds in comparison with chosen career aspirations.

The stated reasons for embarking upon the DILS courses were scrutinized against previous occupation. Such reasons were then checked against students aspirations. Any polarisation between students work backgrounds and the careers aspired to—including careers within library and information work—will be apparent from the reasons given. The tension created by any disagreement will hopefully reveal whether library and information studies is a first or second career choice. In the process, the kind of occupational activities that students of library and information tend to follow can be discovered.

1.3.1.3 On Work Values and Abilities

The job criteria of the students were examined and ranked according to preference. Students were also asked to state the factors they consider important for job satisfaction once on a job. Such information was used to identify students' needs and work values.

Students were asked to assess their own abilities according to the four ability areas of things, people, ideas and data. The findings in these areas were tested statistically. With the aid of the four criteria it was possible to infer the most likely personality type of a student.

1.3.2 Career Information and Course Handbooks

Two chapters were devoted to this study. The study involved a careful analysis of the documents available. The examination is done not on the apparent but on the underlying subtext.

Career information on library and information work published in a wide ranged of career publications was scrutinised. The publications ranged from the general
broad guides to the more specific. Such a scrutiny was done from the viewpoint of an observer who is sympathetic towards the readers. The study aims to reveal the impression such materials convey to readers who use them to decide upon a career. It also examines whether the new skill requirements resulting from technological changes have been adequately conveyed in the literature.

The course handbooks were examined in order to reveal the underlying outlook of publishers in library and information studies. Such outlooks will affect the readers impression but more importantly they reflect the current ethos of educational establishments and career guidance services in the UK.

Along with the above, a comparison was made between the way tertiary and the secondary career information services approach careers in library and information services. Two different outlooks were assessed:— those that published career information as a career guide and those using it largely to inform about employment opportunities.
CHAPTER 2

LITERATURE SURVEY
Much study has been done on library professionals and on library students though as suggested most students are in librarianship and not in the information profession.

Most of the studies are made on either librarians' personality profile or on professional trends. One of the most quoted study is the earlier study of Alice Bryan on the public librarians in 1948 (1).

Agada 1984 (2) and Laurent-G/Mackesy 1982 (3) gave a comprehensive historical account of some of the most prominent work. They both concentrate on the personality studies of the librarians.

Most of the earlier surveys were done in America as part of Master of Library Studies(MLS) thesis or Phd dissertations.

2.1 Personality Studies

Milezewski 1940 (4), Mckinley 1953(5), Baillie 1961 (6) and Clayton 1968(7) all concentrate on the personality of the library students. Milezewski sought to develop appropriate methodologies and measurable traits for the rating of the library students' personality (Agada 1984) (8). Bryan, Mckinley, Baillie and Clayton all used a specific personality test inventory. Bryan administered a biodata questionnaire together with the 52–page Gilford–Martin Inventory of Factors(GAMIN) on public librarians; Mckinley did a Q–Sort Scale test and both Baillie and Clyton used California Psychological Inventory(CPI) in their surveys. Clayton administered CPI directly to library students studying to be academic librarians whereas Baillie correlated CPI findings with the graduates' schools and university grades to assess students intellectual capacity and competitiveness.

The next major study after Bryan was conducted by Douglas in 1957(9). Between 1947 and 1948 he administered a series of measurement(cited in Agada 1984) (10) within which the Minnesota Multiphasic Personality Inventory(MMPI) was the most widely used at the time.

The bulk of the more recent personality studies were done in the 70's. Sladen 1972 (11) surveyed British librarians with 16 Personality Factors(16PF) to test the degree of their conformity to the popular librarian stereotype. 16PF was also used
by Gibbon 1977 (12) to investigate the contrast between the nature of the media specialists and the librarians. 16PF is further used by Lee/Hall 1973 (13) to study female library science students against the general college students to establish possible stereotyping.

Hamilton 1976 (14), Fine 1973 (15) and Presthus 1970 (16) all deal with librarians attitudes to change.

2.2 Career and Profile Studies

The next type of librarianship study based not on personality tests but on the assessment of librarian's or library students' reasons to enter their profession. This kind of study is commonly done with tailor-made questionnaires or by conducting student self-assessments which require them to assess their own interests and abilities. Another type is done by desk researching students or professional records to establish professional trends and backgrounds.

Studies of these kinds have been done more recently in countries outside the United States.

McCreedy 1963 (17) did an earlier study to identify those factors which influenced practicing and prospective American school librarians to select library work as a career. This is followed by a similar study by Anwar 1973 (18) who apart from identifying factors that affect career decision, determine the socio-economic origins of the Pakistani librarians.

McMahon 1967 (19) in his study of the personality of the Australian librarians surveyed their prevalent social values and attitudes towards the profession. Morrison 1969 surveyed American academic librarians' social origins, educational attainments, vocational experience and personality characteristics. One similar but much older study was done on the statistical profile of Californian library schools graduates by Danton/Merritt in 1951 (20).

Sandhu/Sandhu 1971 (21) did a similar study with the Canadian Universities Librarians on their personal profiles and their job perception, asking the respondents to rate their jobs according to the given job criteria.

Henry/Roach 1975 (22) carried out a questionnaire survey on Australia librarianship students to establish the reasons why they chose to enter librarianship
courses. Hall 1982 (23) and Bello 1992 (24) both did more recent similar study on British and Nigerian students’ motivation to enter the profession respectively. Moore 1983 (25) studied the American first career, second career and alternative career academic librarians’ leadership quality.

2.3 Professional Characteristics

The various surveys on the personality of the librarians based on the results of personality tests provided contrasting reports. The findings range from those declaring that librarians (public) tend to be submissive; not dominant in leadership qualities, lack of self-confidence; feel inferior and only display average drive for overt activity (Laurent 1982) (26) to those that stated that library school graduate students are outgoing, emotionally stable, venturesome, imaginative, experimenting, self-assured and tense (Laurent 1982) (27).

Although a lot of criticisms have been made of the validity of the personality tests, they can still be of significance in cases where their findings repeatedly reveal similar personality traits.

2.3.1 Leadership Qualities

Bryan’s findings are fairly negative. She stated that a typical librarian is less likely to show qualities of leadership (Agada 1984) (28). Morrison’s study (Laurent 1982) (29) agreed with Bryan and Douglas studies that librarians lack forceful leadership qualities. However, Moore’s (1983) (30) findings suggest that the field itself exercises a selective influence.

2.3.2 Monetary Benefits

Bello’s findings suggest that salary tends to be the major source of attraction for Nigerian library graduates entering the profession (31). However, Hall (32) and Henry/Roache (33) seem to suggest that economic factors are of low priority for the librarians studied. However, the different economic scale in the developed and the developing countries might be a contributing factor in this case.

2.3.3 Library Work as the First or Second Choice of Career

Although Bello’s (34) study shows otherwise, he reported that Rothstein (35) and Stone’s (36) findings suggested that librarianship was not treated as first choice
of career by most students. This kind of reply was also suggested by Anwar (37) for his findings. Findings from McCreedy (38) suggested that one of the professions particularly likely to come into contact with the library profession and possibly influence their decision to embark upon a career in librarianship is that of the teaching profession. Henry/Roach (39) results in fact suggested that teachers wanting to "escape" from teaching is given as one of the reasons for entering a career in librarianship.

2.3.4 General Background

Anwar (40) and Denton/Merritt (41) studies seem to indicate that students of librarianship are more likely to be from social science or humanities educational backgrounds. There were more female than male reported by Denton/Merritt whereas Anwar reported that most Pakistani librarians are predominantly male.

Bello (42) suggested that most students considered being original and creative is one of the influential motives. Henry/Roache (43) suggested that most librarian have high regard for aesthetic values. Hall's (44) study indicates that most library students were not attracted to librarianship because it conferred professional status.

So far, the studies of Henry/Roache (45), McCreedy (46), Sandhu and Sandhu (47), Hall (48) agreed that librarians tend to like working with people and books. Hall's (49) reported that most library students do not want routine work with no difficult decision making.
CHAPTER 3

RESEARCH METHODS
3.1 Introduction

A survey research method was chosen to be used to collect, compile and analyse data and opinions that require statistical descriptions and inference.

A questionnaire was designed to survey LUT DILS students, their reasons to embark upon the Library and Information courses and their work values and abilities. The questionnaire survey was conducted for all the students, both post-graduates and undergraduates, for the Academic Year 91/92.

The draft questionnaire was tested with a small group of students and, based upon the comment of the students, improvements were made. No pilot study was undertaken because the survey originally was to be conducted with the students of the Academic Year 90/91 and I was keen that most students should be included in the formal survey. However, this turned out to be unnecessary as the questionnaire survey was not conducted until the Academic Year 91/92.

Informal interviews were carried out, at various stages, with the career services. The Careers Adviser of the LUT Career Service, Career Library of the Loughborough College and the Leicestershire County Career Service in Loughborough were all visited.

Interviews were also carried out with the LUT DILS p/g and u/g Admission Tutors and various members of staff.

The questionnaires were sent out around March 1992 together with a covering letter to students via their mailbox. The returned questionnaires were coded and downloaded into SPSS-X for statistical analysis. A copy of the questionnaires is included in Appendix A.

3.2 Department of Information and Library Studies (DILS)

Loughborough University of Technology (LUT)

DILS was set up formally in 1972 under the departmental title of Department of Library and Information Studies (DLIS). DLIS originated from the Library School of the Loughborough Technical College (LC), where Library Education had been provided since the 1940s.

In the late 60's and early 70's librarianship was becoming a graduate profession. As a result of tendencies in professional education generally and of the recognition by
the LA that this would enhance the professional status of librarians LUT was asked by Loughborough College to cooperate with the validation and issue of Masters and Bachelors degrees to LC Library School’s students.

At the beginning of the 1970s the two institutes agreed that the arrangement would work better if a formally constituted department were to be set up in the university, and hence, DLIS was created. By 1973/74 the department was fully staffed, a number of the staff having transferred from the technical college.

Initially, DLIS offered courses on Library and Information Studies in general with Archiving as part of the courses. Soon afterwards a BA Library and Education joint honours was introduced successfully and also a preliminary course for people with a diploma, which enabled them to go on and take a Master of Library Studies (MLS) degree by thesis.

The department has, since 1991, changed its departmental title to the Department of Information and Library Studies. DILS has already seen some changes in course structure. Up to 1982 bachelor degrees were run concurrently with the Master of Library Studies (MLS) which were by 1987 changed to MA and Msc full-time and part-time degrees.

3.3 Questionnaire Design

There were four separate ideas behind the development of the questionnaire. However, they are not so sectioned in the questionnaire due to considerations of layout and logical flow of questioning.

Section A deals with DILS students data profiles, identifying P/G and U/G, UK and Non-UK, age group and sex.

Section B deals with students previous work experience and their aspirations. A main aim behind this was to find out whether DILS courses were chosen as preparation towards a first or second choice of career.

Section C is concerned with students work values and abilities.

Section D is on what influences career choice.

To maximise response rate the following were taken into consideration:

i) attention was payed to the layout of the questionnaire,
ii) to make the questionnaire easy to fill, questions were designed mainly to be ticked or circled, and

iii) written answers were limited to a word or phrase.

3.4 Questionnaire Improvement

Improvements can be made to the following aspects:

i) The Undergraduates should have been asked what subjects they passed at "O" and "A" level to establish educational background.

ii) Instead of prelisted employment sectors as in Question 6, students could have been asked to list the sector themselves, so that their view of library and information work as either an employment sector or occupational sector could be determined.

iii) The questionnaire title should have been "Library and Information Work" instead of "Librarianship".

iv) In order to ascertain student aspirations in somewhat greater depth Question 14 could be improved by including questions about what job students would do in the following cases:

—for their first job.

—if on-job or course training were available.

—if it were possible to do anything at all.

3.5 Questionnaire Analysis

3.5.1 Data Preparation Service

Liaison with the Data Preparation Service was made before sending out the questionnaires to check whether the questions were asked in such a way that replies could be coded easily. They were, again, consulted after the questionnaires were filled-in and returned, to determine coding methods. The Data Preparation Service then download the coded data on to the LUT Hewlett Parkard mainframe computer at the Computer Centre.
3.5.2 SPSS-X Statistical Software Package

The SPSS-X package was used for statistical analysis. SPSS-X is a batch program with its own command control language. A control file was created with definition commands to read the data file. Several system files with instructions to perform different analysis were ran and activated via the control file to access the data.

Output files were created to receive the process results which were spooled to the printer. A copy of the Control File and an example of a System File are presented in Appendices B and C respectively.

The data consists of nominal and ordinal numbers which require Non-Parametric Tests. Frequencies, crosstabulations, means standard deviations and scatterplots were used to present the data. Anova (One-way Analysis of Variance) and Pearson Correlation were used to analyse the data.

3.5.3 Excel Spreadsheet Programme

The Excel spreadsheet Package (version 4.0) was used to draw pie charts and bar charts. It was also used to improve on the scatterplots.

3.5.4 EMACS Editor and \TeX Type-Setting Software

The EMACS screen editor was used for typing this dissertation and for operating SPSS-X files on the mainframe computer. This dissertation was translated to the \TeX command driven programme to generate this printed out version.
CHAPTER 4

LUT DILS STUDENT PROFILE
4.1 LUT DILS Student Profile for Academic Year 91/92

This chapter describes in quantitative terms the profile of students who study in the Department of Information & Library Studies (DILS) of The Loughborough University of Technology (LUT). The study is carried out statistically for the data from the admission figures and on the basis of replies to the questionnaire survey. This study identifies student categories by gender, course levels (p/g or u/g), types of courses, age groups, nationality and social background.

The data compiled from the admission figures shows that the department admitted a total of 256 students for the Academic Year 91/92. This figure does not include those who have transferred or left the courses mid-terms. A summary of the profiles can be seen in Chapter 9, Section 9.1.

4.2 Male versus Female

Around 30% (75) of the student intake is male and 70% (181) female. This finding shows that the intake of female (F) students is significantly higher than male (M). The pie chart in Figure 4-1 (page 18) shows that there are, in fact, twice more female than male. (ratio 2:1) The Academic Year 90/91 intake of total 203 consists of 31% male and 69% female, illustrating the consistency of the 2:1 ratio.

The reason for the high intake of females is not clear, although suggestions have been made to me by some members of staff in the department that this trend could be the result of the expected role of males and females in society. It was said that traditional society encourages females to take up the caring role. The staff certainly did not convey the message that the department encourages more female applicants than male applicants.

Having said that, it was observed that the undergraduate courses conducted in the department offer minor subjects mainly in Arts & Humanities and Social Science subjects (1) such as the one listed in Figure 4-2 below.
Figure 4-2 Minor Subjects

<table>
<thead>
<tr>
<th>ARTS &amp; HUMANITIES</th>
<th>SOCIAL SCIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Historical Studies</td>
<td>Social Science(course)</td>
</tr>
<tr>
<td>Geography</td>
<td>Education</td>
</tr>
<tr>
<td>English</td>
<td>Economics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>APPLIED SCIENCE</th>
<th>BIOLOGICAL SCIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computing</td>
<td>Human Science</td>
</tr>
</tbody>
</table>

Therefore, Arts & Humanities/Social Science subjects is at a 3:1 ratio to Computing and Human Science subjects.

Such bias towards Humanities and Social Science subjects is also reflected in the major subjects offered for the u/g joint honour degree. They consist of 1 Education, 3 Languages and 2 Social Sciences Subjects.(2)

Optional yet assessed topics (3) related to the people and caring aspects of the profession, such as, Childhood & Children Literature, Mass Media Communications and Information Management in Health & Welfare, are offered to both undergraduates and postgraduates.

Moreover, the postgraduate courses carry topics on User Studies & Services as one of the core courses and Library Services to Children & Young Adults as optional.(4) The image projected by such topics created an ethos of librarianship as a caring profession.

Having said that, I must stress that the department do promote the technical aspects needed by the profession. It conducts u/g computing courses for the Information & Computer Studies course. One Information Technology course was included as a core subject. One technically related topic called Human Factors in Information Systems Design was made optional for both u/g and p/g courses. The Information Technology course for p/g is however, non-assessed.

The ratio of the existing people and technically-orientated subjects shows bias towards people aspects. I was advised that such bias could have been due to learned responses to the demand made by the students throughout the years. However, the suggestion that such emphasis on people-orientated topics would influence the different gender intake remains speculative. Nevertheless, such an apparent bias will continue to influence the type of student intakes.
Figure 4-1
Male versus Female

- 29% (75) Male
- 71% (181) Female

Figure 4-3
Postgraduates vs Undergraduates

- 33% (84) P/G
- 67% (172) U/G
4.3 Postgraduates versus Undergraduates

The pie chart in Figure 4-3 (page 18) shows that there are twice as many undergraduates as postgraduates in the department. (ratio 2:1) The Academic Year 90/91 intake figures at 34% p/g and 67% u/g confirmed such a ratio to be regular for recent years.

This finding does not necessarily reflect the real intake value for the total number of u/g (172) contains student numbers for 3 years. They are as shown in Table 4-1. 25% of the undergraduates are in the 1st year, 20% (50) in 2nd year, 22% in 3rd year while 2% have been there more than 3 years.

P/G and U/G Student Intake for Academic Year 91/92

Table 4-1

<table>
<thead>
<tr>
<th>P/G</th>
<th>%</th>
<th>Year</th>
<th>U/G</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>84</td>
<td>33</td>
<td>1</td>
<td>62</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>50</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>55</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4+</td>
<td>05</td>
<td>02</td>
</tr>
</tbody>
</table>

The actual intake for the p/g and u/g are to be compared between the total for p/g (33%) and the 1st year u/g (25%). This proportion is once again reflected in the Academic Year 90/91 intake as p/g (34%) and 1st year (26%).

These data raise three issues, namely:

i) has the department put similar emphasis on the importance of both p/g and u/g courses?

ii) has the u/g intake been controlled?

iii) has the department been actively promoting to recruit p/g students?

I was advised that u/g intakes are controlled by the university quota allocation. From my interview with members of staff in the department, the replies to point iii) were positive indicating that the department is actively promoting p/g courses. The importance of p/g courses to the university, as a whole, is illustrated by the prospectus "LUT Postgraduate Courses and Research." This leads me to suspect
that the department or the university sees p/g courses, if not more, to be just as important as u/g courses.

However, I was informed that the decisions on the intake of p/g are primarily influenced by availability of funding for p/g courses. Bursaries are limited and few full-time students can afford to be self-financing.

During my interview with members of staff, I was informed that although the department does encourage applications from mature students, especially in the p/g courses, the popularity of the mature entrants is both promotionally induced and through student demand.

Hence the intake figures for the u/g does not reflect the students demand on u/g courses and the p/g intake figures has to some degree been induced. However, demand is reduced to some extent by the lack of funding for p/g courses.

4.4 DILS Courses of Study

4.4.1 U/G Courses

U/G Courses for Year 91/92 and Year 90/91

Figure 4–4

<table>
<thead>
<tr>
<th>Year</th>
<th>U/G Courses</th>
<th>Year</th>
<th>U/G Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>91/92</td>
<td>Lib &amp; Info St</td>
<td>90/91</td>
<td>Lib &amp; Info St</td>
</tr>
<tr>
<td></td>
<td>Lib &amp; Info St BLS Info &amp; Lib St</td>
<td></td>
<td>Lib &amp; Info St / Langs</td>
</tr>
<tr>
<td></td>
<td>Info &amp; Lib St / Langs</td>
<td></td>
<td>Info &amp; Lib St / Langs</td>
</tr>
<tr>
<td></td>
<td>Lib &amp; Info St/ Soc Sc</td>
<td></td>
<td>Lib &amp; Info St/Soc Sc</td>
</tr>
<tr>
<td></td>
<td>Info &amp; Lib St/Soc Sc</td>
<td></td>
<td>Info &amp; Lib St/Soc Sc</td>
</tr>
<tr>
<td></td>
<td>Geography</td>
<td></td>
<td>Geography</td>
</tr>
<tr>
<td></td>
<td>Social Science</td>
<td></td>
<td>Social Science</td>
</tr>
</tbody>
</table>

SINGLE: Info & Computing St   Info & Computing St

The lists in Figure 4–4 comparing Year 90/91 and Year 91/92 courses show that the basic structure of the courses has not changed. It indicates that the courses are renamed as “Information and Library” since 91/92 to emphasise aspects of “information”. This signifies the Department’s recognition of the current momentum of change in the profession. In fact, the department has changed its name for the
Academic Year 91/92 onwards from Library and Information Studies to that of Department of Information & Library Studies. Such adaptations can also be observed through the introduction of Information & Computing Studies courses since 1989.

Half the number of student intakes are in single honours Library & Information Studies and the Information & Library Studies. Figure 4-5 below shows the spread of u/g students.

**Figure 4-5 U/G Students versus U/G Courses**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Number (N=171)</th>
<th>%</th>
<th>Number (N=119)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lib &amp; Info St</td>
<td>112</td>
<td>65</td>
<td>70</td>
<td>52</td>
</tr>
<tr>
<td>Info &amp; Lib St</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lib &amp; Info St/Langs</td>
<td>19</td>
<td>11</td>
<td>17</td>
<td>13</td>
</tr>
<tr>
<td>Info &amp; Lib St/Langs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lib &amp; Info St/Soc Sci</td>
<td>10</td>
<td>06</td>
<td>11</td>
<td>08</td>
</tr>
<tr>
<td>Info &amp; Lib St/Soc Sci</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Info &amp; Computing St</td>
<td>30</td>
<td>17</td>
<td>21</td>
<td>16</td>
</tr>
</tbody>
</table>

The intake for the single honours course has increased by approximately 10% while all the others stayed the same. More than half of the student intake concentrated on the single honours degree.

Although Information & Computing Studies is the 2nd most enrolled course, the intake is at a considerably lower rate of less than 20%.

The ratio of male to female for the above course areas was examined to find whether there is any preferential difference between the genders. The Table 4-2 shows the male and female ratio on the following u/g courses based on the total number of u/g.
Breakdown of U/G Courses by Gender

<table>
<thead>
<tr>
<th>U/G Courses</th>
<th>M (N=42)</th>
<th>M %</th>
<th>F (N=129)</th>
<th>F %</th>
<th>Ratio M:F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lib &amp; Inf St</td>
<td>21</td>
<td>12</td>
<td>90</td>
<td>52</td>
<td>1:4</td>
</tr>
<tr>
<td>Inf &amp; Lib St</td>
<td>02</td>
<td>01</td>
<td>18</td>
<td>11</td>
<td>1:11</td>
</tr>
<tr>
<td>Lib &amp; Inf St/Languages</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inf &amp; Lib St/Languages</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lib &amp; Inf St/Social Sc</td>
<td>02</td>
<td>01</td>
<td>08</td>
<td>05</td>
<td>1:5</td>
</tr>
<tr>
<td>Lib &amp; Inf St/Social Sc</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Info &amp; Computing St</td>
<td>17</td>
<td>10</td>
<td>13</td>
<td>08</td>
<td>1:1</td>
</tr>
</tbody>
</table>

There are eleven times more females than males choosing joint honours with a language. Such findings supported the likely argument in Section 4.2 that humanities and social science subjects tend to attract more female intakes. Joint honours with Social Science and the straight single honours are likely to have four times more females than males. The one area where the number of enrolled males nearly matches females is in Information & Computing Studies, where a "mainstream science" subject is taught as a main subject. The ratio is one to one.

This ratio is compared with Academic Year 90/91 intake. It was found that the ratio for the year 90/91 are 1:6, 1:6, 1:2 and 3:1, respectively, according to the order in Table 4–2. These findings substantiate the suggestion that more females prefer the humanities and social science base joint honours.

Table 4–2 further illustrated the high compatibility between male and females in Information & Computing Studies course. However, the ratio for the Information & Computing Studies does not just reinforce the fact that more males prefer to enroll on this course, it shows that there was twice as many males the year before.
High male responses to the computing aspects of this course might support the suggestion made in section 4.2 that there is a perceived role difference between male and female. This finding suggests that males tend to prefer more technically-orientated subjects.

4.4.2 P/G Courses

The available p/g courses are Library & Information Studies, Information Studies and Archives & Record Management. Publishing and School Librarianship were dropped after Academic Year 90/91.

Figure 4–6 P/G Students versus P/G Courses

<table>
<thead>
<tr>
<th>P/G Courses</th>
<th>P/GStudents</th>
<th>Total (N=84) %</th>
<th>Male %</th>
<th>Female %</th>
<th>Ratio M:F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lib &amp; Info St</td>
<td>77(65)</td>
<td>19(16)</td>
<td>56(47)</td>
<td>1:3</td>
<td></td>
</tr>
<tr>
<td>Info St</td>
<td>07(6)</td>
<td>04(3)</td>
<td>04(3)</td>
<td>1:1</td>
<td></td>
</tr>
<tr>
<td>Archives</td>
<td>01(1)</td>
<td></td>
<td>01(1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td>14(12)</td>
<td>13(11)</td>
<td>01(1)</td>
<td>13:1</td>
<td></td>
</tr>
</tbody>
</table>

Total No Male Female

Research P/T 21 11 10

Figure 4–6 shows that the main p/g activity (77%) is in the mainstream Library & Information Studies courses. There are three times more female doing this course than male. 13 of the postgraduates are part–time students.

The second most active area is in research. Most of the research students are from overseas. Although it looks like there is an astonishingly larger number of male in research yet when the data for part–time research students (not included in the questionnaire survey) was examined, the number of female(10) and the number of male(11) are found to be equal.

4.5 Students Nationality (Drawn from Questionnaire Survey)

As illustrated by Figure 4–7 (page 24) there are three times as many students from the United Kingdom (UK) as those who are non–UK citizens. 10 of the non–UK students are from the EEC and 24 are from the other parts of the world.
Figure 4-7
UK Versus Non-UK Students

Figure 4-8
UK
26%
74%
Non-UK

Age Groups

Student Numbers

18-20 21-24 25-30 31-40 41+
24% 32% 19% 18% 7%
Table 4–3 Students by Nationality under UK, EEC and Non–EEC Students (N=131)

<table>
<thead>
<tr>
<th>Nationality</th>
<th>M(%)</th>
<th>F(%)</th>
<th>Ratio M:F</th>
</tr>
</thead>
<tbody>
<tr>
<td>(97) UK</td>
<td>18(23)</td>
<td>57(74)</td>
<td>1:3</td>
</tr>
<tr>
<td>(10) EEC</td>
<td></td>
<td>08(10)</td>
<td></td>
</tr>
<tr>
<td>(24) Non–EEC</td>
<td>13(17)</td>
<td>05(07)</td>
<td>3:1</td>
</tr>
</tbody>
</table>

Table 4–3 shows that there are three times more female than male UK students. The entire 8% of EEC students are female. There are three times as many overseas males as females. UK and non–UK male intakes are fairly compatible whereas the majority of female students are from the UK.

34% of the 24 overseas non–EEC students are from the African countries, 48% are from Asia and less than 10% are from the Arabian Peninsula.

4.5.1 Nationality versus Taught Courses

All the UK and EEC students together with 67% of the non–EEC students are on taught courses. 6 of the EEC students are on u/g courses and 4 on p/g courses. All the 12 full time research students are from overseas.

4.5.2 UK Students

The racial origin of the 97 UK students can be broken down into 92 European, 2 Eurasian, 1 of Afro–Caribbean origin, 1 of Indian descend and 1 of Chinese background.

These figures show that UK students are predominantly of British European background. Only less than 10% are from the other racial groups.
4.6 Students Age Groups

The bar chart in Figure 4-8 (page 24) shows that approximately 76% of the students are technically considered to be mature students i.e. over 21. This could be due to the fact that p/g courses require a first degree plus a year post-graduate experience. The remaining 24% of students under 21 are in the u/g category.

50% of the students over 21 are p/gs. (50 in u/g compared with 49 in p/g) Table 4-4 shows that the student intakes for the age groups 18–20, 25–30 and 31–40 are fairly similar. There is, however, a third more of the age group 21–24.

Table 4-4 The Age Groups Ratio for P/G and U/G

<table>
<thead>
<tr>
<th>Age</th>
<th>u/g(N=81)</th>
<th>M:F</th>
<th>p/g(N=49)</th>
<th>M:F</th>
<th>Ratio U/G:P/G</th>
</tr>
</thead>
<tbody>
<tr>
<td>18–20</td>
<td>31</td>
<td>1:4</td>
<td>—</td>
<td>—</td>
<td>2:1</td>
</tr>
<tr>
<td>21–24</td>
<td>26</td>
<td>1:2</td>
<td>12</td>
<td>1:5</td>
<td>1:2</td>
</tr>
<tr>
<td>25–30</td>
<td>08</td>
<td>1:2</td>
<td>13</td>
<td>1:2</td>
<td>1:2</td>
</tr>
<tr>
<td>31–40</td>
<td>10</td>
<td>1:9</td>
<td>18</td>
<td>1:1</td>
<td>1:2</td>
</tr>
<tr>
<td>41+</td>
<td>06</td>
<td>1:2</td>
<td>06</td>
<td>1:2</td>
<td>1:1</td>
</tr>
</tbody>
</table>

It can be seen from this table that while tracing down the age scale all the students of 18+ and twice as many students of 21+ are to be found among the u/g. As the age increases, twice as many students of age groups 25–30 and 31–40 are to be found among the p/g. Students who are over 41 are evenly distributed among the u/g and p/g.

Table 4-4 also indicates that, on the whole, there are at least twice or more female to be found in each age groups, except that in the p/g 31–40 age group male and female numbers are found to be compatible.

4.7 Students Social Background

44% of the returned samples claimed that they are from professional social background, 30% claimed managerial background, 21% from clerical and 24% from skill–manual background. 34 students replied to more than one category.
4.8 Validity of the Questionnaire Samples

Table 4–5

Table 4–5 Questionnaire Validity

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questionnaires Sent</td>
<td>256</td>
<td>100</td>
</tr>
<tr>
<td>Total Usable Returns</td>
<td>131</td>
<td>51</td>
</tr>
<tr>
<td>Total Not Replying</td>
<td>125</td>
<td>49</td>
</tr>
<tr>
<td>Total Non–Usable</td>
<td>—</td>
<td>—</td>
</tr>
</tbody>
</table>

Table 4–5 gives a total account on the questionnaires. 256 questionnaires were sent out and 131 were recorded returned making an overall response rate of just over 50%.

4.8.1 The Representativeness of Samples

The representativeness of the sample was compared between the sample sent and those returned for p/g and u/g, male and female.

Table 4–6 Representativeness of Samples

<table>
<thead>
<tr>
<th></th>
<th>% Sent</th>
<th>% Replied</th>
<th>% Rate of Returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>P/G</td>
<td>(N=256)</td>
<td>(N=131)</td>
<td>58</td>
</tr>
<tr>
<td>U/G</td>
<td>33(84)</td>
<td>40(49)</td>
<td>48</td>
</tr>
<tr>
<td>Male</td>
<td>30(75)</td>
<td>70(39)</td>
<td>52</td>
</tr>
<tr>
<td>Female</td>
<td>30(178)</td>
<td>70(92)</td>
<td>52</td>
</tr>
</tbody>
</table>

As can be seen from Table 4–6, the returned percentage ratio for both male and female are exactly proportional to the sample sent. The rate of return for both categories is over 50%.

Table 4–6 also confirmed that the returned percentage ratio of p/g and u/g is representative though not exact, to that of the sample sent. The rate of return for u/g is near 50% whereas that for p/g is well over 50%.
CHAPTER 5

STUDENTS WORK EXPERIENCE
AND
ASPIRATIONS
5.1 Introduction

This chapter investigates LUT DILS students’ chosen careers. It attempts to establish whether Library and Information work is the students chosen career or a transitory career. It was assumed that such a transitory stage could arise due to non-fulfilled aspirations or rather a digression from a chosen field. If so, what is/are the reasons that forced them to change?

5.2 Students with Previous Occupation

Question 6 of the questionnaire (see Appendix A) was designed to establish DILS students previous occupations through their stated job titles. It was found (see the pie chart, Figure 5–1, page 31) that half the number of students replying had no previous work experience.

The job titles reported were analysed and grouped under the broad job headings as listed in Table 5–1.

<table>
<thead>
<tr>
<th>Table 5–1 Students Job Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>% (N=73)</td>
</tr>
<tr>
<td>Teachers</td>
</tr>
<tr>
<td>Library staff</td>
</tr>
<tr>
<td>Business &amp; Finance</td>
</tr>
<tr>
<td>Administration</td>
</tr>
<tr>
<td>Recreations</td>
</tr>
<tr>
<td>Public/ Social Work</td>
</tr>
<tr>
<td>Computer Technology</td>
</tr>
<tr>
<td>Science &amp; Technology</td>
</tr>
</tbody>
</table>

Table 5–1 shows that 50% used to work as library staff in some capacity or other. The proportionally larger intake of experienced librarians or library staff could be attributed to the fact that one year minimum of library work experience is required of the postgraduates due to the entry requirement. This provides some evidence for half the number of students with library work experience are p/g. This can be seen illustrated by Table 5–2.
Table 5-2 Students with Previous Occupation P/G v U/G

<table>
<thead>
<tr>
<th>% (N=38)</th>
<th>Reasons on DILS Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>53% (20):-</td>
<td>Improve Career Prospects</td>
<td>12</td>
</tr>
<tr>
<td>47% (18):-</td>
<td>Prepare for Librarianship</td>
<td>04</td>
</tr>
</tbody>
</table>

The second highest previous occupational group, at 19%, is teaching. (see Table 5-1). The third highest is social work at 16%. The job titles for students with a social related work background include Day Care Officer, Playleader, Career Officer, Administrator with the Metropolitan Police, Childminder, Nurse, Medical Clinic Manager and Civil Servant.

I conclude from the above that library and information work together with teaching and social work are the occupational backgrounds of most of the DILS students.

5.3 Reasons for Embarking on DILS Courses

It was found from analysing Question 11 (see Appendix A) that students stated three main reasons for embarking on the DILS courses. The highest majority are there to prepare for a career in librarianship, 41% of the total sample(131) replied to this. Over a quarter of the students came to improve their career prospects (28%). One small but identifiable group came to prepare for a change of career (16%) and the other came to prepare for employment (16%).

Funding opportunities, government policies for Civil Servant, secondment and as a result of advice are some of the other minor reasons (< 10%) given by the students.
Figure 5-1
Previous Occupation versus no Previous Occupation

Figure 5-2
With Aspirations versus No Aspirations
5.3.1 Previous Occupation versus “Change of Career”

As pointed out by Table 5–3, a significant number of students who wanted to change their career, came from a work background in social-care. Next came teaching follow by general administration.

Table 5–3 Reasons for Embarking on Courses is for a Change of Career

<table>
<thead>
<tr>
<th>% (N=21)</th>
<th>Previous Occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td>10(02)</td>
<td>Business–Sales</td>
</tr>
<tr>
<td>24(5)</td>
<td>Teachers–included infant and primary</td>
</tr>
<tr>
<td>33(7)</td>
<td>Social Care–Day Care Officer</td>
</tr>
<tr>
<td></td>
<td>Playleader</td>
</tr>
<tr>
<td></td>
<td>Childminder</td>
</tr>
<tr>
<td></td>
<td>Civil Servant</td>
</tr>
<tr>
<td></td>
<td>Nursing</td>
</tr>
<tr>
<td>10(2)</td>
<td>Recreations–Pub Manager</td>
</tr>
<tr>
<td>19(4)</td>
<td>Administration–clerks</td>
</tr>
<tr>
<td>05(1)</td>
<td>Scientist</td>
</tr>
</tbody>
</table>

5.3.2 Previous Occupation versus “Improving Career Prospects”

It can be seen from Table 5–4 that 70% of the students who had indicated that they are on the course to improve their career prospects used to work as library staff of various capacities. Table 5–2 shows that three times as many students from both p/g and u/g with library work experience wanted to improve their career in the same profession by either upgrading their qualifications or by being qualified for the first time.
Table 5-4 Reasons for Embarking on Courses is to Improve Career Prospects

<table>
<thead>
<tr>
<th>% (N=36)</th>
<th>Previous Occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td>70(25)</td>
<td>Library work</td>
</tr>
<tr>
<td>14(5)</td>
<td>Teachers</td>
</tr>
<tr>
<td>06(2)</td>
<td>Computer Technician</td>
</tr>
<tr>
<td>03(1)</td>
<td>Engineer</td>
</tr>
<tr>
<td>03(1)</td>
<td>Administrator</td>
</tr>
<tr>
<td>06(2)</td>
<td>Business</td>
</tr>
</tbody>
</table>

Former teachers also consider a course in library and information as contributing to career improvement.

5.3.3 Previous Occupation versus “Preparing for Librarianship”

Only 11 of the students with a previous occupation claimed their reasons to be “Preparing for librarianship”. 64% of them have previous experience in library or information work. This reason is given equally by the p/g and u/g students.

5.4 Summary on Previous Occupation

The data of the above results is best compiled as in Table 5-5 to give an overall picture.

Table 5-5 Reasons for Leaving Previous Employment

<table>
<thead>
<tr>
<th></th>
<th>Total Number (N=70)</th>
<th>Change of Career (N=21)</th>
<th>Imp Career Prospects (N=36)</th>
<th>Prep for Lib (N=10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>04</td>
<td>02</td>
<td>02</td>
<td>—</td>
</tr>
<tr>
<td>Teacher</td>
<td>13</td>
<td>05</td>
<td>05</td>
<td>—</td>
</tr>
<tr>
<td>Social Work</td>
<td>08</td>
<td>07</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Recreations</td>
<td>02</td>
<td>02</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Administration</td>
<td>05</td>
<td>04</td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>Science &amp; Tech</td>
<td>03</td>
<td>01</td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>Computer Technology</td>
<td>02</td>
<td>—</td>
<td>02</td>
<td>01</td>
</tr>
<tr>
<td>Library Work</td>
<td>33</td>
<td>—</td>
<td>25</td>
<td>07</td>
</tr>
</tbody>
</table>
DILS students are mainly from library work background followed by teaching and social work. The DILS students with previous library work experience are studying mainly to improve their career prospects.

As shown in Table 5–5 (above) a large majority of the ex-social workers had left their job for a change of career. Teaching is the other profession most of the DILS students are getting out from. Though proportionately there is a less strong emphasis placed on the changing of career compared with that express by the ex-social workers and the ex-administration staff. However, half the number of ex-teachers stated that they wanted to change their career to restart again and the other half are hoping to improve upon their career but not necessarily in teaching.

I therefore deduce that teaching, social work and administration tend to be the kind of occupations DILS students left to consider other fields of work.

5.5 No Aspiration and No Previous Occupation

It might have been assumed by the students that the act of coming on to the course is in itself an obvious confirmation that library and information work is the career aspire to. Table 5–6 gives the reasons that were stated by the students of this category for embarking on the library and information course. The replies seem to suggest that the above statement could be true.

**Table 5–6 Students Reasons (No Previous Occupation and No Aspiration) (N=26)**

<table>
<thead>
<tr>
<th>%</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment 12(3)</td>
<td>Improve Career 12(3)</td>
</tr>
<tr>
<td>Preparing for 73(19)</td>
<td>Prospects</td>
</tr>
<tr>
<td>Librarianship</td>
<td>Through Advice 04(1)</td>
</tr>
</tbody>
</table>

Table 5–6 shows that the majority (73%) of the students in this category came on the course with a positive attitude to prepare for a career. Table 5–7 shows that
these students tend to be from the younger age group of the over 18 and the over 21.

**Table 5-7 Age Groups versus Students Reasons (No Previous Occupation and No Aspiration) (N=26)**

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Prep Lib</th>
<th>Imp Pros</th>
<th>Employ</th>
<th>Advice</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-20</td>
<td>39(10)</td>
<td>—</td>
<td>15(2)</td>
<td>—</td>
</tr>
<tr>
<td>21-24</td>
<td>35(9)</td>
<td>12(3)</td>
<td>—</td>
<td>04(1)</td>
</tr>
<tr>
<td>40+</td>
<td>—</td>
<td>—</td>
<td>04(1)</td>
<td>—</td>
</tr>
</tbody>
</table>

The reason for such a positive outlook could be associated with the optimism students have towards the challenge of the first career. This only suggests that a career in library and information could be their true life aspiration or it could suggest that it is a transitory career chosen at the early stage of career development.

Overall, the affirmative reply is complimentary, if not positively at least neutrally, to library and information as a career.

**5.6 No Aspiration but with Previous Occupation (Previous Occupation in Field of Study)**

14 students who have no stated chosen career are previously library workers. 9 of them are non-qualified library assistants, 4 qualified librarians and 1 information officer. Their age groups are evenly spread from 21 years of age up to 40's.

On the whole, their reasons for joining the course are very complimentary to the library and information profession.

**5.7 No Aspiration but with Previous Occupation (Previous Occupation not in Field of Study)**

There are 10 students found belonging to this group. The majority of them in this category are teachers changing their career path. Their age groups are evenly spread from 25 up to the 40's.

Their reasons for coming on the course are not at all complimentary towards library and information as a career.
5.8 Students with Aspirations

As shown by the pie chart in Figure 5–2 (page 31), 62% of the students stated their chosen careers and 38% of them did not.

As shown in Table 5–8, the larger identifiable group of chosen careers is in library and information or research related work. Two though small but significant groups associate themselves with the literary and social work.

Table 5–8 Students with Aspirations

<table>
<thead>
<tr>
<th></th>
<th>% (N=81)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artistic</td>
<td>09(7)</td>
</tr>
<tr>
<td>Library/Information</td>
<td>40(32)</td>
</tr>
<tr>
<td>Literary</td>
<td>18(14)</td>
</tr>
<tr>
<td>Social</td>
<td>16(13)</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>16(13)</td>
</tr>
</tbody>
</table>

5.9 With Aspiration versus With Previous Occupation (Not in Chosen Field)

There were 27 students replying to this category. Most of the aspirations stated by the students can be broadly divided into the following cohorts as stated in Table 5–9.

Table 5–9 With Aspiration v With Previous Occupation (Not in Chosen Field by being on DILS Courses)

<table>
<thead>
<tr>
<th></th>
<th>% (N=27)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural</td>
<td>7(2)</td>
</tr>
<tr>
<td>Artistic</td>
<td>11(3)</td>
</tr>
<tr>
<td>Literary</td>
<td>41(11)</td>
</tr>
<tr>
<td>Social</td>
<td>15(4)</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>26(7)</td>
</tr>
</tbody>
</table>
The most identifiable chosen careers in this category is in the literary field. The other two lesser yet identifiable groups are the social and artistic fields.

5.9.1 Literary Aspirations

Table 5–9 shows that over 40% of the students in this category belong to the literary group.

Table 5–10 Literary Aspirations (Aspiration V Previous Occupation) (N=11)

<table>
<thead>
<tr>
<th>Career Aspired To</th>
<th>Previous Occupation</th>
<th>Reason for Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writer</td>
<td>Librarian/Clerk</td>
<td>Preparing for Lib</td>
</tr>
<tr>
<td>Writer</td>
<td>Library Staff/</td>
<td>Improve Career</td>
</tr>
<tr>
<td>Writer</td>
<td>Researcher</td>
<td></td>
</tr>
<tr>
<td>Writer</td>
<td>Marketing Assistant</td>
<td>Change of Career</td>
</tr>
<tr>
<td>Writer</td>
<td>Library Assistant</td>
<td>Improve Career</td>
</tr>
<tr>
<td>Writer</td>
<td>Library Assistant</td>
<td>Want a degree</td>
</tr>
<tr>
<td>Writer/</td>
<td>Administrator</td>
<td>Change of Career</td>
</tr>
<tr>
<td>Journalist</td>
<td>Catering Posts</td>
<td>Change of Career</td>
</tr>
<tr>
<td>Writer</td>
<td>Clinic Manager</td>
<td>Improve Career</td>
</tr>
<tr>
<td>Film Director</td>
<td>Library Assistant</td>
<td></td>
</tr>
<tr>
<td>Writer/</td>
<td>Assistant Librarian</td>
<td>Improve Careers</td>
</tr>
<tr>
<td>Archivist</td>
<td>Clerk</td>
<td></td>
</tr>
<tr>
<td>Writer/</td>
<td>Administrator</td>
<td>Preparing for Lib</td>
</tr>
<tr>
<td>Journalist</td>
<td>Banking</td>
<td>Improve Career</td>
</tr>
<tr>
<td>Journalist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Publisher</td>
<td>Administrator</td>
<td></td>
</tr>
<tr>
<td>Publisher/Editor</td>
<td>Banking</td>
<td></td>
</tr>
</tbody>
</table>

Table 5–10 shows that most of the students want to be writers. Another student wants to be a journalist and two others want to be in publishing.

More than 50% of the students in this category have library work background. A small minority of them are previously in administration, marketing and banking.

Most of the library workers are those students who aspire to be writers and journalists. I interpret that to be a writer or a journalist means that one must be
involved with or have a feel for language. It can also be said that experiencing the writings of others is usually a prerequisite. This kind of reasoning influences me to deduce that a career in library and information work, in this context, seems not to be the first priority.

Students' stated reasons to come on the course were examined. It was found that the ex-marketing assistant and the two ex-administrators wanted to come away from their jobs and change their career to library and information work, instead of what they aspire to. (see Table 5-10) Four library workers and one from banking wanted to improve their career prospects but implied that this would not to be in the fields they aspire to. One library worker and one ex-administrator made a conscious decision to come on the library and information course, knowing full well that they really would prefer to be a writer and a publisher respectively. One library assistant came on the course simply because he wanted a degree.

Students in this category came equally from the younger over 21 and from those over 30's. There are slightly more females than males.

The above findings suggest to me that the students' motive for choosing a career in library and information work is not complimentary towards such a field of work. There is some evidence to suggest that a career in library and information work was treated rather like a second rate career. However, such a predicament for a library and information career does not reflect on the short-fall of the career itself but rather it raises issues on either the current employment conditions or the career structure of the chosen fields. It could also reflect the extent of students' commitment and dedication (1) to their chosen fields.

5.9.2 Aspirations in Social Work

The second significant group of students aspire to work in the social related fields (see Table 5-9). Table 5-11 shows that one student wants to be a community worker, another wants to be involved in religious work, two others want to be a politician and a teacher respectively.
Table 5–11 With Social Work.
(Aspiration V Previous Occupation)

<table>
<thead>
<tr>
<th>Aspiration</th>
<th>Previous Occupation</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Worker</td>
<td>Administrator</td>
<td>Preparing for Lib</td>
</tr>
<tr>
<td>Evangelist</td>
<td>Library Assistant</td>
<td>Improve Career</td>
</tr>
<tr>
<td>Politician</td>
<td>Computer Operator</td>
<td>Improve Career</td>
</tr>
<tr>
<td>Teacher</td>
<td>Librarian</td>
<td>Employment</td>
</tr>
<tr>
<td>Teacher</td>
<td>Childminder</td>
<td>Change of Career</td>
</tr>
</tbody>
</table>

Two of the students who aspire to work in the social field were previously library workers. (see Table 5–11) One was previously a computer operator and the others were an ex–administrator and ex–childminder respectively.

One librarian who embarked upon the course for employment reasons decided not to work in his chosen field which is in teaching. The ex–Childminder wanted to teach but instead changed her career to library and information work. The library assistant who would like to take up a job in the religious field, however, chose to improve his career in the library and information work as well. The ex–administrator chose to embark upon a career in library and information instead of community work. The Computer Operator saw embarking upon library and information course as a step towards improving his career prospects but not as achieving his goal.

The age range of these students are rather spread, ranging from 25 to 40.

The above findings, once again, shows up the negative treatment library and information career gets from some of the students. Again it is treated by some as a second choice of career.

5.9.3 Aspirations in Artistic Fields and others

The replies to the aspirations in the Agricultural and the Artistic fields together with those classified under the miscellaneous are illustrated in Table 5–12.
Table 5–12 Agricultural, Artistic Fields and Others
(Aspiration V Previous Occupation)

<table>
<thead>
<tr>
<th>Aspiration</th>
<th>Prev Occupat</th>
<th>Reasons for Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricl:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Farmer</td>
<td>Ppl Librarian</td>
<td>Improve Career</td>
</tr>
<tr>
<td>Farmer</td>
<td>Lib Assistant</td>
<td>Improve Career</td>
</tr>
<tr>
<td>Artistic:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Craftmaker</td>
<td>Lib Assistant</td>
<td>Improve Career</td>
</tr>
<tr>
<td>Advertising</td>
<td>Lib Assistant</td>
<td>Improve Career</td>
</tr>
<tr>
<td>Actor</td>
<td>Pharmacist</td>
<td>Change of Career</td>
</tr>
<tr>
<td>Misc:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commentator</td>
<td>Playleader</td>
<td>Change of Career</td>
</tr>
<tr>
<td>Teahouse</td>
<td>Career Offic</td>
<td>Change of Career</td>
</tr>
<tr>
<td>Manager</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Soldier</td>
<td>Ppl Librarian</td>
<td>Preparing for Lib</td>
</tr>
<tr>
<td>Flying</td>
<td>Nurse</td>
<td>Change of Career</td>
</tr>
<tr>
<td>Archaeologist</td>
<td>Lib Assistant</td>
<td>Improve Career</td>
</tr>
<tr>
<td>Statistical</td>
<td>Clerk</td>
<td>Change of Career</td>
</tr>
<tr>
<td>Analyst</td>
<td>Computer Techn</td>
<td>Improve Career</td>
</tr>
<tr>
<td>Business</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Half the number of these students were previously library workers. One of the students is a qualified pharmacist, one was a Career Officer and two others were workers in social related fields while one was a computer technician.

Two-thirds of the library workers wanted to improve their career prospects by studying for a qualification and two of the professional librarians would just like to upgrade themselves. They are not bothering about pursuing their chosen careers (see Table 5–12). There seems to be less tension between where they came from and the career which they are going into. Despite this, library information work was not their chosen career.

In contrast the other five non-library related workers (Pharmacist, Nurse, Playleader, Career Officer and clerk) just wanted to change their career. After examining their stated aspirations, I found that some of them are rather unconventional (see Table 5–12).
5.10 With Aspiration and With Previous Occupation (Positive Move by Being on DILS Courses)

There are 20 students in this category. 18 of them are with library or information work background and 2 from the social related work background.

Table 5–13 With Aspiration and With Previous Occupation (Positive Move by Being on DILS Courses)

<table>
<thead>
<tr>
<th>Career Aspired to</th>
<th>Previous Occupation</th>
<th>Reasons for Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children Lib</td>
<td>Librarian</td>
<td>Improve Career</td>
</tr>
<tr>
<td>Information Sci</td>
<td>Principal Librarian</td>
<td>Advice</td>
</tr>
<tr>
<td>Community Lib</td>
<td>Asst Area Librarian</td>
<td>Improve Career</td>
</tr>
<tr>
<td>Researcher</td>
<td>Asst Librarian</td>
<td>Improve Career</td>
</tr>
<tr>
<td>Work with OPACS</td>
<td>Lib in Automation</td>
<td>Improve Career</td>
</tr>
<tr>
<td>Information Sci</td>
<td>Information Officer</td>
<td>Preparing for Lib</td>
</tr>
<tr>
<td>Record Officer</td>
<td>Lib Asst</td>
<td>Returned to Work</td>
</tr>
<tr>
<td>Archivist</td>
<td>Lib Asst</td>
<td>Improve Career</td>
</tr>
<tr>
<td>Information Sci</td>
<td>Sen Lib Asst</td>
<td>Improve Career</td>
</tr>
<tr>
<td>Community Lib</td>
<td>Lib Asst</td>
<td>Improve Career</td>
</tr>
<tr>
<td>Researcher</td>
<td>Lib Asst</td>
<td>Improve Career</td>
</tr>
<tr>
<td>School Lib</td>
<td>Teacher</td>
<td>Improve Career</td>
</tr>
<tr>
<td>Gardening Lib</td>
<td>Teacher</td>
<td>Change of Career</td>
</tr>
<tr>
<td>Collection Lib</td>
<td>Public House Manager</td>
<td>Change of Career</td>
</tr>
<tr>
<td>Archivist</td>
<td>Civil Servant</td>
<td>Change of Career</td>
</tr>
<tr>
<td>Information sci</td>
<td>Salesman</td>
<td>Improve Career</td>
</tr>
<tr>
<td>Researcher</td>
<td>Admin</td>
<td>Prepare for Lib</td>
</tr>
<tr>
<td>Librarian</td>
<td>Clerical Asst</td>
<td>Prepare for Lib</td>
</tr>
<tr>
<td>Advisor</td>
<td>Day Care Officer</td>
<td>Change of Career</td>
</tr>
<tr>
<td>Researcher</td>
<td>Scientist</td>
<td>Change of Career</td>
</tr>
</tbody>
</table>

Five library assistants came on the course to obtain qualifications. Most of them see this as a move to go on to better things (see Table 5–13). Six qualified librarians just came on the course to upgrade their qualifications to become information scientist or to branch into research. Several students came from non-library work backgrounds and decided to change their career to such a field. (see Table 5–13)
Overall, the decision of the students in this category is positive and very complimentary to the library and information profession.

5.11 With Aspiration but no Previous Occupation

There are 31 students under this category. Table 5–14 indicates the areas where the students have chosen. The majority of them chose various library and information or research types of jobs. Hence they have met with their aspirations by coming on DILS courses.

The rest of the students as shown in Table 5–14 identify mainly with work in the social/public sector and in the artistic fields. A small group was found to have aspired to computer related work (6%) and outdoor pursuits (9%).

Table 5–14 Students with Aspiration but no Previous Occupation

<table>
<thead>
<tr>
<th>Table 5–14.</th>
<th>Student(N=31)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literary Proper</td>
<td>03</td>
<td>10</td>
</tr>
<tr>
<td>Lib &amp; Info Related</td>
<td>14</td>
<td>45</td>
</tr>
<tr>
<td>Social/Public</td>
<td>05</td>
<td>16</td>
</tr>
<tr>
<td>Artistic</td>
<td>04</td>
<td>13</td>
</tr>
<tr>
<td>Outdoor</td>
<td>03</td>
<td>10</td>
</tr>
<tr>
<td>Computer Related</td>
<td>02</td>
<td>07</td>
</tr>
</tbody>
</table>

5.11.1 Chosen Work in Library and Information

Four students would like to prepare themselves for entering the library and information profession. One specifically wants to be a Medical Librarian and the other one would like to be a Business Librarian. Four students went on the course/s to prepare themselves to be Information Scientists. One of them sees this as a step to improving career prospects. One of the students is preparing to be an Archivist and five others wanted to be Researchers. One of the students mentioned that the reason for joining the course was because the course looks interesting.

86% of these students are between the age of 18–24. They are from the younger age group with sufficient knowledge of what they want to do. However, since this
will be their first career, only time will tell whether this is a chosen calling or rather a transitory career. The chosen careers of this group is similar to that which they are studying for. Hence the decision to embark upon the course is very complimentary to library and information work in so far as they involved an active decision.

The other 57% of the students who aspire to non-library and information related work nevertheless still come on the course. This statement once again shows up the non-complimentary attitudes towards a library and information career.

5.11.2 Aspirations in Literary Proper

I have no evidence to suggest that this group of students are budding writers/journalists or otherwise. However, that they harbour aspirations in such a field of work can be taken as a sign that they wish to become writers/journalists.

These students are in their 20's and ambitious to be writers. Yet the reason given by two of the students for embarking upon the course is to improve their careers while the other decided to prepare for librarianship instead. This seems to suggest that they are eager to get started with their career. Instead of trying to get on the unconventional path and a competitive one too to become a literary writer, they chose a more secure job instead. One of them even went as far as suggesting that this is “the only course that he or she can get on” confirming the suspicion that library and information work is viewed by many as a second choice of career.

5.11.3 Aspirations in Social/Public Sectors

There are 6 students accounted for in this group. One of them would like to teach but “cannot get on an English degree”, another would like to teach but decided otherwise. These two cases clearly suggest that library and information work is their second choice of career.

Two other students who are keen on community and social work opted for a career in library and information instead as a way of progress. One wanted to be a lawyer but chose library and information studies for employment reasons. Another student desired to be a doctor but again for employment reasons chose a career in library and information. These cases suggest that some students chose to embark on the DILS courses because they could not embark upon their first chosen career and for whatever reasons and settle for their second choice of career.

43
5.11.4 Aspirations in Artistic Fields and Others

Three of the four students who aspire to the artistic fields wanted to improve their career prospects but not in publicity and advertising.

One of them chose not to carry on with her wish to be in the unconventional field of acting. Another student wants to be a gypsy but consented to prepare for a career in librarianship.

One student who wanted to study Recreation Management was seconded to go on courses in DILS. Two others aspire to be Formula One drivers and Basketball player respectively.

5.12 Summary of the findings

The findings in this chapter can best be summarized as following in Table 5-15.

Table 5–15 Aspiration V Career in Library and Information Work

<table>
<thead>
<tr>
<th>Complimentary to Library and Information</th>
<th>Non–Complimentary to Library and Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>—No Preocc, No Asp 26 (neutral as +ve)</td>
<td>—No Preocc, With Asp 12 (Literary Proper, Social/Public,</td>
</tr>
<tr>
<td></td>
<td>Artistic &amp; Others)</td>
</tr>
<tr>
<td>—No Preocc, With Asp 14 (Literary Related)</td>
<td>—With Preocc, No Asp 10</td>
</tr>
<tr>
<td>—With Preocc, No Asp 14 (Lib &amp; Info background)</td>
<td>(Not Lib &amp; Info background, mainly teaching)</td>
</tr>
<tr>
<td>—With Preocc, With Asp (change) 02</td>
<td>—With Preocc, With Asp (no change–teaching) 02</td>
</tr>
<tr>
<td>Move towards Asp) 18</td>
<td>(Not the Same) 27</td>
</tr>
<tr>
<td>总</td>
<td>Total</td>
</tr>
<tr>
<td>76(58%)</td>
<td>55(42%)</td>
</tr>
</tbody>
</table>

Table 5–15 shows that although more than half the number of students who chose careers in library and information related fields, it seems that there are a significant number of students who chose the library and information field of work as a second choice of career.
The decision to embark upon the course can be considered as a positive move made by all students even though the motives for such a move are various. Some of them can be looked upon as favourable to library and information work and some are not.

Those younger school leavers who have no particular chosen career and have no previous work experience embark upon the first stage of their career path. Their decisions to enroll on the DILS courses can be viewed as neutral yet complimentary to the library and information work. However, many changes will occur when the students mature into either other fields or progress vertically up the levels of the hierarchy.

The reasons given by some of those students with work experience but with no stated chosen career for embarking on DILS courses are very positive towards library and information career. This category includes students of all age groups from those in their 20's to those over 40. Most of them have only work experience in library and information. This decision can be looked upon as a positive career improvement within the the individuals' career structure.

But the motive of some of the others in the similar category are most uncomplimentary to the career they move into. The career development of such a group involved change of career path, not necessary for the better. Most of them are teachers of over 30's and over 40's who are changing their careers. There is an element of escaping from a field of work where one no longer carries the same optimism. I have no data to prove such a suggestion to be true except the impression I have collected.

Most of the students with stated chosen careers but with no work experience are the literary people. The other major identifiable groups are the social workers and the artistic people. Such people are entering their first job and only less than half of them embarked on the course for the right reasons.

Only less than half the number of students with work experience and having chosen careers work towards what they want. They consist of those students who
change their career path for the better and those who are qualifying themselves for the first time or those up-grading themselves to progress up the hierarchy.

The other students in the similar category aspire to work in the literary field as writers/journalists or publishers. Some of them would like to be involved in social work and some like teaching, artistic work, agricultural work—and other less conventional fields of work. Therefore, it seems likely they are doing the next best thing, straddled in the middle and not yet realising their goal or potential.

This study raises issues on the present conditions of work in some of the students' chosen fields particularly in social-care and teaching. I suspect that most of those who left teaching did not do so willingly but were forced by circumstances. Some of the students aspire to teaching but chose not to pursue it.

The other two main aspects are the literary field and the other slightly unconventional fields of work such as commentating, flying, car racing, acting etc. The reasons for not entering such fields could be because such career fields do not have a career structure and job security. Obtaining jobs in such fields usually involves luck and chance opportunity (2). However, such a discussion is beyond the scope of this study.
CHAPTER 6

STUDENTS WORK VALUES
AND
ABILITIES
6.1 Introduction

The characteristics of the students studying in LUT DILS were examined to understand more about their personal values and qualities. Such an investigation was based on the results of the returned questionnaires. This study consists of two main parts.

In part one, I will investigate the work values that were reported by the respondents to be of significance to them. In part two, students assessment of their own abilities will be compiled and analysed to identify preferences according to their ability in dealing with things, ideas, people and data. This is then matched with the suggested personality types.

6.2 Students Work Values

Question 12 of the questionnaire (see Appendix A) requires students to rank 14 items. The replies to this question were compiled into two main groups. Each group contains 6 items. The first group consists of items appearing consistently in the ranking levels 1, 2 and 3. The second group is composed of items appearing consistently in the ranking 4, 5 and 6 levels.

The 6 most important job criteria to the DILS students were listed in Table 6-1.

<table>
<thead>
<tr>
<th>Table 6-1 Group 1 (Rank 1, 2 and 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Table 6-1</strong></td>
</tr>
<tr>
<td><strong>% (N=131)</strong></td>
</tr>
<tr>
<td>Respect/Achievement 42</td>
</tr>
<tr>
<td>Personal Growth 39</td>
</tr>
<tr>
<td>Meeting &amp; Helping People 39</td>
</tr>
<tr>
<td>Job Security 34</td>
</tr>
<tr>
<td>Salary 33</td>
</tr>
<tr>
<td>Variety of Tasks 21</td>
</tr>
<tr>
<td>Working Environment 19</td>
</tr>
</tbody>
</table>

"Respect/Achievement", "Personal Growth" and "Meeting & Helping People" were ranked highly by most respondents at around 40%. The next category consists
of Salary and Job Security ranked highly by approximately 30% of the respondents. Third came the Variety of Tasks and Working Environment at approximately 20%

Table 6–2 Group 2 (Rank 4,5 and 6)

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary</td>
<td>19</td>
</tr>
<tr>
<td>Meeting &amp; Helping People</td>
<td>17</td>
</tr>
<tr>
<td>Personal Growth</td>
<td>16</td>
</tr>
<tr>
<td>Respect/Achievement</td>
<td>15</td>
</tr>
<tr>
<td>Team Work</td>
<td>15</td>
</tr>
</tbody>
</table>

“Respect/Achievement”, “Personal Growth”, “Meeting & Helping People” and “Salary”, are the four job criteria repeatedly sighted in both groups as illustrated in Table 6–1 and Table 6–2. The findings of these four items from group 1 and group 2 were combined to give the results as shown in Table 6–3 below. Such a combination is possible since Group 1 and Group 2 are mutually exclusive. That is to say, if ranking for an item is done once in the higher levels, it cannot be ranked again in the lower ranking levels and visa versa.

Table 6–3 Group 1 And Group 2 Combined

<table>
<thead>
<tr>
<th></th>
<th>% Rank 1 to 6 inclusive (N=131)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect/Achievement</td>
<td>57</td>
</tr>
<tr>
<td>Salary</td>
<td>52</td>
</tr>
<tr>
<td>Personal Growth</td>
<td>55</td>
</tr>
<tr>
<td>Meeting &amp; Helping People</td>
<td>56</td>
</tr>
</tbody>
</table>

The renounced Maslow’s Theory on Hierarchy of Needs is used as a basis for the following argument. Such Theory was utilized by the AGCAS—the main co-ordinator of the tertiary career guidance.(1) Its booklet on self-assessment titled
“Knowing Yourself”, (2) advised graduates to apply such a Theory when assessing his/her own needs.

Maslow’s Theory stated the Hierarchy of Needs as follows:
- Self-Actualisation High
- Self-Esteem
- Belonging
- Security
- Physiological Low

It was found that the DILS students score fairly low on Sense of Belonging at only 21% for rank 1–6 inclusive. Hence their requirement of “the need for acceptance by others or to be part of the group…” (3) on the job can be said to be relatively low.

Whereas the students association with the higher level of needs of “Self-Esteem” and “Self Actualisation” are more obvious.

Self-Esteem was stated as a desire “to be recognised or respected…”(4). This is of some evident from the high ranking obtained for Respect/Achievement. Though the joint mentioning of respect with achievement does not differentiate respect of others or of self on achievement. Nearly half the number(see Table 6–3) of students responded positively to such values. More than half of them ranked this aspect at the higher ranking levels of 1, 2 and 3. (see Table 6–1)

To self-actualised is defined as “to want to be free to develop and grow as a person, to manager one’s own life and be creative”(5). Again, nearly half the number (see Table 6–3) of students responded to this level of need under Personal Growth. More than half of them ranked such aspect also under the higher ranking levels 1, 2 and 3. (see Table 6–1)

6.2.1 Job Satisfaction

Students were asked to rate items on job satisfaction as per question 13. (See Appendix A) Items that were rated as very important and have a 50% response rate were compiled and listed in Table 6–4.
Table 6–4 Items Rated Very Important

<table>
<thead>
<tr>
<th>Extrinsic Factors:</th>
<th>% (N=131)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good Working Environment</td>
<td>70</td>
</tr>
<tr>
<td>Access to Training Facilities</td>
<td>59</td>
</tr>
<tr>
<td>Opportunity for Promotion</td>
<td>53</td>
</tr>
<tr>
<td>Helpful Supervisors</td>
<td>50</td>
</tr>
<tr>
<td><strong>Intrinsic Factors:</strong></td>
<td></td>
</tr>
<tr>
<td>Utilising Talents</td>
<td>80</td>
</tr>
<tr>
<td>Provide Useful Service</td>
<td>64</td>
</tr>
<tr>
<td>Assisting People</td>
<td></td>
</tr>
<tr>
<td>Study and Explore Ideas</td>
<td>57</td>
</tr>
<tr>
<td>Own decision–Making</td>
<td>56</td>
</tr>
<tr>
<td>Work Independently</td>
<td>51</td>
</tr>
</tbody>
</table>

More than half the number of students replied favourably to "opportunity for promotion and training." This suggests that they are ambitious to be successful within an organisation. An overwhelmingly high response, at 70%, were made on "good working environment." This suggests that they place a high value on the aesthetic quality of their work surrounding. This could imply to both people and office–space environment.

The combination of "studying and exploring ideas" (57%) and "utilising talents" (80%) indicates that half the number of students tend to like to work creatively. Such a suggestion might not necessarily apply to creating things or writings of artistic value, as shown by the relatively significant numbers (30%) stating that this is not important. However, 47% did state that this is quite important. I would propose that creativity can be applied to "approaches". This could mean problem-solving, being inquisitive or being investigative. These are a form of mental exploration.

Table 6–5 confirmed that a large number of students think problem-solving (50%) and being innovative (60%) are quite important. These I see as outcomes of the tendency to want to mentally explore. Such a tendency towards mental activity, when combined with the needs (rated as very important) to "make own decision"
and to "work independently" tend to lead me to believe that these students are likely to put great stress on self-actualisation while on the job. (see section 6.2 for definition)

The rating for "quite important" was analysed and the following results in Table 6-5 were found.

Table 6-5 Items Rated Quite Important

<table>
<thead>
<tr>
<th>Extrinsic Factors</th>
<th>% (N=131)</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Income</td>
<td>56</td>
</tr>
<tr>
<td>Organising and Administrating</td>
<td>55</td>
</tr>
<tr>
<td>Gain Respect in Society</td>
<td>53</td>
</tr>
<tr>
<td><strong>Intrinsic Factors:</strong></td>
<td></td>
</tr>
<tr>
<td>Innovative</td>
<td>60</td>
</tr>
<tr>
<td>Offer Advice</td>
<td>53</td>
</tr>
<tr>
<td>Problem-Solving</td>
<td>50</td>
</tr>
</tbody>
</table>

"To gain respect" (classed as self-esteem) (see section 6.2 for definition) although responded to by more than half the number of students, they did state that this aspect is only quite important not very important. After comparing such a suggestion with that made for self-actualisation (see section 6.2.1 para4), I deduced that the need for self-actualisation was stronger than that for "self-esteem."

Other reasons which led me to such a conclusion were that there are more students (at 20% rank 1-6 inclusive) who stated that "to gain respect in society" is not important than those who state that "utilising talents" (4%), "study and explore ideas" (4%) is not important. A large majority of students at 77% did not care to rank job status as their job criteria. Moreover, there are twice as many respondents who ranked personal growth most highly at ranking level 1.

**6.2.2 Leadership**

The high response to needing "helpful supervisors" suggests that at least half the number of students do not see themselves as belonging to higher management, at least soon after graduation. Over 61% did not include carrying job responsibility
in their ranking at all. Another 20% ranked having responsibility as a low job criteria. Over half the number of students see organising and administering people as only quite important. Nearly 20% said this is not at all important. The majority of respondents (over 70%) did not even rank organising as part of their job criteria.

As regards the role of leadership, the results show that few consider such aspects of a job to be very important. Only as little as 15% responded positively to this being very important. As many as half the number of students consider leadership as quite important. More than a quarter of the others, at 30%, regard leadership as not an important aspect of their job satisfaction at all.

When they were asked to assess their own competence in giving leadership, only 11% see themselves as highly competent, over half the number of respondents perceive themselves as fairly competent, a significant number at 35% see themselves as being only able to cope at a basic level. 10% view themselves as not so good at such a job skill.

Over half the number of respondents who think that leadership is very important express that they do not see themselves as very competent. A large proportion of the respondents who view leadership as quite important see themselves as only fairly competent or can cope.

6.2.3 Economic Values Versus Aesthetic Values

Salary and job security are both ranked highly by over a quarter of the respondents. However, these criteria are not considered by as many students as those selecting criteria on respect/achievement, helping people and personal growth. (see section 6.2 Table 6-1)

"High Income" is not seen as the first priority. More than half the number of students, at 56%, replied that this criteria is only quite important. A large proportion of students, at 40%, stated that "fringe benefits" are not important and the other half replied that such benefits are merely quite important. Only a small proportion of students, at 12%, think that perks are very important.

This seems to suggest that the respondents appreciate a stable job with good salary but are not particularly concerned about a large income. The lack of emphasis on economic values and a high regard for aesthetic qualities such as satisfying
ones mental need to explore (see section 6.2.1) and the quality of the working
environment (see section 6.2.1) seems to agree with Henry and Roache (1975) finding
that students entering librarianship courses tend

to be males and females with a high regard for aesthetic values and placed
low emphasis on economic values" (6).

6.2.4 The Extrinsic and Intrinsic Job Factors

9 items of intrinsic and 7 items of extrinsic job criteria were accounted from
the "very important" and "quite important" rating categories. (see Table 6-4 and
6-5) This seems to suggest that DILS students look upon both factors as nearly
equally significant.

The Intrinsic Factors (I) are those criteria that are involved with "contents and
demands of work" (7) and the Extrinsic Factors (E) are those described as "work
situation and rewards that goes with the job". (8)

Items under these two factors were computed for each respondent. Correlation
analysis was used on the rating to test whether the high rating was due to chance.
Correlation was made on 10 extrinsic factors with 10 intrinsic factors in Question
13 (see appendix A). It measures the strength of the relationship between these two
factors.

The idea for Question 13 was based on examples from the Occupational In-
terests Explorer (9) — an interest survey prepared by CRAC to assist students in
choosing a career or course of study.

The correlation coefficient ($\rho$) for the factors listed in Figure 6–1, was found
to be 0.42. This indicates that no positive or negative linear relation was found
between the intrinsic factors and the extrinsic factors. Most probably the high
correlation of rating is due to chance. This implies that no evidence of any pattern
between the way students chose the duty of work and that of job rewards. The high
value put on one aspect does not imply that the other will be viewed the same way.
It was found after the rating for the two factors was computed that nearly half (47%) the number of students rate higher than 12 points (the recommended average score) for both E and I. It was suggested (10) that this indicates that a large number of DILS students consider the role of work as important to them. However, for the other half, 12% have lower than 12 points score for both E and I. This suggests that a small proportion of the DILS students place more importance on the role they have outside work (11). A large proportion at 32% favour the intrinsic factors of job and a small percentage at 7% chose the extrinsic factors alone as more important.

6.2.5 Summary on Students Work Values

All evidence seems to point to the suggestion that DILS students are likely to desire to self-actualisation (or fulfilment of their needs) while on a job. 80% responded that to utilise their talents, which is an internal quality of an individual, is the most important factor they looked to be satisfied on a job. A lot of the respondents think that gaining respect is important but only relatively so when compared with ratings given to implicit factors required for personal growth. It was clear from the findings that the need to belong or identify with people in the working organisation is low.

The results suggests that LUT DILS students tend to have higher regard for aesthetic values while on a job. This can apply to both the intrinsic and extrinsic aspects of work. Apart from valuing the aspects that can allow them to mentally explore and to use their talents, they also value providing a useful service. Although having a good working environment is not ranked highly, once on the job this aspect
is required to be satisfied the most. Such aspects could imply both people and office-space environment.

Students seem to regard economic values as less important in their consideration of job-satisfaction. High income is not considered very important by half the number of respondents. A good proportion of the students who responded mentioned that fringe benefits and bonuses are not important, while considering job-satisfaction. However, students do appreciate a good salary and secure job. Personal growth, meeting and helping people and gaining respect all come before good salary and job security.

Though most students do not rank career structure as part of their job criteria, once in a job more than half of them are likely to be ambitious and would want to progress on job. They also see having a variety of tasks as another important job criteria. The one factor that they would ask the least from a job is routine working hours.

No pattern was found between the way DILS students choose to be satisfied in the intrinsic aspects associated with the duty of work and that in the extrinsic aspects associated with the rewards that come with the job. It can be said that it was only by chance that these two factors were rated the way they did.

However, quite a lot of students attach much importance to the role of work. Only a small number of them place much important on their role outside work.

A large proportion of students do not include organising and having responsibility within their job criteria. They do not see organising and administering people on the job as very important. Most of them do not mind and seem to expect to be supervised. The need to lead is seen by half the number of students to be only of middling importance. Most of the students who think giving leadership is either very or quite important do not think they are very competent at being a leader.

6.3 Students' Abilities

Question 15 (see Appendix A) was designed to test the natural aptitudes of the students. This test is based on the example from the AGCAS "Knowing Yourself"(12) booklet on self-assessment.
Students were asked to rate their own competence on the listed skills. The answers were compiled into four ability areas—things, ideas, people and data (or information). Such a method for assessing abilities was widely employed by the UK career guidance. AGCAS — one of the major authorities on UK career advisory services—recommends graduates to assess themselves using such a method. Slater’s 1986 survey on career guidance suggested that such concept model is widely used as the basic career guidance model.(13)

9 sets of 4 items making a total of 36 items were required to be scored. Four scales of competency were used, they are:

- 4 Highly Competent
- 3 Fairly Competent
- 2 Can Cope at Basic Level
- 1 Not so Good

The scores for each set were totalled for each respondent. The Mean Scores were calculated and are displayed in Table 6–6.

**Table 6–6 Ability Areas**

<table>
<thead>
<tr>
<th>Ability Areas</th>
<th>THINGS (N=130)</th>
<th>IDEAS (N=129)</th>
<th>PEOPLE (N=127)</th>
<th>DATA (N=129)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEAN</td>
<td>18.34</td>
<td>24.70</td>
<td>24.83</td>
<td>24.81</td>
</tr>
<tr>
<td>ST DEV</td>
<td>5.28</td>
<td>4.75</td>
<td>6.08</td>
<td>5.09</td>
</tr>
<tr>
<td>VARIANCE :</td>
<td>25.46</td>
<td>13.31</td>
<td>17.96</td>
<td>16.59</td>
</tr>
</tbody>
</table>

**Table 6–6 (contd)**

<table>
<thead>
<tr>
<th>Source</th>
<th>SS</th>
<th>F</th>
<th>MS</th>
<th>F–TEST</th>
<th>P–VALUE</th>
<th>F(1%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BETWEEN GRP</td>
<td>4514</td>
<td>003</td>
<td>15.5</td>
<td>82.0</td>
<td>2.55E–43</td>
<td>3.82</td>
</tr>
<tr>
<td>WITHIN GRP</td>
<td>9376</td>
<td>511</td>
<td>18.35</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>13890</td>
<td>514</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SS=SUM OF SQUARE F=DEGREE OF FREEDOM MS= MEAN SQUARE
F(1%) = F CRITICAL VALUE (at 1% significance level.)

The minimum score for each set is 1\times 9 = 9 and maximum score is 4\times 9 = 36. Therefore, the expected frequency for each set is:

\[
\frac{36 + 9}{2} = 22.5
\]

It can therefore be said that, the mean score for Things is below the expected frequency. This can be interpreted as meaning that the respondents are not greatly familiar with the skills in handling Things.

The mean scores for People, Ideas and Data are well over the expected frequencies. This may suggest that the respondents are likely to want to:

— to work with ideas,
— to work with people, and,
— to handle data or information.

However, this is by no means certain. Therefore, the Anova Analysis of Variance test is applied.

6.3.1 Anova Analysis of Variance

The results of the Anova analysis show that there was significant variation between the categories, more specifically between that of Things and the other three categories—Ideas, People and Data—as already illustrated by the mean scores findings above.

This shows that the respondents are strongly influence by Ideas, People and Data but not so much by Things. The Anova analysis of variance within groups confirmed that the variation of score within each of the category of Ideas, People and Data is low. This shows that the score in these three categories are more clustered around the Mean.

The F-Test shows variation within and variation between groups. F score of 82.0 was signigicant at the 1% level. As F = 82.0 is greater than the Critical Value of F(F Crit) = 3.83 the null hypothesis \( (H_0) \) of no difference between the groups was rejected at the 1% level.
It can be said that the probability of the results due to chance variation was tested to be that of 1 in 100. This indicates strongly that DILS students score consistently and over the expected value for Ideas, People and Data.

6.3.2 Comparative Studies Between Two Ability Areas
Correlation analysis was made and Scatter diagrams were plotted between:
Things/Ideas Things/People Things/Data
Ideas/People People/Data Ideas/Data.

6.3.2.1 Results with no Correlation
The correlation coefficient results, illustrated by the scatter diagrams, (see Figures 6–5, 6–7, 6–6 below) for Things with (Ideas, People and Data), and also that between data with people (Figure 6–3) and data with ideas (Figure 6–2) are lower than 0.5. This shows that there is no significant correlation between these ability areas. In other words, high scores in one of the category by DILS students did not necessarily imply a high score in the others.

6.3.2.2 Results with Significant Correlation
The correlation between People and Ideas gives a positive correlation coefficient ($\rho$) of 0.7. This implies that students who score higher in one category tend to also score higher in the other.

6.4 Interpretation of DILS Students Natural Abilities
The Holland Personality Style Hexagon (14) was used to interpret the findings.
This personality/preference model was developed by J L Holland, a vocational psychologist. He established a general classification system for personality types. The Hexagon model published by the Kendall and Hunt Publishing Company can be seen in Appendix H. Holland classified people and their characteristics into the following groups:
— Artistic
— Conventional
— Enterprising
— Investigative
— Realistic
— Social

These groups are based on patterns of interest preference.
The correlation coefficient, $\rho$, is also given.

**Figure 6-2**

\[ \rho = 0.5, N = 129 \]

The outline of the scatter plot gives no significant relation between ideas and data.

**Figure 6-3**

\[ \rho = 0.5, N = 128 \]

The outline of the scatter plot gives no significant relation between people and data.
The outline of the scatter plot may show a significant relation between ideas and people.

\( \rho = 0.7, N = 127 \)

The outline of the scatter plot gives no significant relation between things and data.

\( \rho = 0.2, N = 130 \)
Figure 6-6

$\rho = 0.4, N = 130$

The outline of the scatter plot gives no significant relation between things and ideas.

Figure 6-7

$\rho = 0.3, N = 128$

The outline of the scatter plot gives no significant relation between things and people.
6.4.1 Things

The findings show no significant scoring for Things. This indicates that the DILS students do not seem to show signs of being skilled in the abilities classified as "Realistic". According to the Model, they are not likely to be technically or athletically inclined people who prefer to work with their hands, tools or like outdoor pursuits.

6.4.2 Ideas

The significant finding for Ideas suggests that DILS students are likely to be Artistic or Investigative.

The artistic and investigative skills were drawn from Question 15 of the questionnaire. Their percentage frequencies on competency rating were compiled and listed as shown in Table 6-7.

Table 6-7 Artistic Skills Versus Investigative Skills

<table>
<thead>
<tr>
<th>Investigative</th>
<th>%</th>
<th>Artistic %</th>
</tr>
</thead>
<tbody>
<tr>
<td>VC FC CC NG</td>
<td></td>
<td>VC FC CC NG</td>
</tr>
<tr>
<td>Assessing/</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>Evaluating</td>
<td>72</td>
<td>51</td>
</tr>
<tr>
<td>Spotting</td>
<td>14</td>
<td>31</td>
</tr>
<tr>
<td>Inconsistencies</td>
<td>10</td>
<td>&lt; 10</td>
</tr>
<tr>
<td>Logical/</td>
<td>25</td>
<td>26</td>
</tr>
<tr>
<td>Analytical</td>
<td>26</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td></td>
<td>32 32</td>
</tr>
</tbody>
</table>

VC=very competent FC=fairly competent CC=can cope NG=not so good

It was found that there are more students who score under fairly competent for both two types of skills than those who score under being very competent. Under this category, more students score as being investigative than being artistic.

The results for very competent is low and vary for both groups hence no deduction can be drawn. There are relatively more students mentioning they can cope at a basic level to both skill groups than those under very competent.
When comparing the two "can cope" groups, it was found that there are more students who can only cope with being creative and original than those who can cope with any of the listed investigative skills. There are slightly more students who can only cope with drawing and being imaginative than those who can only cope with any of the listed investigative skills. The average percentage score for the competency scale "can cope" for artistic skills is 30% versus that of the investigative skills at 22%.

The score for not so good in both skill groups is less than 10%. However, there is a significantly higher score at 32% for not so good in the artistic skill of drawing and design.

This findings tend to suggest that the DILS students who like toying with Ideas are more investigative in nature than artistic. It was suggested that they are more likely to be abstract problem solvers who prefer to work on their own. Positive findings on "working Independently" (see Section 6.2.1) reinforces this argument. They also would be more likely to want to learn and investigate. Again this is strongly suggested by Section 6.2.1 findings on "studying and exploring ideas."

6.4.3 Data

The significant finding on Data can be interpreted as indicating that the students are equally likely to be good in "Conventional" skills such as handling data and details. This usually means that they prefer to work with words and numbers and like carrying out detailed instruction.

6.4.4 People

The equally significant finding on People suggests that DILS students are likely to be Enterprising or Sociable.

The percentage frequencies for the following 2 sets of skill types were taken and the results were shown in Table 6–8.
Table 6-8 Enterprising Skills Versus Social Skills

<table>
<thead>
<tr>
<th></th>
<th>Enterprising %</th>
<th>Social %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>VC FC CC NG</td>
<td>VC FC CC NG</td>
</tr>
<tr>
<td>Leadership</td>
<td>11 43 35 10</td>
<td>30 55 11 &lt;10</td>
</tr>
<tr>
<td>Negotiating</td>
<td>12 42 37 &lt;10</td>
<td>30 49 15 &lt;10</td>
</tr>
<tr>
<td>Instructing</td>
<td>17 67 14 &lt;10</td>
<td>19 58 6 &lt;10</td>
</tr>
</tbody>
</table>

There are more students who score under very competent at social skills than enterprising skills. There are consistently more students who score twice as high at being very competent in the social skills of “understanding” and “being caring” than in any of the enterprising skills.

The average percentage score for the social skills under fairly competent is 54% which is slightly higher than those found with the enterprising skills at 51%. Although slightly more students score on being fairly competent in instructing others, there are more students who score higher consistently under fairly competent in “understanding others” and “being caring”.

There are comparatively more students who score under only can cope with the enterprising skills than those on the social skills. Twice as many students mentioning that they can only cope at a basic level with giving “leadership” and with “negotiating” than those who score on only can cope with the social skills of “understanding” others and “being caring”. Hence I deduce that DILS students show signs of being better equipped with the social skills than the enterprising skills.

The significant correlation between People and Ideas seems to suggest that the DILS students who are skilled with people and like working with ideas are more inclined to be of social/investigative types.

6.5 Summary on Students’ Abilities

From these findings I hence deduce that DILS students show a tendency to be equipped with the conventional skills in handling data or information, good with words and numbers and like carrying out detailed instruction.
They also show signs of being good with ideas and with people. However, the findings show that they seem to be better at the investigative than the artistic aspects of dealing with ideas. They also show a tendency to be better at the social than the enterprising skills while dealing with people. Since the correlation between ideas and people is significant, I would suggest that apart from being skillful in handling data and information, the DILS students are also likely to be more of a social/investigative type. The suggested personality traits for the described personality types are illustrated by the Tree Diagram (See Figure 6-8, page 67).
Figure 6-8

Suggested DILS Students Ability Chart
[Based on Holland's Personality Style Hexagon Model]
CHAPTER 7

CAREER INFORMATION ON LIBRARY & INFORMATION WORK
7.1 Introduction

This chapter analyses a selective sample of current available career information. Such information can be consulted at the various career decision-making stages, taken either logically or haphazardly, while considering:
- entering employment,
- furthering study,
- a change of career or returning to study.

I have taken the view that such information constitutes a direct or indirect external influence on an individual while she or he decides on a career, particularly that of a career in library and information work.

I assumed that an impression can be generated from the written text and from the way the written content is presented. I also chose to believe that such impressions can affect an individual’s judgement. The philosophical outlook of the publishers, however, was not taken into consideration in this chapter.

The purposes of this study are twofold:

i) to scrutinise the career information on library and information work according to a set of criteria. (see Section 7.2)

ii) to establish the broad entry for “Library and Information work” in the selected publications. To examine the association library and information work has with the other careers listed under the same entry cluster.

Three categories of publication were selected for this study. The first category consists of the “general career guides” containing a variety of careers of which Library and Information Work was one. The second category concerned publications which identified a broad family of careers under a single common entry. The third aimed specifically at the career information of Library and Information work, which are on sale to the general public or those obtainable from the professional bodies.

A summary of the publications chosen for each category is as follows:

1 ) general guides
2 ) career cluster
3 ) specific publications:
   — available on-sale
   — information pack from professional bodies
: The Library Association
: The Institute of Information Scientists
7.2 Category I — General Career Guides

The criteria set for the studying of this category are
1) ease-of-use
2) the presence of directional headings
3) concise and succinct writing
4) realistic and accurate portraits of job functions, skills requirements, particularly interpersonal skills and computer skills
5) changes and development in the field
6) changes in employment and job prospects
7) reference to related work
8) entrance requirements

Criteria 1, 2 and 3 are important since the guides are likely to be used at the early non-deciding stage and possibly with the assistance of members in the family, career adviser or teacher.

The 3 chosen guides for study in this category are:

i) Job File 92(1)
ii) CASCAID Career Guide 1991(2)
iii) Occupations 91(3)

Job File 92 and Occupations 91 laid out their text in neat paragraphs. Headings and sub-headings were used to distinguish the different major aspects. This made the information easily accessible.

All three guides emphasize the need for good interpersonal skills and the requirement of computer skills. As a result of the rapid development of computer technology there is a clear need for competency in computer skills within library and information work and this is brought out very clearly in the guide. All three provided information on professional training and entrance requirements; they also dealt with pay and conditions and supplied further reference sources.

Job File 92 listed clearly and separately the job functions and skills required for both librarians and information scientists. Its definition attempts to explain the different interpersonal skills required for assisting the users and for managing human resources. It portrayed the employment opportunities realistically and conveyed the positive and negative aspects of the job so as to give a well-rounded view.

CASCAID Career Guide 1991 tended to be more wordy. Job functions and skills requirements are interspersed within the write-up. It has no subdivision by
headings either. This made it harder for information to be extracted in quick study for comparison unless one is clear on what is to be looked for. It gives a thorough account of the courses, training and financial assistance for study.

A definition of job functions in the Occupations 91 relates to real issues such as budget handling etc. Its description of the working environment is realistic, again, bringing in the positive and also the negative aspects such as the pressure of work. It makes a point to emphasize the incorrectness of the image of a stereotyped librarian. Such stereotyping was much discussed and accounted by Newmyer 1979(4) and Cowell 1975(5).

Hence I would conclude that the above guides deal fairly with the contemporary changes and issues in library and information work. Information was provided to prepare readers who are interested on embarking on courses. Mature students were particularly encouraged in Job File 92 and Occupations 91

7.2.1 Criticism on General Career Guides

There are 2 criticisms I would make of these guides in general. These criticisms centre on:-

i) the broad entry of the career, and

ii) the way the career is related to or refers to a related field.

7.2.1.1 Broad Entries

Careers described in Job File 92 and CASCAID Career Guide 1991 are entered alphabetically hence there is no induced bias due to the association with the perceived superiority of certain careers which can affect decision-making.

However, careers were found to be classified in Occupations 91 under the Career Library Classification Index (CLCI). (see the CLCI Career Areas Index in Appendix D) In which, library and information work can be found under the classification “FAF” — “Library & Information Work”

this classification belongs to the broader sub-heading “F” — “Teaching & Cultural Activities”.

Findings, in chapter 5 of this dissertation, show that 46% out of the 67% LUT DILS students with stated aspired careers were found to aspire to be writers, journalists, teachers or social workers of various kind. Three of such careers—as
writers, journalists, and teachers—are found to be nearly identical to those sublisted
under the heading “F” of CLCI. (see Appendix E)

Nevertheless, the positioning of “Library and Information Work” under the
main entry “F” — “Teaching and Cultural Activities” does not reflect the required
image of the contemporary library and information professional who is versatile
and can cope with the current changes and development. For example, it can not
possibly appeal to the individual from a scientific and technical background unless
she or he wants to teach.

The county career service and the further education career library visited both
used this career classification system. I assumed that such a system is used by most
of the secondary career services and by the college of further education libraries.

Whether alphabetical entries were consulted or not at the initial stage with
the career guides one will be further referred to materials by such guides or simply
through the general use of the career services/libraries to the classification system
of CLCI. Hence materials on career in library and information work are highly likely
to be found under FAF of the CLCI.

This finding shows that classifying library and information work under CLCI
does not just create occasional but a more global misrepresentation of a career
image that does not match with the career profile of a contemporary library and
information worker, especially those working in the competitive field of commerce
and industry.

The results of the questionnaire survey found that 40% of the LUT DLIS stu-
dents used the career services and 24% admitted to using the school career pro-
gramme which was mostly arranged by the county career service.

A good proportion of DILS students, at 24%, are 18+ school leavers and
20% are 21+ first time undergraduates. They are all likely secondary career ser-
vices/libraries users. These findings brought out the significance of the secondary
career services, particularly, to the students of library and information courses.
Once again, the possible effect CLCI has on students decision on a career is sub-
stantial.
Since the target audience of the CLCI are the impressionable 16+ and 18+ age groups who could be potential library and information professionals, more must be done to review and update the entry of library and information work in CLCI or to make a better and more effective reference from/to related areas.

7.2.1.2 Cross-referencing

The cross references to the related careers in these guides are less than satisfactory. Since this enables an individual to discover and identify potential career areas, some form of consistency in effective cross-referencing between career titles could better assist in the identification of related fields.

I find no cross-referencing is available in CASCAID Career Guide 1991. Occupations 91 is, comparatively, the better one among the three in so far as it attempts to relate to a wider range of possible career areas not usually considered as applying to library and information workers.(6)(7)

Job File 92 provides a more realistic cross-reference though inconsistencies were found. For example, although Researcher in Broadcasting is cross-referenced with Civil Service Research Officer, if one does not read about Civil Service Research Officer via Information Officer one would miss it. However, the cross-referencing under Librarian mentions nothing about Civil Service Research Officer or Researcher in Broadcasting.

7.3 Category II — Career Clusters

Dog-Guide 92 — Graduate Careers in Creative, Media and Languages (8)
is the publication selected for this study.

The Dog-Guide is a career directory series targeted at graduates. This implies that the directories are carrying two distinct messages. They are that:

i) each directory aims to direct or suggest to graduates the careers related to their area of study where their relevant subjects and professional skills can be applied.

ii) it, intentionally or otherwise, also suggests to the graduate of other fields the presumed association of related careers featured in each directory of the series.

Therefore, it imposes indirectly a certain impression through the way the series chooses to cluster together specific careers. This will inevitably influence the readers in terms of associations they draw between such careers.

73
The guide is written in a relaxed and informal style. It is easy to read and to extract messages that the articles were trying to put across. The guide usually starts with an overview of topics that are common to the careers blanketed under the directory title. It attempts to keep up with the current issues of the career fields. It discusses the occupational trends and conveys the competitiveness of the job market.

It also makes a distinction between occupational and employment areas by discussing occupation separately in the overview. A better example of this can be found in the chapter—“What can you do?” of the Dog Guide Directory for Graduate Career in Science & Technology(9). It states much of the occupational areas for graduates with a scientific background. It then goes on to deal with a wide-range of employers in greater detail in separate chapters. The guide also carries a profile which is helpful for finding out about what working experience within a particular field actually entails.

The author tried to dispel the old stereotyping of librarians. The readers were informed that today’s librarian tends to be the person users are most likely to communicate with for all form of customer services. Communication and computer skills were emphasized.

The various specialist job capacities in each task area were clearly pointed out. The various aptitudes and abilities that are required and suited to library and information work were conveyed with examples. The indication that there are a variety of occupational tasks in this area of work which can suit persons of different temperaments and aptitudes is most helpful.(10)

Contemporary issues such as funding cuts and its effect on job prospects are dealt with realistically. Adequate information on entry requirements and profession qualifications were discussed. Contacts for the professional organisations and further readings were made available.

The Dog Guide is available in a series of seven, of which one is the Directory of Opportunities for Graduates the others are divided into career areas. They are as follows:
Graduate Career in Engineering, Construction & Surveying(11)
... ... ... Computing & Management Services(12)
... ... ... Finance & Law(13)
... ... ... Public Services(14)
... ... ... Buying, Marketing & Selling(15)
... ... ... Science & Technology(16)

7.3.1 Criticism of the Dog Guide 92

Library and information work is contained inside and sandwiched between creative arts and literary work, which includes media and languages. Because of the way the series were set-up, it would not be incorrect to suggest that the inclusion of library and information work under such a series heading carries an implicit acknowledgment of its belonging to such a career cluster. It does not exactly encourage a change of outlook that the profession has been keen to promote.

On the contrary, the confirmation such authorities exert helps to perpetuate the continuing intake of humanities-based individuals into the profession as was pointed out by Danton?Marritt 1951 library students survey(17). Such an orientation is further illustrated by the DILS student survey findings. The results show that 65% of the DILS postgraduates are from the Humanities and Social Science background. Only 12% of the postgraduates have a mainstream science degree.

It is possible to accept that information work contains some characteristics in common with journalism or other media related work for they are both heavily involved with the written language. However, to allow “library and information work” to be portrayed in such a manner seems to suggest that the profession has quite an unclear image of itself at this changing time. This line of thinking was confirmed by a comment made to me that the reason why library and information work is categorised this way is “because they do not know where to place it”.

In fact, it was suggested to me that library and information work could easily have been sublisted under public service for it too is a form of public service. The Dog Guide Series recognises a need for such a categorisation. It refers to graduates who are considering occupations in science and technology (18) and those considering Local Government employment (19) to library and information work.

Meanwhile, the impression the Dog Guide series created for library and information work is going to continue to lead the readers to think that information work,
whether in libraries or other establishments, is a form of cultural and literary activity. This again reinforces the ideology conveyed by the CLCI. The Dog Guide series are free publications found only in the higher education careers service. Although CLCI is not use here, its message is conveyed in this case by the Dog Guide.

The write-up in the "Introduction" (20) of the directory, unavoidably appears to draw comparisons between careers while discussing creative arts, publishing and information work. It was said that library and information work offers more job stability. However, creative arts and publishing were described to be competitive and tend to offer less job security and no career structure.

This kind of comparison in relation to Library and Information Work as a career, is harmful to the career image of library and information workers. It gives the impression that library and information work is an easy way out, if the challenge of the careers mentioned above is not to be sought. This would in turn encourage library and information work to be viewed possibly as a second choice of career. Such an argument is substantiated by the survey result that although 46% of the 67% respondents replied positively to having a career in a field other than library and information services, they nevertheless chose to embark upon a course leading to such a career.

The Dog Guide does suggest alternative careers. Such suggestions help graduates to consider a wider range of careers which are related in some way to their subject disciplines. For example, management services was said to be work of research base(21) and potential Patent Agent(22) was recommended to occupation as an Information Scientist.

However, the series did not effectively refer library and information graduates considering wider options to alternative fields as suggested by Slater's 1986(23) report. (see Appendix F)

No reference was made to advertising(24), public relation(25), market research (26) and patent work (27). They were all featured in the other directories of the Dog Guide series.
7.4 Category III — Specific Publications

7.4.1 Those available on-sale

The publication chosen for this study is Careers in Librarianship and Information Science by Wenborn Neil. (28)

Careers in Librarianship and Information Science is published by Kogan Page as part of a Careers Series. There are over 60 different types of careers published by Kogan Page Dog Guide series. (29) The series focuses either on particular occupational areas such as "Librarianship" and "Computing & Information Technology" etc. or on employment sectors such as "careers in Local Government" or "careers in Civil Service". Each of the series aims at a specific self-contained career areas.

I can safely make the assumption that by the time an individual chooses to consult this publication she or he is looking for more in-depth, and up-to-date information. She or he will also be seriously considering the possibility of library and information work as a career.

This publication can be purchased or consulted at most career services/libraries. In the case of using a career services/libraries, once again, I found this publication in a further education career library under FAF of the CLCI. Had this publication been available in the county career service at the time I visited, it would be found under the same heading of the CLCI classification (as this is how materials on careers are classified there). Again, if a decision has yet to be confirmed, the presentation of library & information work materials under such a heading will be influential.

If we go on to assume that if an individual is only interested in extracting information on a specific career, then the content of such a publication will carry a decisive influence. The content is laid out in 2 parts:

i) deals with the profession and the areas of employment
ii) deal with the courses and qualifications required for embarking on this career.

This is satisfactory, for an inquirer can conveniently go straight to either area.

7.4.1.1 Section on the Profession

A brief introduction to the information explosion of recent years (30) is presented to the reader so that s/he can better relate to his/her field of intended work.
Librarianship, information science and archive work were lumped together in chapter 1 on basic training. This enhanced the impression that such areas of work have a common root since they all share the same professional entry criteria. The section went on to the various employment sectors—mainly public, academic, national and special libraries (including the industrial and commercial libraries).

In each sector, it tackles matters on job functions, the specialist job capacities and subject specialists. It gives a clear account of the contemporary issues such as funding cuts. Realistic advice was given on job prospects. The significance of the growing emphasis on information work in recent years was pointed out (31). The increasing demand for information workers with a scientific background was emphasised. Pay, conditions and job vacancies were discussed.

A small but informative chapter is allocated to libraries in commerce and industry. Again, the technical nature of an information scientist's job is stressed and a preference for a degree in scientific subjects is mentioned. Such a degree was mentioned together with that of economics and social science subjects (32). This gives the reader a more balance view on the required specialist subjects in both science and humanities disciplines.

This chapter also emphasises the fact that more information scientists with qualifications are desired by employers. This recognition can appear to have raised the library and information profession to a more prestigious level. It stresses that efficiency and resource management are important to the competitive fields of commerce and industry. Such a message is essential for conveying the dynamic and enterprising personal qualities that are required of an information worker since he or she is accountable for his/her responsibility to the service. This concept is very much alien to the traditional outlook of librarianship and needs to be conveyed clearly to the newcomer to the profession.

Public relations and good communication skills are registered as required for the information service industry. They are important skills for dealing with the external or in-house customers.
7.4.2 Professional Publications

The two types of publications to be analysed are the information pack from:

i) The Library Association (LA)

ii) The Institute of Information Scientists (from here on occasionally to be mentioned as Inst Info Sci)

These two are examined comparatively since they depict the change from the traditional (The Library Association) to the contemporary (The Institute of Information Scientists). The LA was founded over a hundred years ago and received its Royal Charter in 1898. The Inst Info Sci was however set up as recently as 1958 in reply to the new approach to information in the scientific and technological sectors of the industries.

Apart from scrutinising them against the set criteria (as in section 7.2 Category I) I will also make observations according to the following criteria:

- the types of audience aimed at
- what messages or image such professional bodies want to project by examining the subtext
- ease-of-use in terms of career information and course information

7.4.2.1 The Institute of Information Scientists

The Inst Info Sci documentation came mainly in the form of a leaflet and a booklet.

The leaflet (Information work as a career) profiled 3 case histories. They are useful for gaining a realistic insight into the actual work experience. The “O” “A” levels and the degree subjects studied by each profiled information specialist were stated. I would find this useful as a candidate, for it dispels any myths surrounding the issue that library and information course applicants tend to specialise in certain subject disciplines. This is the kind of impression one gathers from the subject combinations presented by course information handbooks such as the University Entrance 1993 (35) (see also section 8.3.2).

It created a sense of awareness to know that the profiled information specialists came from a wide-range of subject backgrounds, from Languages, Social Sciences to Pure Sciences.

One is taken through the various decision stages of the profiled individuals—choices involving study, jobs and career changes. This leaflet also gives a concise
account of entrance requirements (section on Training and Qualifications), the aptitudes suitable to this field of work (section on Qualities and Skills), potential employers, career progression and salaries.

The booklet (A career in information science) gives a more elaborate account of the job tasks required of an information worker and the skills and knowledge needed for success in information work. The areas of skills discussed are on  
— interpersonal and organisational skills,  
— text preparation skills  
— enquiry handling  
— language/communication skills  
— information technology skills, and,  
— subject knowledge.

The concise sectioning out of these areas in dealing suggests to the reader that they are of equal importance. "Subject knowledge" was made to seem like it is only a part of them, not the daunting whole, as again suggested by the subject combinations in the University Entrance (36).

It deals with the various pathways for entrance to the profession. Entrance requirements, the state-of-the-art of the specific skills demanded by the current employers' and the current state-of-affairs in the educational system were discussed. The “Introduction” and the section on the “Origins of Information Science” attempt to familiarise the reader with the ideology behind the new approach to information.

Separate sheets on the “Criteria for courses in information science” and on the “Courses in information science approved by The Inst Inf Sci” are available on request. The leaflet “Criteria on courses—” spells out the intellectual theories behind the practices of the field.

7.4.2.2 The Library Association

There are 13 booklets in the LA career information pack. They are:
— getting started  
— where to study in the UK  
— financial assistance for study  
— careers in formation and library services  
— academic libraries  
  — the polytechnic  
  — the university  
  — the college  
— the public library
industry
- the broadcast media
- art & design
- the book trade

Apart from "getting started", "where to study in the UK", "financial assistance for study" and "careers in information and library services" the rest contain a similar format, starting with
- an introduction to the types of library,
- what the job entails
- personal qualities needed, and,
- professional qualifications for the job.

As can be seen from the listing, academic libraries are separated out. Separate leaflets were printed to account for the polytechnic, the university and the college.

The leaflet "getting started" carries information on the professional entry requirements. It also deals with issues on the financing of study, mature entrants, job vacancies and membership of the Library Association.

A large part of the information on the professional entry is duplicated in the leaflet "careers in information and library services". With a bit of thought and reorganisation the information in "getting started" could be better incorporated into "careers in information and library services". They could be treated as a coherent whole and put into the following sections:
- information services provided to each employment sectors
- the occupational activities as follows
  : job tasks
  : specialist capacities
  : subject knowledge
- course information and entrance requirements
- finance of study
- professional qualifications

However, "Careers in Information and Library Services" did try to convey the concept of the information age. (37) It pointed out that apart from the "mainstream" library and information services, a large emphasis of the contemporary information services is firmly based in institutions. (38)

Interpersonal skills (stated as to be able to relate to people), management skills and ability to exploit new technology (39) were all emphasised as being important to the contemporary library and information services.

81
The leaflet “Industry” is informative and totally dedicated to the sector. The specific section on qualifications existed here and it emphasises that librarians and information officers with a scientific background are particularly valuable in industrial libraries. (40)

The leaflet “Where to Study in the UK” is helpful only in terms of providing a comprehensive list of the academic institutions which conduct courses in library and information. It acts as a quick guide to the types of courses available and as a source leading to further information.

The leaflets for “Art & Design”, “the Broadcast Media” and “the Book Trade” suggest to the reader that these are the related sectors where library and information services are needed.

7.4.2.3 Comparison of The Library Association and The Institute of Information Scientists Publications

I found that the Inst Info Sci documentation was better presented. Although there are mainly 2 parts (a leaflet & a booklet) in its information pack, their content is structured conceptually well. Emphasis was put on the wide range of employment sectors that would be interested in information services(41). It does not separate them out and thus portrays the information service industry as a coherent whole.

Although, rightly, the Institute was founded as the professional body for the information specialists, the documentation did concern itself with the subject of librarianship (42). The different objectives of the librarianship and information work stated can help the reader to identify the appropriate area of service she or he wants to enter.

On the other hand, mention of the overlap between the nature of the “Special Librarianship” and that of the “Information Science” might help to persuade the readers to identify with their ideology.(43)

It also discusses the wide variety of courses currently available under various names ranging from “information science”, “library & information studies” to “information management”.(44) It seems to be acknowledging the value of a qualification in librarianship to the information service, for the courses in “librarianship”,
“publishing” and “records management” were included in the Institute approved list of “Courses in Information Science.” (45)

From the above account, I deduce that The Institute projects an impression that it is interested in informing the reader who could be considering studying “librarianship”, “publishing”, “records management” or “information science”. Apart from the would be information scientists, the Institute is interested in attracting a wider audience.

The Library Association admittedly obtains 30% of its membership from the public library sector and a significant proportion of its membership from the academic library sector (46). This might suggest that a substantial part of the career information it produces should cater to attract an intake to these sectors. However, this does not necessarily imply separating out the other employment sectors. In spite of this, it has the tendency to segregate all the employment sectors. (see listing of the LA booklets) It even sees the need to segregate the academic sector under the university, polytechnic and college.

This tends to give the reader an impression of lack of unity at a time when the profession as a whole is experiencing change. Hence, I deduce that although the LA includes careers in both library and information services, the presentation of this information seems fragmented.

The LA did, however, try to express that it considers the issue on “information” important by having the logo “INFO” and phrases like “the information work” and “work in information” printed on the front cover of the leaflets. LA’s “Futures Working Party” (a group that was set up by the LA to consider the scope and future manpower requirements of the library and information community) was reported by Moore, 1987(47) as stating that

“...should accept and, indeed, promote the idea that librarianship as traditionally defined is now only a part, though still an important one, of the skills required in library and information work ...”

However, LA documentation show no sign of seeing librarianship as an integrated part of the information services.
The Inst Info Sci emphasis on identifying with “any organisation” in general instead of specific employment sectors could not be more clear for this was further stressed upon in the write-up under the heading of “potential employers” in the leaflet “Information Work as a Career.” In this paragraph only the concept of organisation was used and there was no mention of any employment sectors.

The insistent effort of the Inst Info Sci to conceptualise information as a service to an organisation indicates that it is preparing for the profession of the future. Its documentation carries a message that information service as a whole should be perceived as a stand-alone industry in itself. Owing to the supportive nature of the information service, it thus tends to appear in tandem with various employment sectors. The emphasis is now put on the “occupation in an employment”. Hence, the reader is presented with the concept of skills being applied to certain occupational tasks. This is evident in the write-up for the section on “Work within Information Science” in the booklet “A Career in Information Science.” (48)

The LA tends however to be more directive in so far as it tells the reader what skills are required to be directed to what job tasks. This kind of perception can be found in the section “what the job entails” for all the identifiable employment sectors. Its voluminous amount of documentation is perceived to have less impact than the 2 part leaflet and booklet of the Inst Info Sci.
CHAPTER 8

COURSE HANDBOOKS
AND
CAREER INFORMATION
ON EMPLOYMENT OPPORTUNITIES
8.1 Introduction

Chapter 7 approaches the analysis from a viewpoint that is sympathetic to the reader. It only aims to look at the impression that was created for library and information work through the way the information concerned was presented.

This chapter, however, aims to tackle the issue behind such a presentation. It sets out to find the perceived reasons that impel the authorities concerned to approach library and information work in the manner they do. This includes not only those who publish the career information, but also, those who publish the course information.

I will stress that my findings of the “perceived reasons” are purely speculative. They are the results of my studying the underlying subtext of the information available. However, this study illustrates another way to approach such matters. Accordingly, it may serve as a useful basis for further study.

The free publications that were produced annually (i.e. the career opportunities guides on employment & training for graduates) were selected for the assessment of the “career information on opportunities in employment” for library and information work. They are GO 1992, ROGET 92 and GET 1992.

This study is approached, not from the readers or the employers perspective, but rather with the view to assessing the treatment library and information work received from the publications.

The need for annual up-dating of the employment information in these publications means that any current trend observed in the employment opportunities and development in the field of library and information can be tapped from such resources. I am hopeful that such observations can help to reveal the present school(s) of thought relating to a career in library and information work.

During the process, the views held by the tertiary and secondary education career services on Library/Information Work & Services, were compared.

8.2 Publishing Authorities

It was found that diverse headings were used such as library and information “Course Entry” and “Career Entry”. The entries were included on the one hand
under, "Sciences" and "Social Sciences" and on the other under "Creative Arts & Languages".

The above findings prompted me to investigate the reasons for such non-uniformity. I sought to establish whether there is a philosophy behind such entries on library and information. To do so, I first had to establish who authorises such publications.

In so doing, I found that the publications used for this study are specific course entrance references, intended to guide the would be applicant on to the courses available.

The University Entrance 93 is published under the instruction of The Committee of vice-chancellors and Principals which belongs to the Association of Commonwealth Universities. (1) The Polytechnic Courses Handbook 1993 is published by The Committee of Directors of Polytechnic (2) and The City & Guilds Handbook 1991–92 by the City & Guilds of London Institute (3) itself.

These are the very authorities who authorised the publications. I therefore assume that the philosophical outlook that is reflected from their course entries had been approved by them since they are ultimately responsible for such publications.

The Course Entries for the discussed course information publications are listed in the Appendix G.

8.3 The Philosophical Reasons Behind the Course Information Publications

8.3.1 The Polytechnics

I propose that the reason the Polytechnic Courses Handbook entered Librarianship and Information Science under "Social & Related Studies" (see Appendix G) can be explained by the view the authority takes on contemporary human communicative behaviour. Such behaviour is aided by the information systems made available through the advancement of information technology.

The courses offered by several polytechnics (4) tended to illustrate the importance they place on "information and society" "communication and contemporary culture" and "communication theory & practice". These are the compulsory or
foundation topics available from more than half of the polytechnics listed under Librarianship and Information Science.

This complex system of communication is viewed globally as an integrated process of a society. The curriculum of Manchester Polytechnic's Information and Library Management (5) course stated that such courses are designed for

"information and library managers in meeting the information and communication needs of modern society".(6)

The North London Polytechnic offered Information Studies as a module within the Applied Social Science Modular Scheme. Its core curriculum further stressed:-

"a social science understanding of the impact of contemporary information technology and systems on society".(7)

Much of the emphasis is put on the effect of communication (involving information) on society rather than on a distinctive community as a distinct entity of its own that can generate a need for characteristic types of information.

I hence deduce that the choice of entry heading for Librarianship and Information Science in "Social & Related Studies" is an ideological one.

8.3.2 The Universities

In contrast, University Entrance (8) still view Librarianship and Information Science (see Appendix G) as part of "Professional and Vocational Subjects". It still follows the traditional Standard of Subject Classification. (9)

The association with Social Sciences is made through identifying Librarianship and Information Science with topics such as cultural & community studies; media, culture and society. These topics existed under Communication Studies. However, they are merely related studies not an integrated part of the Library and Information Studies courses. Such an identification is also made through referring the principal subjects

"Information–Librarianship–Communication”

to Tables listing courses for "Social Sciences" and "Arts" respectively.(10)

The universities, on the whole, tend to view courses as subject disciplines. Information Science and Librarianship together with Communications Studies were
filed under “Professional & Vocational Subjects”. They tend to see studying as an art form or as pursuit of knowledge of a subject. Courses are academically structured as “a study of science of—”, for subjects were termed as, for example, Social Sciences, Agricultural & Biological Sciences and Information Science.

Polytechnics have a rather different approach to what studying entails. They tend to view their courses as more encompassing “a study of concepts theorised to aid the practice in application—”. This is illustrated by their having course entry headings described as “courses of studies”; for example, Business & related Studies, or Social & related Studies.

The universities perceived “the practical knowledge of skills” to be more important for library and information work, than sheer “theories”. Hence Librarianship and Information Science are placed under the term “vocational”. Though the practical nature of the course is acknowledged, the stress is put on the “knowledge for the individual” rather than as “an application in employment”, since a subject is to be studied by the individuals. The possession of such wealth is viewed to be that of the individuals not the society.

8.3.3 The City & Guilds

The City & Guilds was true to its mission statements which stated that it

“exists to encourage, assess and recognise the benefit of the individual and industry, commerce and the community”.(11)

I understood this statement as acknowledging its aims to assist an individual to progress vocationally for the benefit of both the individual and that of industry & commerce and, ultimately, the community at large. Industry and commerce represent the spokes that are responsible for the turning of the big wheel of society, so as to maintain stability and progress.

The Library and Information Assistant course is placed under the heading of “service to commerce and industry”(see Appendix G). I interpret the reason that City & Guilds entered Library and Information Work in this specific manner is because it places great emphasis on service “to” the “wheel” of society. It could be for this reason that the entry appeared to approach such careers from the “job
occupational" viewpoint rather than viewing it as a "discipline of study". The purpose of such an entry is hence a practical one.

8.3.4 HND, DOFE/DUKHE

Survey of HND Courses Handbook (12) is prepared by Eric Whittington, a Senior Career Adviser of City of London Polytechnic. The DOFE(13) and the DUKHE(14) are published by Hobson Publishing under licence to CRAC(Career Research and Advisory Centre). DOFE stands for Directory of Further Education and DUKHE is the acronym of Directory of United Kingdom Higher Education.

The creators of these publications are not authorities of the institutions concerned. Nevertheless, they are individuals or organisation involved in the provision of career guidance and advice.

HND (Higher National Diploma) placed Information Studies under the broad entry of "Science" (see Appendix G) and DOFE/DUKHE placed Library and Information Work under "Business, Commerce and Administration" (see Appendix G). This kind of approach can be perceived as identifying with a role. But one may ask whose role it is—the employee's or the employer's?

Although business and administration systems are very much part of the contents of HND Information Studies courses, the emphasis is placed on the role of information technology and information systems which are "a persuasion of science". For DOFE/DUKHE the emphasis is on business for it has be said that business strategy dictates the information technology of a business system.(15) Such observations indicate that there is an issue of loyalty at stake, between that of identifying with the "operational purpose of the occupation" and that of the "specialised activity of the employer".

I will now refer to the CLCI classification discussed in Chapter 7. The treatment of library and information work by the CLCI career classification is similar in this respect. However, CLCI chose to identify the library and information service with "the role of employer in teaching and cultural activities". This might be true in academic and public librarianship but this surely cannot represent the library and information service of today.
On this aspect, I agree with Moore (16) that for students of library and information courses to have a better chance of entering the wider areas of practice

“Action should be (taken) to gear student output(intake) to the broad field of information and not to the needs of one particular market—unless it is believed that our knowledge and skills are relevant to nothing else.”

Especially, according to Slater(17) that

“Employment opportunities in traditional librarianship are likely to shrink, while those in the information industry and allied occupations are likely to expand.”

The CLCI which had supposedly been up-dated and validated for use from May 92 to April 93 shows no change in its treatment of Library and Information Work. I would urge once again that it be thoroughly reviewed.

8.3.5 Summary

To summarise, due to the difference in purpose, Library and Information courses leading to vocational qualifications tend to be approached with practicality. By contrast, the higher one goes in educational level, the more idealistic they become. The authorities of higher education prefer to see their Library and Information courses ideologically.

The universities and the polytechnics both have the tendency to encourage the view that the qualification obtained is the personal possession of the individual. However, the universities projected the outlook that such wealth is the sole property of the individual. The polytechnics, on the other hand, tend to give the impression that they are more accessible and their qualifications are “qualifications for applications.”

The course information published by individuals or organisations involved in career guidance, chose to identify Library and Information courses with its “specialisation”

—either the “operational purpose of the occupation” or that of the “activity of the employer”.

As for CLCI classification, I was advised by the LUT Career Service — one of the authorities on the tertiary career advisory service—that CLCI is mainly used
by the secondary educational career services. This would include the county career services and the further education libraries. Such career facilities are exposed to all individuals who might want to enter a degree or vocational courses for the first time.

Does it necessarily mean, then, that school leavers and new undergraduates who are interested in library and information work are only interested in academic and public library services? The answer is no, for it does not reflect the ethos of the HND/BTEC and the City & Guilds courses which place their emphasis on technology, and, commerce & industry respectively.

I propose that, ideally, no matter how the study of Librarianship and Information Science is approached, philosophically, judging by the various Course Entries, the most important thing is to ensure that:-

i) the multi-disciplinary nature of the courses should be adhered to. This is well expressed in the University Entrance Publication. It is also made clear in the Polytechnic Courses Handbook. 

ii) the keyword “indexing” should denote thoroughness. The best example for effective indexing can be found in Polytechnic Courses Handbook. It has three degrees of indexing depth. (18) Differentiation by specialisation can be observed by glancing down the list under the keyword “Information”. Specialisation by skills seems to come within second degree indexing, followed by subject knowledge within third degree indexing. For example, “Information Technology” in “Business & related Studies”.

The multi-disciplinary nature of the Library and Information courses can be observed while studying the index. Such an implication was suggested by course titles with “combined studies–”, “-modular programme” and “modular degree–”.(19)

The University Entrance index is only effective (20), if and when, all the page numbers referred to under the searched keyword, were consulted. This kind of indexing suggests rather than indicates directly the multi-disciplinary nature of the courses.
The other publications only carry first degree indexing. For instance, The City & Guilds index listed course titles alphabetically. The only purpose of such an index is to aid the readers to get to the appropriate pages. There was no cross-referencing of related fields or indication of specialisation.

The index of DOFE and DUKHE are only to be used to access Key Entry Numbers not anything else.

iii) entry under specialisation of "employer activity" and "specific specialised skills" is too misleading for the mostly general "library and information" practice.

8.4 Career Information on Employment Opportunities

The information in such publications is accessed via the coded entries, through the:

— type of employer
— type of occupation or career area, and
— subject of study.

Each of these publications has its own matching systems activated by the coded indexes of the accessing entries. The aim of the publications is to help graduates "find those employers who match his/her personal criteria of subject/s, occupation, type of employer and location". (21)

The entry for "type of occupation" and "type of employer" in GO 1992 (22), ROGET 92 and GET 1992 were examined and compared.

GO (23) is published by the specialist career publisher—The Newpoint Publishing Co Ltd with the approval of the Government Department of Employment (24). GET is a CRAC (Career Research & Advisory Centre) publication (25). ROGET is published by AGCAS (Association of Graduate Career Advisory Services), which coordinates tertiary education career guidance. (26) As illustrated, the publishers are authorities in the field of career guidance.

8.4.1 Examine "Type of Occupation"

The broad entry for "type of occupation" extracted from GO, ROGET and GET are listed in Figure 8–1.
The main headings used for GET, are slightly different from those in its “key to occupation”. Such headings were chosen instead because they summarise the some 400 occupations featured in the publication. (27)

I found that all three publications have distinctive entries for “information”, even though it has to share its entry position with “media” and “creative arts”. All the above three graduate career publications together with The Dog Guide (see Section 7.3) are unanimous, in that they consistently placed “Information” with “creative arts” and “Media”, though not necessarily in the same order.

When the treatment of library and information work by the tertiary career publications was compared to that of the secondary career services and those of the further education career libraries (under CLCI), they were found to be different.

The tertiary career publications seem to identify with the “concept of the service”. This is reinforced by the results of a study of the Dog Guide Series 92—that the publication distinguished between occupation and employer. (section 7.3)
The word “Information” can accommodate any aspects of the provision of information and to any employment sectors. Secondary career services classification of library and information work under “Teaching and Cultural Activities” of CLCI is somewhat limited.

8.4.2 Examine ”Type of Employer”

The broad entry for “type of employer” extracted from GO, ROGET and GET is listed below, in Figure 8-2.

<table>
<thead>
<tr>
<th>Get 1992</th>
<th>ROGET 92</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Public &amp; General Services</td>
<td>- Public and General Services</td>
</tr>
<tr>
<td>- Manufacturing &amp; Allied Industries/Services</td>
<td>- Manufacturing and Allied Industries and Services</td>
</tr>
<tr>
<td>- Professional, Commercial and Allied Services</td>
<td>- Professional, Commercial and Allied Services</td>
</tr>
</tbody>
</table>

The above listing shows that the three publications classified types of employer similarly. There are only 3 main entries, for most of the employers are classified either under Public Services or Manufacturing & Allied Industries or Professional & Commercial Services. In GET, “Information Service” is classified under “Professional & Commercial Services”. (28) There was no mention of information service as an employment sector in ROGET and GO.

The examination of ROGET shows that the public sector takes in most of the information workers. This sector includes mainly the International Organisations, and, the Central and Local Government.

Other demands for information workers are dotted about in various manufacturing industries. However, such demands are repeated in professional services, such as trade and professional organisations of the industries.

The absence of information service in the “type of employer” and its presence under “type of occupation” suggests that for graduate careers publications, “occupation” is viewed as more relevant for access to information work. Such publications
appreciate that information work and services are required by various industries and services. Therefore, "type of occupation" is the appropriate entry.

The auxiliary terms "Allied Industries and Services" that adjoined the main entries for the "manufacturing" and the "professional" sectors seem able to accommodate library and information service into such employment sectors.

8.4.3 Concept of "Operation Purpose" in the Information Service

Although the grouping together of creative arts, media and information does make conceptual sense according to ROGET’s definitions, it does not made practical sense when the occupational purpose of the information services is tended to be perceived through the operational activities perform on to the commodity "information" and not along the continuum of information as an entity.

ROGET’s(29) occupational definitions are as follows:

i) "Information Services" — occupations concerned with the provision of information and information services

ii) "Creative Arts, Design and Crafts" — occupations concerned with the creation or appreciation of objects and materials of artistic or creative merit

iii) "Publishing, Media and Performing Arts" — occupations concerned with the dissemination of information or entertainment (p465)

If we go along the spectrum of "Information", we can see that ROGET uses the argument that although the acquisition of knowledge is inspired or through the intellect, it can also be articulated in written form. Any written form, be it data, news, literary or factual writings, is potential information. However, such potential information does not serve a purpose until it has been accessed.

The accessing of information is regarded by ROGET as consisting of two main stages, they are:

i) Provision — making information available, and

ii) Dissemination — actively bringing the information to the users through the appropriate channels.

The process is complete in the treatment of "information". However, I argue that the motives for the creation, provision and dissemination of information are
very different. This implies that the purpose of work, from the viewpoint of the person involved in the process, are also different.

If the term “information work and services” is to be devoted to the “operational” aspect of the provision of information with the concept the “service” intact in the entry phrase, then I propose that there is a more suitable common entry for Information, Media and Creative Arts. Such a common entry must be able to embrace the different operational treatment of information listed under it. However, this aspect of discussion is outside the scope of my study.

8.4.4 Summary

The study of the tertiary career information on employment opportunities shows that information work and services is accessed via “occupation” and not via the “employer”. However, the secondary career services concentrate on the activities of the employers.

The decision taken by ROGET and GO not to enter “Library/Information Work & Services” under any of the entries in “type of employer”, indicates that such publications prefer to take the view that the emphasis placed on “Allied Services” would be sufficient enough to accommodate the supportive nature of such professions. Otherwise, “Information Work & Service” could be viewed as a standalone service industry based on occupational aspects of the job and not on the activity of the employer.

As far as the treatment “Information Service” gets in the “type of occupation”, this study proposes that a better suited and more encompassing common entry be used—one that includes the concept that binds Creative Arts, Media and Information. Such a common entry should be easily understandable in terms of the conceptual message it carries so that the separate listing of Creative Arts, Media and Information underneath it, are not to be mistaken as similar subjects.
CHAPTER 9

CONCLUSION
AND
RECOMMENDATIONS
9.1 Summary of DILS Students Profile

DILS students are predominantly female. Equal or higher Male-female ratios are found only in the technically-orientated Information and Computing Studies courses. Many more females prefer joint honours with Languages and Social Science as major subjects.

DILS courses are proportionately biased towards the people aspect rather than the technical aspects of the profession. There are three times more Humanities and Social Science minor subjects offered. Such bias is even greater with major subjects. These findings suggest that DILS could, through their choice of subjects, have unwittingly encouraged more female than male students.

Postgraduate and undergraduate courses appear to be of equal importance to DILS. Although the intake of the u/g is quota controlled, p/g intake is continuously encouraged. However, p/g students recruitment is much affected by the lack of availability of funding for p/g courses.

Most of the DILS p/g and u/g students seem to prefer the more generalised Library and Information Studies courses. The second most popular u/g course, although at a much lower intake rate, is the Information and Computing Studies course. The second most significant DILS p/g activity is in research. All the full time research students are from overseas. A large number of them are male students.

DILS taught courses take up all of the UK students. There are three times as many UK as Non-UK students. Most of them are British of European descend.

The Non-UK students mainly consist of those from the other EEC countries and those from the overseas mainly Africa and Asia. Apart from research the overseas students are also active in the taught courses. They are predominantly male. A greater number of DILS female intakes are from UK whereas DILS male students are equally likely to be from the UK and overseas.

The majority of DILS students are over 21. The high intake of the over 21 age group is encouraged by the p/g entry requirement of first degree and one year postgraduate experience. DILS recruit proportionately more students who are over 18 and those who are over 21 for the u/g courses and proportionately more students
who are over 25 and those who are over 31 for the p/g courses. There are comparatively more females in all the age groups for both p/g and u/g courses except that of the over 31 p/g, where male and female ratios are compatible.

The majority of the DILS students are from professional and managerial social backgrounds.

9.2 Conclusion

9.2.1 Characteristics of the Students who Join the Library and Information Professional

It was apparent that the profession still appeals largely to females. Most of the student intakes are inclined to specialise in humanities and social science subjects, especially the female students. The courses surveyed and the available course references appear to encourage more intake into these subject areas. The one area seemingly attracting more male counterparts into the profession is in the technically orientated aspects such as computer and information technology.

The results indicate that the students preparing for such a profession prefer to deal with ideas and people. They are also good with handling data and information. Such an interest preference depends much on their natural abilities.

Practicing and prospective professional do not seem to be outwardly competitive. They do not care a great deal for monetary gain and they tend to lack leadership qualities. Judging by the results, the profession is not likely to recruit individuals who regard taking responsibility, organising and administering people as a crucial part of their jobs.

Although the recruits are not likely to be dynamic leaders, there are indications to suggest that they are likely to be inquisitive, investigative, like attending to details and at the same time are independent workers. Such abilities, coupled with their good interpersonal skills in understanding and helping people, would make them efficient workers in the field.

However, there is evidence to suggest that not all the students embarked upon the course for the right reasons. This profession is treated by some as a second choice of career. Their main identifiable chosen careers are found to be in literary
fields, social work and in teaching. In fact, social work and teaching are the main employment sectors where most students left to embark upon this profession.

Such a finding raises issues either on the present employment conditions or on the existing career structure of the chosen fields. It also raises question on the extent of students commitment and dedication to their chosen fields. Some of the underlying motives to join the profession are most uncomplimentary to library and information work.

9.2.2 Comparing Secondary and Tertiary Career Services Information

The secondary career services surveyed tend to use the Career Library Classification Index (CLCI). Library and Information Work was classified under the heading “Teaching & Cultural Activities.”

The tertiary career services by contrast tend to have their own classification system where each career sector tends to be filed independently. However, some career opportunities or employment opportunities publications tend to cluster library and information work together with media and creative arts.

After examining the reasons for such clustering, it was found that though it might be possible to appreciate the concept behind the association of careers in such a cluster it is much harder to do so practically. The concept embraces "information" as an entity and views the creation of information and its dissemination as a complete process. It is difficult to approach this in a practical manner because library and information work as a career is required to be viewed from the viewpoint of the individuals who carry out the operation. It is the operational purpose that one should be concerned about not the existence of information.

The CLCI classification of library and information work seems to have not only completely lost sight of the concept itself but also, perhaps more importantly, of the current information services which no longer partake only in teaching and cultural activities.

As for the treatment of the career itself, I found that the tertiary career publications on employment opportunities tend to follow information services through its occupational types and not through identifying with the type of employers. By
contrast, the secondary career information treats library and information work as an employer based job. The contrast in the usage of “information services” by the tertiary career guidance and that of “information work” in the secondary career classification reveals the different approach.

The CLCI classification of library and information work under teaching and cultural activities does not accommodate information services to the commerce and industries or the scientific research nor indeed the allied services to the industries such as the professional organisations.

9.2.3 Course Information

It was found that the various types of educational establishments treat the career of library and information very differently. It seems that they differ in their philosophical outlooks.

Due to the difference in purpose, library and information courses leading to vocational qualifications tend to be approached with practicality. By contrast, the higher one goes in educational level, the more idealistic they become. The authorities of the higher education prefer to see the library and information courses ideologically.

Universities seem to treat studying in general as a pursuit of Knowledge. A study of library and information is considered as vocational knowledge. Such knowledge is viewed as the wealth or investment of the individuals.

Polytechnics tend to see academic study as a form of knowledge for application; though belongs to the individuals it is nevertheless available. Such a belief also applies to study in library and information.

City and Guilds for obvious reasons views library and information work as a service to industry and commerce and hence stresses the importance of knowledge to the society.

The career services, however, tend to see library and information work varyingly. Their view ranged from seeing it as specialisation by skills to that of identifying with the employment sectors.

Overall, such variations create a confusing image of the library and information profession which cannot have been helpful to them.
9.3 Recommendations

9.3.1 Further studies

To improve the gender imbalance of the profession, further study should be made into gender preferences for people and technically-orientated topics. Interview could be used with library and information male and female students to investigate their reasons for their choice of topics. Desk research could be made on the students records to find out trends on male and female preferences in "people" and technically related topics.

A study could be made with the cooperation of the career services and schools to investigate students awareness of the library and information profession so that necessary changes to the current approach appropriate information could be made to appeal to both male and female students.

To improve the imbalance of the specialised subjects, a survey could be performed on the appeal of some experimental subject combinations that would include more mainstream science subjects. Surveys in the form of questionnaires could be conducted with pupils at schools and through the career services.

9.3.2 Professional Action

I would recommend the following measures to be taken. They are:

1) There is a need to create an awareness of the mainstream science-based subject combinations to enable it to project a more balanced view on subject specialisation, particularly in the course handbooks.

2) The Library Association could carry career profiles in an information pack which gives a more balanced view on the varying types of professional intakes from those of more science orientated to those of humanities-based backgrounds.

3) The Library Association should urgently project the profession as an identifiable and coherent Information Service which so far it has not succeeded in doing.

4) It is proposed that the CLCI should undergo a thorough review and up-dating. This is especially so since the latest updated and validated version shows no
change in its treatment of library and information work. Also, a more encompassing main heading could be suggested to represent the library and information profession, media and creative arts clustered. It should be able to retain the concept of the entire processing of information from its creation to its dissemination.

5) In-depth indexing for course information handbooks is recommended and should be thorough in order to convey the ever complex relationship the information Services have with its occupational nature. The latter depends on its operational purposes, its supportive nature to the varying employment sectors and the specific area of skills specialisation.
REFERENCES

Chapter 2


27) Ibid., p65.


29) Laurent–G D/Mackesy F, Ref 3, p60.

30) Moore MM, Ref 25, p146.

31) Bello MA, Ref 24, p15.

32) Hall J, Ref 23, p130.

33) Henry NW/Roache DE, Ref 22, p333.

34) Bello MA, Ref 24, p15.


41) Danton P/Merritt LC, Ref 20, p2.

42) Bello MA, Ref 24, p17.

43) Henry NW/Roache DE, Ref 22, p333.
44) Hall J, Ref 23, p130.
45) Henry NW/Roache DE, Ref 22, p333.
47) Sandhu RK/Sandhu H, Ref 21, p444.
48) Hall J, Ref 23, p129.
49) Ibid., p129.

Chapter 4
1) Loughborough University of Technology, Undergraduates Prospectus October 1993 Entry. p241.
2) Ibid., p242.

Chapter 5
2) Ibid., p11.

Chapter 6
3) Ibid., p14.
4) Ibid., p14.
5) Ibid., p14.
7) Occupational Interests Explorer, CRAC. p22.
8) Ibid., p22.
9) Ibid., (general reference).
10) Ibid., p22.
11) Ibid., p22.
12) AGCAS, Ref 2, p9.
13) Slater M, Ref 1, p28.
14) Ibid., p29.

Chapter 7


6) Occupations 91, Ref 3, p93-94.

7) Ibid., p96-97.


10) DOG Guide 92(Creative), Ref 8, p8.


16) DOG Guide 92(Science & Technology), Ref 9, (general reference)


18) DOG Guide 92(Science & Technology), Ref 9, p30.

19) DOG Guide 92(Public Services), Ref 14, p38.

20) DOG Guide 92(Creative), Ref 8, p6.

21) DOG Guide 92(Computing & Management), Ref 12, p40.

22) DOG Guide 92(Engineering), Ref 11, p90.


24) DOG Guide 92(Buying), Ref 15, p68.


26) Ibid., p77.

27) DOG Guyide 92(Engineering), Ref 11, p91

29) Ibid., (refer to series listing at the back of the book)
31) Ibid., p37.
32) Ibid., p43.
36) Ibid., p461-462.
38) Ibid., p1.
39) Ibid., p2.
42) Ibid., p3.
43) Ibid., p4.
44) Ibid., p10.
46) The Library Association (Letter to enrolled students), Ref 33.

Chapter 8
6) Ibid., p596.
7) Ibid., p596.
8) University Entrance 93, Ref 1, p108.
9) 1991 Census User Guide. Section 8 Topic Statistics on Qualified Manpower, "Standard Subject Groups and Primary Subjects". OPCS.
10) University Entrance 93, Ref 1, p119-127.
15) Open University. "An Introduction to Information Technology DT200". TV Programme Sunday 11.00am.
19) Ibid., p820-821.
20) University Entrance 93, Ref 1, p498-499.
26) Slater M, Ref 17, p87.
29) ROGET 92, Ref 21, p465.
BIBLIOGRAPHY
BIBLIOGRAPHY


113


APPENDICES
Student Questionnaire Survey on Career in Librarianship

- Answer by circling the appropriate number unless otherwise specified

1) Course Title: ______________________________ 2) Age: ______________________________

3) Course Level: Postgraduate 1 Undergraduate 2

4) Sex: Male 1 Female 2

5) If postgraduate student please state previous degree/s Title: (write most recent first, if your degree is in combined studies use "&" eg Chemistry & Management)

6) If previously employed for more than one year: please state occupation/s in (can choose more than one and rank by number starting from 1 = most important)

Art & Design Medicine
Business Politics
Computers/ Public/Social Work
Information Technology Research & Industries
Education Sport & Recreation
Journalism Other:
Law

Describe job title: 1) ______________________________ 2) ______________________________ 3) ______________________________

7) Citizenship: UK 1 EEC Community(Not UK) 2 Non EEC 3

8) Racial Origin: Afro-Carribean 1 Asian* 2 European 3 Other 4

*Asian includes: Indian Sub-Continent Asian
East African Asian
UK citizens of Indian origin

9) Which of the following occupational categories did your parents/guardian belong to while you were at school (please tick)

Managerial Professional Skilled Manual
Professional Clerical Non-Skilled Manual
Clerical Unemployed

Career Information:

10) Where did you learn about a career in Library & Information work (give more than one answer, if necessary) (please tick)

Careers Consultancy Friends/Relatives
Careers Fair Professional Bodies
Careers Service/Libraries School Careers Programme
Course Advertisements: Other Sources:
National Newspapers/ Professional Journals
11) What were your reasons for embarking on the Library & Information course (please tick)
- Change of Career
- Funding Opportunities
- Government Policies for Work in the Civil Service
- Improve Career Prospect
- Employment
- Preparation for Career in Librarianship
- Secondment
- Through Advice: State Whose: _________
- Other: _________

12) What do you look for in a career (can choose more than one and rank by number starting from 1 = most important)
- Career Structure
- Job Security
- Meeting and Helping People
- Organising
- Personal Growth
- Respect/Achievement
- Responsibility
- Salary
- Sense of Belonging
- Team Work
- Variety of Tasks
- Vocational Knowledge
- Working Environment
- Other: _________

Occupation: _________

13) Rate the following criteria of job satisfaction by circling the appropriate number

<table>
<thead>
<tr>
<th>IMPORTANT</th>
<th>Very</th>
<th>Quite</th>
<th>Not</th>
</tr>
</thead>
<tbody>
<tr>
<td>-to organise &amp; administrate people &amp; things</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>-to use one's qualification</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>-to be in leadership or in supervisory role</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>-to participate in team work</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>-to study and explore ideas</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>-to create things and writings of artistic value</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>-to gain job security</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>-to be allowed to work independently</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>-to be given opportunity for promotion</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>-to make things or provide a service of usefulness</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>-to gain respect in society</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>-to be able to offer others advice</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>-to be in a good working environment</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>-to be of assistance to people</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>-to have nice colleagues</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>-to take charge of own work schedule</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>-to gain fringe benefits and bonuses</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>-to be involved in problem-solving</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>-to have helpful supervisors</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>-to work at own pace</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>-to have access to training facilities</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>-to utilise one's talents/abilities</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>-to work routine office hours</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>-to be allowed own decision-making</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>-to achieve a high income</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>-to look for innovating ways of carrying out a task</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

14) If there is one thing you would like to do and it so happens that it could be as a career, what would it be ___
Skills:
15) Study the checklist and rate each item on a scale as provided below by circling the appropriate number

<table>
<thead>
<tr>
<th></th>
<th>Highly Competent</th>
<th>Fairly Competent</th>
<th>Can Cope at a Basic Level</th>
<th>Not So Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Approaching data in systematic & methodical ways
- Being insightful, sensitive and understanding towards other people's needs
- Being able to read and understand a written work
- Creating things of use by being innovative
- Being able to carry out instructions
- Dealing with situation in a diplomatic manner
- Writing succinctly, concise and with clarity
- Modifying equipment to adapt to circumstances or improvise its use
- Collecting, researching and analysing data
- Giving leadership and managing people
- Thinking on your feet, readily able to adapt ideas
- Identifying faults and malfunctions of machinery through careful diagnosis
- Organising and checking a list of inventory
- Creating a rapport with others and maintaining it
- Being logical, with analytical and reasoning skills
- Being able to make and produce equipment
- Sorting, compiling and organising information
- Being warm and caring, with ability to express these through expression of feelings
- Producing new ideas by being creative, original and innovative
- Assembling and making things through the use of tools
- Being skilful in economic analysis, financial budgeting and accounting
- In negotiating, being persuasive and having ability to influence others
- Drawing and creating designs through having ability to visualise shapes and forms
- Do-it-yourself fixing and repairing (DIY)
- Doing arithmetical calculations
- Making people feel relaxed, drawing out their expressiveness
- Being imaginative, exploring, developing and expanding on different ideas
- Looking into the nature of things to understand how things operate
- Arranging, categorising and classifying information
- Giving clear instruction and explanation
- Assessing and evaluating ideas
- Using tools to build things
- Assimilating through learning, storing and retrieving information from memory
- Communicating verbally with clarity
- Spotting and perceiving inconsistencies
- Being skilful and swift when working with one's hand
16) In your opinion, what have been the main changes affecting the nature of the librarian's job

17) a) Rate the following influences on career choice
    b) Rank them by number starting from 1= most important

<table>
<thead>
<tr>
<th>Influence</th>
<th>VERY</th>
<th>QUITE</th>
<th>NOT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Availability of Posts/Job Vacancies</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Careers Advisory Service</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Family Influence</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Media Pressure</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Socio-Economic Reasons hence Market/Occupational</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>trends</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Thank you for your co-operation

February 92

SooTee POR
Postgraduate Student of
Library & Information Studies
Loughborough University of Technology
APPENDIX B

SPSS-X CONTROL FILE

title 'Library Student Questionnaire Survey'
comment This SPSS programme is used to process the data of the questionnaire as part of the dissertation for an MA/MSc in Library Studies at Loughborough University of Technology.
data list file='ddata.dat' records=2
   /1 qstno1 1-3 recno1 4 cstit 5-6 age 7-8 csdur 9 yr 10 cslev 11
   sex 12 prvdeg 13-14 prvocc1 to prvocc12 15-26 cit 27 race 28
   parsoc1 to parsoc6 29-34 carinf1 to carinf9 35-43
   reason1 to reason9 44-52 wkval1 to wkval6 53-67
   /2 qstn02 1-3 recn02 4 jobsat1 to jobsat26 5-30
   asp 31-32 skill1 to skill136 33-68 change1 to change5 69-73 influ1 to
   influ6 74-79 rank1 to rank6 80-85

variable labels qstno1 'Questionnaire no.'
reconl 'Record number'
cstit 'Course title'

csdur 'Course duration'
sex 'Sex'
age 'Age'

yr 'Year'

cslev 'Course level'
prvdeg 'Previous degrees'
prvocc1 'Previous occupation'
cit 'Citizenship'

parsoc1 'Parental social class'
carinf1 'Career information'

wkval1 'Work values'
jobsat1 'Job satisfaction'

asp 'Aspiration'
influ1 'Availability of Post'
influ2 'Careers Advisory'
influ3 'Family Influence'
influ4 'Media Pressure'
influ5 'Socio-economic'
influ6 'Other'
rank1 'Availability of Post rank'
rank2 'Careers Advisory rank'
rank3 'Family influence rank'
rank4 'Media Pressure rank'
rank5 'Socio-economic rank'
rank6 'Other rank'

value labels sex 1 'male' 2 'female'/
cstit 00 'non-applicable' 01 'info & lib st' 02 'lib & info st'
03 'info st' 04 'info & lib st/Eng' 05 'lib & info st/Eng
06 'info & lib st/French' 07 'lib st/French'
08 'lib st/German' 09 'info & lib st/soc sci'
10 'lib & info st/soc sci' 11 'info & lib st/geo'
12 'lib & info st/geo' 13 'info & com st'
14 'archives'
15 'school librarianship' 16 'research students' /

csdur 'full-time' 2 'part-time'/
yr 0 'p/g' 1 'u/g year 1' 2 'u/g year 2' 3 'u/g year 3'
4 'u/g year 4'/

Csit 1 'UK' 2 'EEC' 3 'non-EEC'/

Race 1 'Afro-Carribean' 2 'Asian-of Indian Sub-Continent extract'
3 'European' 4 'Eurasian' 5 'South-East Asian' 6 'Chinese'
7 'Arab'/

file handle outdiss/name='outdiss.sys'
save outfile=outdiss

finish
AAPPENDIX C

SPSS-X SYSTEM FILE

Title 'transferable skills cluster'
file handle outdiss/name 'outdiss.sys'
get file=outdiss
compute datahlga=skill1+skill5+skill9+skill13+skill17+skill21
compute datahlgb=skill25+skill29+skill33
compute peopsoc1=skill2+skill6+skill10+skill14+skill18+skill22
compute peopsoc2=skill26+skill30+skill34
compute ideal=skill3+skill7+skill11+skill15+skill19+skill23
compute idea2=skill27+skill31+skill35
compute things1=skill4+skill8+skill12+skill16+skill20+skill24
compute things2=skill28+skill32+skill36
compute things=things1+things2
compute datahlg=datahlga+datahlgb
compute peopsoc=peopsoc1+peopsoc2
compute idea=ideal+idea2
list variables things,idea,peopsoc,datahlg
list variables skill4,skill8,skill12,skill16,skill20,skill24
list variables skill28,skill32,skill36
crosstabs tables=things by idea,peopsoc,datahlg/
    statistics chisq
    plot title='plot idea by things'
        /plot=idea with things
    correlations idea with things
    plot title='plot idea by interpersonal skills'
        /plot=idea with peopsoc
    correlations idea with peopsoc
    plot title='plot idea by data handling'
        /plot=idea with datahlg
    correlations idea with datahlg
    plot title='plot things by interpersonal skills'
        /plot=things with peopsoc
    correlations things with peopsoc
    plot title='plot things by data handling'
        /plot=things with datahlg
    correlations things with datahlg
    plot title='plot interpersonal skills by data handling'
        /plot=peopsoc with datahlg
finish
APPENDIX D

CLCI CAREER AREAS INDEX

A  Career in General
B  Armed Forces
C  Administration, Business Management & Office Work
E  Art, Craft & Design
F  Teaching & Cultural Activities
G  Entertainment & Recreation
I  Catering & Other Services
J  Health & Medical Services
K  Social & Related Services
L  Law & Related Work
M  Security & Protective Services
N  Finance & Related Work
O  Buying, Selling & Related Services
P  Business & Management Services
Q  Sciences
R  Engineering
S  Manufacturing Industries
U  Construction & Land Services
W  Animals, Plants & Nature
Y  Transport

Source: Career Library Classification Index
APPENDIX E

CLCI "F" "Teaching & Cultural Activities"

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAB</td>
<td>Teaching</td>
</tr>
<tr>
<td>FAB/KEC/JAB/KEB/</td>
<td>Working with Children</td>
</tr>
<tr>
<td>JAS/FAF</td>
<td></td>
</tr>
<tr>
<td>FAC</td>
<td>Journalism</td>
</tr>
<tr>
<td>SAR/FAD</td>
<td>Printing and Publishing</td>
</tr>
<tr>
<td>FAF</td>
<td>Library and Information Work</td>
</tr>
<tr>
<td>FAG</td>
<td>Archeology</td>
</tr>
<tr>
<td>FAG</td>
<td>Museums and Art Galleries</td>
</tr>
<tr>
<td>FAL/FAB</td>
<td>Languages</td>
</tr>
</tbody>
</table>

*Source: Career Library Classification Index*
APPENDIX F

ALTERNATIVE CAREERS
Journalist, editor/publisher, technical writer
Archivist
Teaching
Manager, administrator
Broadcasting or television research
Civil Service
Computing (programmer or system analyst)
Museum Work
Career Guidance (careers adviser/office)
Secretarial/clerical/receptionist
Market research
Bookseller
Patent Work
Social Worker
Citizens’ or housing advice
Commercial records/business intelligence
Public relations
Scientist/technologist
Advertising
Law
Linguist
Statistician
Historian

Source: Slater M, Careers Guidance and Library/Information Work, 1986, pg 68
APPENDIX G

a) University Entrance 92’s — course entry list
- Multi-subject Arts, Sciences & Social Sciences
- Agricultural & Biological Sciences
- Physical & Mathematical Sciences
- Medical, Dental & Veterinary Sciences & Studies Allied to Medicine
- Engineering & Technology
- Arts & Education
- Languages & Literature
- Business, Management & Social Sciences
- Professional & Vocational Subjects

b) Polytechnic Courses Handbook 1992 — course entry list
- Multidisciplinary Studies
- Art, Design & related areas of studies
- Arts & Humanities
- Business & related studies
- Education
- Engineering
- Environmental Studies
- Materials & Manufacturing Technologies
- Para-medical studies
- Science & Applied science
- Social & related studies

c) Survey of HND Courses — course entry list
- Art & Design
- Arts
- Business Studies
- Construction
- Engineering
- Science
- Social Science

d) City & Guilds Handbook 1991/92 — course entry list
- Agriculture, horticulture, animal care and allied industries
- Construction and construction services
- Creative arts, crafts and leisure pursuits
- Education, training and development services
- Electrical, electronic and informatics engineering
- Extractive industries
- Furniture and furnishing industries
- Hairdressing and beauty services
- Health and social care
- Hotels and catering
- Process industries
- Production and maintenance engineering
- Retail, wholesale and distribution services
- Schools and general education
- Services to industry and commerce
- Sport and recreation facilities
- Textiles, clothing footwear and leather goods manufacturing
- Travel and related tourism services
- Utilities
- Vehicle and plant maintenance engineering
e) DOFE 1991/92 and DUKHE 1991/92 — entry list
- Agriculture and horticulture
- Art, craft and design
- Arts and languages
- Business, commerce and administration
- Secretarial and office studies
- Catering, hotel-keeping, food science, home crafts and hairdressing
- Architecture, building and construction, surveying and planning
- Engineering
- Manufacturing and other technologies
- Science and applied science
- Social sciences and education
- Nursing, medical auxiliary studies and psychology
Psychologist John L Holland's identification of six personality types is based on unique patterns of interests and skills. Most people can be placed in one to three of these categories, which can then be used to help them to discover the occupations for which they are best suited.


Originally published by Kendall/Hunt Publishing Co., Dubuque, Iowa 1982