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So what made you choose librarianship? Reasons teachers give for their career switch.

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Introduction

The pursuit of a career and the later decision to switch career are influenced by internal and external factors in the occupational arena. The decision to choose or switch to a particular career is depended on cultural, economic and family background (Lo et al, 2015). Researchers have shown that the Library and Information Science profession is most often a second-career choice. The second-career librarians come from various occupational backgrounds and are professionals such as lawyers, scientists, health workers, authors, researchers, managers, administrative assistants and teachers (Deeming and Chelin, 2001; Hines and Baker, 2008; Luzius, 2006; de la Pena McCook, 2009; Whitten and Nozero, 1997; Corry and Mendez, 2014; White and Macklin, 1970). Among the aforementioned careers, studies have shown that the most popular occupational background for second-career librarians is teaching (Luzius, 2006; de la Pena McCook, 2009; Galton and MacBeath, 2008; Lambert and Newman, 2012; Hines and Baker 2008; White and Macklin, 1970). For example, extant literatures have noted that many librarians currently working were previously secondary school teachers (de la Pena McCook, 2009; Galton and MacBeath, 2008; Lambert and Newman, 2012). Likewise in a study to examine academic librarians' career choices, Luzius' (2006) study found fifty-seven (57) percent of his participants were previously teachers. In another study on business librarians about their career choices, including previous work experience, Hines and Baker (2008) found that the previous careers of many professional librarians were found to be teaching. Also, in a survey of students in library school, White and Macklin (1970) found that majority of the students were basic school teachers. Though studies on second-career librarianship on the part of teachers abounds (de la Pena McCook, 2009; Galton and MacBeath, 2008; Lambert and Newman, 2012; Hines and Baker

2008; White and Macklin, 1970), most of them were conducted in Asia, North America and Europe (Lambert and Newman, 2012; Hines and Baker, 2008; Lo et al. 2016; Cooper and Sandler, 1987) with few on sub-Sahara Africa (Bello, 1996). It appears that only few studies look at reasons teachers choose librarianship when leaving the teaching profession from the African context (Bello, 1996). Considering the fact the economic, cultural, occupational and professional environment for teaching and librarianship in sub-Saharan Africa context may be different from those from other regions (Asia, North America and Europe), it will be appropriate scholars investigate why teachers choose librarianship when leaving the teaching profession from the sub-Saharan African context. It is against this backdrop that this research seeks to ascertain reasons once-upon-a-time professional teachers choose to pursue librarianship as a career path instead in Ghana. This paper contributes to the growing body of literature on second-career librarianship from the African context, where limited researches exist. The rest of the paper is divided into four sections. Section 1 presents the theoretical underpinning of the research. Section 2 presents literature review, while Section 3 presents the methodology used. Section 4 focuses on the data presentation, discussion, and conclusion and.

Theoretical foundation

This study perceives teachers' decision to switch profession and pursue librarianship as matter of choice. Of all the many professions in the occupational arena, why teachers choose to become librarians when leaving the teaching profession is an issue of choice. Since the Self-Determination theory is centered on the motivation behind choices people make, this study adopts the Self-Determination Theory on intrinsic and extrinsic motivation developed by Deci and Ryan (1985) as its theoretical foundation. Intrinsic motivation refers to initiating an activity

for its own sake, because it is interesting and satisfying in itself. Intrinsic motivation is stimulated by interest, delight and pleasure in the task itself, and occurs within the individual rather than relying on external influences outside of the individual (Deci and Ryan, 1985; Ryan and Deci, 2000a, 2000b). Thus, an intrinsically motivated person carries out an act for the fun or pleasure entailed rather than because of external pressures or rewards (for example money) (Lo et al, 2017). Extrinsic motivation on the other hand, emanates from influences outside of the individual (Deci and Ryan, 1985). Extrinsic motivation is used to attain results that an individual wouldn't get from intrinsic motivation (Grolnick and Ryan, 1989). Common extrinsic motivations are rewards or benefits for pursuing the desired actions (deCharms, 1968). Thus the extrinsically individual is moved to carry out an act because of external prods, pressures or rewards. The Self-Determination Theory on intrinsic and extrinsic motivation has been used in Library and Information Science Research (see; Lo et al, 2017). Hence its usage in this study justified.

Reasons people choose librarianship as a career

The decisions to enter librarianship are influenced by external, professional and intrinsic factors (Bello, 1996). While some career changers are drifted into Librarianship because they had no choice (Deeming and Chelin, 2001; Issa and Nwalo, 2008; Kendrick 1990), others made a conscious choice induced by various factors including former library experience, recommendation by others and the nature of Library work providing flexible working hours (Alansari 2011;; Lo et al, 2015; Houdyshell Robles, and Yi, 1999; Simon and Taylor, 2011). Changes in the labour market, discontent with previous career and poor first career choice have been found to be contributing factors people go into librarianship (Bello 1996; Deeming and

Chelin, 2001; Lo et al. 2016). Poor job market for originally preferred professions, need for a change, working experience in a library, personal interests and the delight of helping others via providing information services have been found to be the reasons some people opt for the library profession (Ard et al., 2006; Lo et al, 2015; Moniarou-Papaconstantinou, Tsatsaroni, Katsis, and Koulaidis, 2010). In another research, the employment stability of the library work, job security, and library environment devoted to knowledge pursuits and the opportunities for skills and knowledge transfer have been found to be the reasons some people choose to become librarians (Lo et al. 2016). To Lo et al (2015), switching to librarianship is perceived as the fastest and most practical way to secure stable employment at a governmental or academic institute in a foreign country. The love for reading, love for research and the numerous employment opportunities for the librarian have been noted as motivating factors for choosing library profession (Alansari, 2011; Dale, 1980; Hines and Baker, 2008; Hallam and Partridge, 2005 Moniarou-Papaconstantinou, Tsatsaroni, Katsis, and Koulaidis, 2010; Simon and Taylor 2011). To de la Pena McCook (2009), Librarianship's ability to absorb any graduate or other professional by the fact that the professional degree is built on any undergraduate specialization contribute to why people choose librarianship (Lambert and Newman, 2012).

Why teachers choose librarianship when leaving the teaching profession

Extant research examining reasons teachers leave their former teaching profession and enter the Library profession found; poor working conditions and remuneration, overloaded teaching and administrative duties as the major reasons causing job dissatisfaction among school teachers (de la Pena McCook, 2009; Galton and MacBeath, 2008; Lambert and Newman, 2012). On the ground of dissatisfaction, the assertion "choosing teaching as a career was a mistake" (Deeming

and Chelin, 2001) was clearly the feedback of a discontented teacher who experienced wrong career choice (Bello, 1996). Similarly, Ingersoll (2001) found job dissatisfaction as the reason stated by teachers who go in the pursuit of new careers (librarianship in this case). Along the same line, Bernstein (2011) as well as Hart (2010) opines that; the high level of job satisfaction of librarians in their jobs is the reason many teachers switch. It is on this ground that Lambert and Newman (2012) also found that teachers pursue Masters in Library and Information Science because they perceive the Library and Information Science field as an area to obtain stable employment in many academic, special, public or even school libraries. Lambert and Newman (2012) also found that, the switch to librarianship is inspired by the reason that teachers perceive the library work similar to teaching owing to professional features such as service orientation and working with people (Whitten et al. 1997).

According to Kuzyk (2008) and de la Pena McCook (2009) librarianship presents much scope for opportunity and versatility for teachers to get job satisfaction. Comparing teaching and librarianship, teaching offers few opportunities for upward mobility; librarians on the other hand have many opportunities to excel in; thus, from traditional library and non-traditional library careers such academic librarians, system librarians, systems analyst, database Specialists and webmasters. They can assume positions in print and electronic media, publishing, information brokerage among others (de la Pena McCook, 2009). Also, there are opportunities for academic librarians to assume teaching positions. This makes the library profession a suitable second career for teachers who possess the requisite skills set for the job (Lambert and Newman, 2012). It is also noted in the literature that, a switch from teaching to librarianship is viewed as a means to acquiring further education and therefore progression (Lambert and Newman, 2012). However, like many other professions, many teachers found themselves in librarianship

accidentally (Lerner, 2009; Carmichael, 1992; Lambert and Newman, 2012). Many teachers switch to librarianship as last resort (Lambert and Newman, 2012). To Eells (2006), the switch to librarianship by some teachers is influenced by persons already in librarianship and also by their own experience working in libraries (Lambert and Newman, 2012).

Methodology

This study employed qualitative research techniques. Snowball sampling method was used to locate seventeen (17) participants for this study in Ghana. Templates with structured-open-ended questions were forwarded to participants to respond in writing. Typed responses were received from September, 2018 to November, 2018. Since participants typed their responses themselves the researcher did not forward transcripts back to participants to check for accuracy and completeness of their views. However, follow-up calls or Interviews were made to allow the respondents clarify their answers and to encourage participants to expand their responses. Their answers were incorporated in their original typed responses and read to their hearing for them to agree as accurate and complete. The thematic analysis technique was then employed to analyse the data. The typed responses were read and re-read several times (Riessman 1993), after which themes were searched for, then the common themes were identified in relation to Self-Determination Theory on intrinsic and extrinsic motivation developed by Deci and Ryan (1985). After the clear idea of the various themes and how they fitted together had emerged, themes were defined and named. Each theme was clearly defined and accompanied by a detailed analysis.

Insert Table one (1). Profile of respondents.

Data Presentation and Analysis

This section presents the findings of the study; the reasons teachers choose librarianship when leaving the teaching profession. The study found the following as reasons teacher choose librarianship when leaving the teaching profession: Better Salaries and Remunerations, Relatedness of Librarianship to teaching, Love for books, Employment Space and scope of opportunities for librarians.

Better Salaries and Remunerations

This theme throws light on the issue of better salaries and remuneration as the reasons many teachers leave the teaching profession and do library work. The better emolument given to librarians working in the tertiary institutions appears to be the reasons many teachers switch to librarianship. From the transcript, almost all the respondents raise the issue of better pay to librarians. Hence, the reason they chose librarianship as a career. This is how one respondent put it:

“Practicing librarianship at the tertiary level is paying. It pays to be a librarian in the tertiary level than to teach in the primary school level. The pay that is given to librarians in the universities is good. With my new position as a librarian in the College of Education, I am currently receiving pay which would have taken me over ten (10) years or more to receive if I were to be still teaching at the basic level”.

From the statement, it implies that teaching and library work at the pre-tertiary institutions are not lucrative as they are not paid well. However, librarians in tertiary institutions are well paid;

librarians working in the tertiary institutions are well paid than those working in the pre-tertiary institutions. Hence, the reason many teachers go into librarianship at the tertiary level. In support of the above claim, another respondent put it this way:

“I was teaching at the basic school. And someone told me of the good condition of service librarians have at the tertiary level of the educational system. I realized I could receive more if I become a librarian at the tertiary level. Hence, my decision to switch”.

From the statement, it is clear that librarians working at tertiary level of the educational system enjoy better condition of service than teachers at basic level of the same educational system. To receive more than what they are currently receiving, teachers go into librarianship at the tertiary level. Another respondent also corroborated this in these words:

“I wanted to enhance my earnings since the prospects of a professional librarian in the tertiary environment are brighter. The prospects of earning a better salary was a major factor that influenced me in my choice of librarianship. I also felt that I had seen all there is in teaching after my exploits at both the first and second cycles of education. Furthermore, possession of Masters degree did not attract any financial reward in the Ghana Education Service”.

From the statement, it is noted that the required qualification to teach in pre-tertiary institution is the first degree. Hence, any further studies or qualification do not lead to increase in salary. This presupposes that if one wants to have increase in salary because of further qualification, he or she has to leave the pre-tertiary level for the tertiary level. To buttress the above point, this is how another respondent illustrated it:

“I was teaching at the basic level and it wasn't paying enough; I wanted a better job which had a relationship to teaching and learning and a friend who is also a librarian

recommended librarianship at tertiary level to me. Considering the financial prospects in profession as compared to teaching in the basic school, I went for my master's degree in Library and Information Studies.

From the above quote, it is concluded that teaching and librarianship are related, however there are financial prospects in librarianship at the tertiary level as compared to teaching in the basic school. Another also put it in these words:

"I was teaching at the secondary school and I wanted to work in the tertiary level so as to have an increased salary; so I sought for an advice and realized that I could pursue librarianship in order to be part of the tertiary institution".

The issue of market premium and allowances such as book and research allowances which are non-existent in teaching at the basic level but given to librarians at tertiary level drive many to go into librarians. One respondent noted:

"Librarians are given market premium and book and research allowances which is not the case for teachers at the basic school level".

It is noted from the above statement that, the non-existence of allowances like book and research allowances and market premium at the basic school level but present at the tertiary level for librarians drag many teachers to library work at the tertiary level. In another scenario, some of the respondents noted that they didn't necessarily forgo the teaching profession to become a librarian. It was after being drifted into the library profession and realizing its prospects they decided to remain. In these words, one respondent put:

".....When I graduated too I was posted to this college as an ICT teacher but upon reaching there, the Principal said he has more than the needed ICT teachers so I should head the library for him. That was how come I became a librarian. The prospects, as stated

in the statutes of the Colleges of Education Act for librarians were juicy. I was seeing myself as being at the level of an Academic staff and very close to the level of the Vice Principal of the college so I accepted the post. I then went for my masters in Library and Information Science to become a professional librarian”.

From the above statement, it is noted that some teachers did not consciously choose to go into librarianship for financial reason; however, they decided to remain in librarianship for the same realizing the juicy financial reward attributed to librarians, especially the head of the library. It is substantiated with the above quotes that better salaries and remunerations are the reason many teachers go into librarianship especially at the tertiary level of the educational system.

Relatedness of Librarianship to teaching

This theme shines light on how the relatedness of librarianship to teaching is a motivating factor teachers go into librarianship. It is perceived that there are commonalities in both teaching and librarianship; one can pursue the other and be in the same sector, which is the educational sector. Some respondents asserted that they developed apathy for teaching. They however did not want to leave the educational sector and realized librarianship as an option. It is illustrated in this quote:

“I also felt that I had seen all there is in teaching after my exploits at both the first and second cycles of education. The library profession is an extension of teaching profession. I mean librarians continue from where the teachers left. Librarians help students to locate educational resources to augment their lecture notes. Having therefore seen all in teaching, I decided to look at the other side of education”.

From the above statement, it is noted that the fact that librarianship supports and complements teaching is an enough reason for those who are apathetic about teaching to practice especially if one wants to do something different from teaching but stay in the educational sector. Another respondent was moved by the commonality of the two professions. He illustrated this in these words:

“I see librarianship in teaching profession; they have something in common, informing people, they complement each other”.

It is inferred from the above statement that there is no difference between librarianship and teaching as they deal with the provision of information to people. This commonality motivates many teachers to go into librarianship as they perceive the two as the same, complementing each other. Another respondent illustrated it these words:

“I see librarianship as an alternative career in education and that every librarian is a teacher. You see librarians teach information literacy skills”.

From the above, statement, it is implied that the teaching element in librarianship make librarianship to be seen as related to teaching.

Love for books

The theme explains the interest for books that was derived for working unprofessionally in the library at one point in time. It explains that the library offers opportunity for those who want to read. The love for books derive from working in the library was seen to be the reason few go into professional librarianship. It was realized that few respondents develop passion for books while working in library. They fell in love with librarianship because it deals with books. One respondent asserted this in these words:

“I was a teacher, also in-charge of the library in the primary school I was employed as teacher. Being in-charge of the library I develop the passion for books. I love to read. I therefore decided to have career change to be a professional librarian”.

From the above statement, it is noted that, the switch from teaching to librarianship was because of the decision to follow one’s passion developed overtime especially when working unprofessionally in the library. It is noted that the hobby of reading which is developed from working in the library is the reason many go into librarianship professionally. The opportunity that one would get to read books when working in library was cited as a reason for the switch to librarianship:

“Since you are surrounded by books, you always get opportunity to educate yourself”.

From this statement, it is seen that the opportunity to learn all the time is the reason many teachers go into librarianship. The library provides the opportunity for anyone who loves to learn and acquired knowledge. In support of the above statement, one respondent put it:

“to fulfill my desire to read always”.

Teachers love for reading drives them into librarianship. The interest for research and the opportunity for further studies are seen as reasons many teachers would go into librarianship. One respondent illustrated it this way:

“I am the type who likes to learn and do research. Working in the library I realize I could have time for further studies. I realized that I could get easy access to library materials when doing research. I therefore decided to follow my passion”.

From the above statement, it is seen that working in library provides flexibility of time to learn. Hence, teachers who have the passion for books can read and do their research. This is a reason many go into librarianship. That is to make use of the opportunity of flexibility of time.

Employment Space and scope of opportunities for librarians

This theme explains that librarians have numerous opportunities than teaching. Hence, the reason many teachers would want to go into it. On the issue of employment space for librarians, one respondent asserted that librarians are versatile and could work in the educational as well as non-educational institution. To him, this makes it easy to for librarians to get employment. This is how it was illustrated:

“One key factor that influenced my choice of librarianship as a career is the fact that there are a lot of prospects there. Unlike teachers, the librarians can work in all types of educational institutions and even in most non-educational organizations like hospitals, parliaments, banks, and other business entities. Librarians are thus versatile, making it relatively easier to secure employment”.

From the above statement, it is noted that unlike teachers, the versatility of librarians make them employable in many institutions. This means that teachers are restricted to educational institutions as compared to librarians. This influences many teachers to go into librarianship. In support of the above claim, one participant noted lack of financial clearance for recruiting teachers prevented one of the teachers from returning to the teaching profession. The provision of financial clearance for recruiting librarians motivated a respondent to switch to librarianship. Librarianship was found to be the only alternative as it was not choked. In these words he puts it:

“After my first degree I realized the teaching profession in the second cycle was choked and that there was no financial clearance for additional teachers. There was no space for my return having upgraded from diploma to first degree. I was then motivated to pursue

librarianship as a profession realizing the library profession is not choked. Hence I went for my master's degree in information science and now I am assistant librarian.

From the above statement, it is noted that the availability of employment for librarians pushed many teachers into librarianship. It is noted that some teachers had no choice but to go into librarianship as their first career was choked. Similarly, one respondent asserted that there was demand for librarians.

"I realized that there were few information professionals in Ghana. I don't like things that many people like or are popular like teaching; I therefore chose to go into librarianship to fill some of the gap".

From the statement, it is observed that librarians are few as compared to teachers and therefore they are in high demand. Hence, teachers who are disenchanted with the fact that the teaching profession is common deliberately go into librarianship.

Discussion

There are various reasons teachers give for selecting librarianship when leaving the teaching profession. These reasons are underpinned by intrinsic and extrinsic motivations (Deci and Ryan, 1985). Prominent among the reasons is the financial motivation in practicing librarianship especially when it is practiced at the tertiary level. The choice to go in librarianship is not because librarianship as a career is well paying than teaching but because it is well paying than teaching at the pre-tertiary level. Almost all teachers asserted that they were pushed to librarianship by extrinsic motivation of good condition of service alluded to librarians especially those working at the tertiary level. This study corroborates the numerous studies (Kuzyk, 2008; de la Pena McCook, 2009; Bernstein, 2011 and Hart, 2010) that teachers choose to go into

librarianship because of better salaries and allowances given to librarians. The perceived job satisfaction in librarianship profession is a major reason most teachers would choose to practice librarianship. By teachers claiming job satisfaction for practising librarianship at the tertiary level presupposes that the condition of service for teachers at primary or secondary level is not encouraging in Ghana. It was noted in the transcript, that teachers are not remunerated for further qualification beyond the first degree. This is the reason many do further studies in Library and Information Science and move to the tertiary. Allowances such as market premium, book and research allowances that are given to librarians as well as teachers at the tertiary level make working at the tertiary level a preferred choice for most teachers. It is therefore not surprising some teachers left the primary and secondary level citing market premium and book and research allowances as the reason they chose librarianship knowing they will receive these allowances to enhance their salary at tertiary level. It can be said that the external influence of good remuneration is the reason many teachers switch to librarianship.

The fact that librarianship is related to teaching and found within the educational sector was enough for some teacher to abandon teaching for it. The quest to try something new drove some into librarianship after developing apathy in teaching. This complements the findings that the need for change is a reason for the switch in career (Ard et al., 2006). However, some of the respondents see librarianship as not different from the teaching profession, in that there is teaching element in library work, as a result, every librarian is a teacher. This is in consonant with Lambert and Newman's (2012) study that, the switch to librarianship is inspired by the reason that teachers perceive the library work similar to teaching owing to professional features such as service orientation and working with people (Whitten et al. 1997). This is seen in the fact that librarians respond to users' query and teach information literacy skills in their colleges.

The love for reading and for that matter for books which was developed while working in library at one point in time is the reason many teachers go into librarianship. Working with books and other information materials make it easier for a librarian to satisfy this interest of 'love for books' than a teacher. It is observed that librarians would get more opportunity to read being surrounded by books as compared to teachers. It is for this reason many teachers follow their passion and go into librarianship. This finding is in congruous to findings of the following studies (Hallam and Partridge, 2005; Alansari 2011; Moniarou-Papaconstantinou et al, 2010; Dale, 1980; Hines and Baker, 2008) that indeed the intrinsic benefits for reading and love for book push many teachers into librarianship.

The scope of opportunities available to the librarians was one of reasons some teachers decided to go into librarianships. The versatility that is associated with Librarianship offers many opportunities than teaching. Librarians could work in non-educational institutions unlike teachers. This finding attests the findings of Kuzyk (2008) and de la Pena McCook (2009) that there are many opportunities for librarians than for teachers. For this reason, some teachers decide to go into librarianship. With the teaching sector being choked as asserted by some teachers, the labour market skewed towards librarianship (Kendrick, 1990). As a result, librarians were more needed than teachers. This emphasized the point that, library work was the only employment available at the time, especially for those teachers who didn't want to leave the educational sector. This made a few teachers to go into librarianship. Thus, the changes in the labour market drive people into librarianship (Bello, 1996).

Conclusion

The findings confirm many of the motivations behind a teacher leaving the teaching profession for librarianship as noted by scholars. Reasons like Better Salaries and Remunerations, Love to serve others and Love for books, Employment Space and scope of opportunities for librarians, and the relatedness of librarianship to teaching were found to have been noted by extant literature. However, it was noted that librarians do not necessarily receive better salaries than teachers; it is only librarians working at the tertiary level that receive better salaries and remuneration. This can be explained by the fact that the job responsibilities for librarians at tertiary level are huge than the job responsibilities for teachers at the pre-tertiary level. For example, all librarians at the tertiary level have to conduct and publish research like their teaching colleagues. Hence, the reason they are given research allowances. It can therefore be said that what pertains in Africa is not significantly different from other continents. By the findings, this study corroborates researches on second-career librarianship especially from the teaching background. It throws more light on the push factors why teachers practise librarianship.

Suggestions for further research

There is gap in the literature as far as transfer of learning is concerned from teaching to librarianship (Bryan, 2016). Further research could investigate the transferable teaching-related skills, experience and knowledge teachers employ in librarianship. Is there any kind of teaching-related skills, experience and knowledge that are being utilized by second-career librarians who have left the teaching profession?

Further studies could also investigate the alternative side; thus, why librarians leave the library profession and go into full-time teaching. Further research could also investigate second-career librarians' impression about the library work as compared to teaching.

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