

Where do we come from? : A survey of current library workers, their previous careers, and paths into library work.

by

Amber Nicholson

Submitted to the School of Information Management,
Victoria University of Wellington
in partial fulfilment of the requirements for the degree of
Master of Information Studies

October 2016

Abstract

Research problem

While research has been conducted into the career paths of various groups of librarians internationally, there is a gap in our knowledge of the paths into librarianship for New Zealand librarians and library staff. Uncovering these paths and the stories of early career and experienced librarians will provide an insight into the early career choices, motivations and self-identified satisfaction of New Zealand library staff. A survey of all library workers in New Zealand will provide comparison to existing literature, and help quantify some of our assumptions about the employment history and career motivations and self-identified satisfaction of New Zealand library workers.

Methodology

A survey was deployed with a mixture of multi-choice, Likert scale, and free text questions, in order to most effectively capture the responses of the survey respondents. The research was primarily conducted according to grounded theory principles, as per Denscombe (2014). The survey invitation email was sent to two national library sector emailing lists. The survey was administered through Qualtrics, an online survey tool which allows for multiple question formats. Qualtrics internal data analysis tools, Excel, and Wordsift.org, an online word cloud tool produced by a doctoral student at Stanford University, are used to sort and analyse responses.

Results

Over half of the respondents had both prior library experience and prior non-library experience. On average, respondents held 4 library jobs prior to their current role, and 3.2 prior non-library jobs prior to entering library work. Both customer service roles, and public service roles (such as teaching) featured heavily on prior non-library experience, with customer service being more popular among those aged under 45, and teaching being more popular among those aged 45 and over.

Respondents were asked how satisfied they were with their decision to apply for library jobs. 65.1% were extremely satisfied with this decision, and a further 27.6% were somewhat satisfied. All respondents were asked about their overall satisfaction with their current role; 85.4% of respondents were either extremely or somewhat satisfied with their current role. Overall, New Zealand library workers are satisfied with their work-life balance, professional development opportunities and support for professional development. While still positive, satisfaction levels are lower for career progression opportunities and current rate of pay.

Implications

This research and data add to the understanding of the work experience and satisfaction levels of New Zealand library workers as a whole, and broken down into various groups by age and experience level. Results of this research can be used to compare to other international studies of similar subject matter or scale, and this research provides opportunities for expansion and further analysis of the dataset.

Keywords: Librarianship, New Zealand librarianship, library work, employment origins, Libraries – New Zealand – Demographic information, quantitative research

Table of contents

Abstract.....	2
Table of contents	3
Table of Figures.....	5
1. Problem statement	6
2. Literature review.....	6
2.1. Demographic studies	6
2.2. Current library role	6
2.3. Employment history, career movement, and motivations to enter librarianship.....	7
2.4. Education and professional activity	8
2.5. Job satisfaction.....	9
2.6. Looking to the future	10
3. Study objectives	10
4. Research questions	11
5. Sample.....	11
6. Methodology.....	11
7. Methods of data analysis.....	12
8. Sample size, margin of error and limitations.....	12
9. Results and discussion	13
9.1. Demographic.....	13
9.2. Current position	14
9.3. Previous work experience / job history	18
9.4. Education and professional registration.....	25
9.5. Job satisfaction.....	28
9.6. Looking to the future	29
9.7. RQ1: What are the employment origins of New Zealand library workers?.....	31
9.8. RQ2: According to their own self-assessment, how satisfied are New Zealand library workers with their current positions?	32
9.9. RQ3: Can patterns and trends be identified for employment history and job satisfaction?.....	33
9.10. RQ4: What other patterns or trends can be identified from the dataset?.....	34
9.11. RQ5: Can this information be used to create easily accessible resources and stories for future use?	35
10. Conclusions	35

11.	Suggestions for future research.....	35
12.	Bibliography	36
13.	Appendices.....	39
	Appendix I: Participant information	39
	Appendix II: Survey questions.....	40

Table of Figures

Figure 1: Age distribution of respondents	Figure 2: Age data of respondents.....	13
Figure 3: Gender distribution of respondents		14
Figure 4: Locations of respondents.....		14
Figure 5: Type of library		15
Figure 6: Salary in \$NZD		15
Figure 7: Management position status of respondents.....		16
Figure 8: Word cloud of job titles		16
Figure 9: Frequent job titles.....		17
Figure 10: 50 most common job function words.....		17
Figure 11: 10 most common job function words.....		18
Figure 12: Age when library career started		18
Figure 13: Word cloud of prior library job titles		19
Figure 14: Word cloud of words from most recent library job titles.....		20
Figure 15: 10 most frequently used words in most recent library job titles		20
Figure 16: Years worked in library jobs.....		20
Figure 17: Ratio of prior library and non-library experience		21
Figure 18: Word cloud of prior non-library job titles.....		21
Figure 19: 10 most common words for each age group		22
Figure 20: Word cloud of words from most recent non-library job titles		23
Figure 21: 10 most frequently used words in most recent non-library job titles.....		23
Figure 22: Years worked in prior career(s).....		24
Figure 23: Level of influence of factors in decision to apply for library jobs		24
Figure 24: Satisfaction with decision to apply for library jobs.....		25
Figure 25: Completion date of most recent library qualification		25
Figure 26: If they could go back in time, would they do it again?		26
Figure 27: Professional registration status		26
Figure 28: Word cloud of 50 most popular words to describe benefits of professional activity		27
Figure 29: Level of agreement with job satisfaction statements		28
Figure 30: Overall satisfaction with current role		29
Figure 31: Reasons for retiring.....		29
Figure 32: Where are respondents looking for opportunities?		30
Figure 33: Where do people intend to look for opportunities?		30
Figure 34: Most popular words from job possibilities		31
Figure 35: Top 10 words from most recent library and non-library jobs		31
Figure 36: Satisfaction with current role by age group		32
Figure 37: Overall Likert score, satisfaction by experience		33
Figure 38: Average number of prior library jobs by age group.....		34
Figure 39: Average number of prior library by years in libraries		34
Figure 40: Overall job satisfaction by whether your job title accurately describes what you do		34

1. Problem statement

While research has been conducted into the career paths of various groups of librarians, there is a gap in our knowledge of the paths into librarianship for New Zealand librarians and library staff. Uncovering these paths and the stories of early career and experienced librarians will provide an insight into the early career choices, motivations and self-identified satisfaction of New Zealand library staff, and create an information resource which can be used for advocacy, advertising, career development, and as a starting point for future targeted research.

In the New Zealand library community, there is currently a lack of empirical research identifying the employment origins of library workers. Anecdotally, it has been observed that newer or younger library workers have customer service backgrounds (such as retail and hospitality), while older library workers (both in age and in time spent in the library workforce) were previously employed in areas such as teaching. While some research internationally has been carried out, looking at employment history of specific groups of librarians, such as business librarians (Hines and Baker, 2008), academic business librarians (Kendrick, 1990), academic librarians (Kong and Goodfellow, 1988, and Noh, 2010) and MIS/MLIS students (Ard et al., 2006), it is noted that New Zealand has a relatively small population which can support a more wide-ranging sample. From this, a survey of all library workers in New Zealand will provide comparison to existing literature, and help quantify some of our assumptions about the employment history and career motivations and self-identified satisfaction of New Zealand library workers.

2. Literature review

The literature review is organised to correspond with the survey format, with demographic studies followed by current library role; employment history, career movement, and motivations to enter librarianship; education and professional activity; job satisfaction; and looking to the future.

2.1. Demographic studies

Franks (2012) compared Australia and the United States, and found that in Australia there were 12,300 librarians (not including library technicians or library assistants). LIANZA (2016) found in the 2013 New Zealand Census that 6,212 New Zealanders identified themselves as working as librarians, with 4,164 identifying as librarians, and the remainder identifying as library assistants and technicians. Of Franks' Australian sample, 62% were over the age of 45, while 3.4% were under the age of 25. Franks also presents the age demographics of United States librarians, finding that 58% are over 45 while 4% are under 30.

2.2. Current library role

Ralph and Sibthorpe (2010) evaluated job advertisements in New Zealand in 2007 and 2009, and noted a range of job titles being advertised, including librarian, library assistant, library manager, knowledge manager, information specialist, researcher, archivist, information analyst, museum research officer, intellectual property researcher, volunteer, contractor, analyst, records manager and advisor (p.229).

Aho (2013) focuses on the circulation desk but notes that her duties are not reflected in her job title, and that this is true for other circulation desk staff, whose duties can also include instruction or teaching, collection management, and outreach. Aho surveyed her acquaintances with circulation experience and asked them "[w]hat skills are important for circulation staff [...]?" Responses commonly cited customer service skills and experience first and foremost (pp.14-15).

Chan (1998) studied job characteristics of librarians in a single New Zealand public library. Chan found that their respondents were generally mature (over 30), qualified, experienced (over 6 years in library

work) and female. They found that a majority of survey respondents were involved in management, administration, reference work and circulation duties (including shelving of books). They also found that qualified librarians did less book shelving (taken here as a representative of unskilled library work) than unqualified librarians.

2.3. Employment history, career movement, and motivations to enter librarianship

Kong and Goodfellow (1988) developed and employed a career stage model for planning library careers. It includes four stages: Apprentice, Colleague, Mentor, and Supervisor. Drawing on work by Mahmoodi (1978) and Dalton, Thompson and Price (1977), that model was considered in this research to identify early- and late-stage librarians, in order to identify trends pertaining to these respondent groups.

Some research has been carried out internationally on the career movement and motivations of library workers, mainly focusing on particular groups of librarians. Hines and Baker (2008) carried out a survey which collected data about the career choices of business librarians. Included were questions regarding prior career history, and questions designed to answer why those respondents chose librarianship as a second career. Hines and Baker note “Our survey found that over one half of the current business librarians have at least some type of prior work experience in a business field before becoming librarians.”

Mosley (2003) shares the assumption and cliché that ‘Generation X’ librarians are more likely to have multiple jobs in more than one industry across their working life, than traditional ‘Baby Boomer’ librarians. Mosley also finds that a main source of dissatisfaction for today’s librarians is the level of remuneration for the role.

Noh (2010) noted that “jobs with the highest retention rate were those in public libraries”, and that school and public librarians were most likely to return to librarianship, and also to consider librarianship their first and only career. This research may be able to reproduce this line of questioning and compare results. The study also analysed lifetime phase theory and career phase theory, theories which identify factors which are important and change throughout life and careers. These theories can be utilised in the proposed research and leveraged to identify differences between early- and late-career librarians. Noh identifies compensation and working conditions as the most important factors impacting career movement for librarians, and notes the difference in organizational culture as a factor: “19.2% of chief librarians chose organizational culture as their response, [while] only 2.5% of librarians pointed to organizational culture as one of the factors.” This is an interesting difference between opinions of general and management library staff, and can be replicated and explored in this research.

Black and Leysen (2002) note that the reputation of an organisation, job responsibilities, and geographical location were important factors in choosing an academic library position. This research incorporates these themes into the survey questions in order to identify if similar factors are important to librarians in other sectors.

In the semi-autobiographical reference work Career Q & A (Markgren and Allen, 2013), advice is given about how to leverage current skills into different areas of librarianship, and how to re-enter the library workforce after an absence. Wording from the appropriate chapters of that work was used to formulate some of the career progression questions in the survey.

Ard et al. (2006) make use of anecdotal responses and short-answer responses in their research about the motivations of MLIS students at the University of Alabama. These short ‘sound bites’ make for compelling reading and a similar format would be desirable for at least part of this research report.

For example, when asked about their motivations, one response was “I love the environment, I’m a book fiend . . . I was just sitting there at home looking at my books one day, and I said ‘Wait a minute! Librarian!’” This type of response provides engaging and easily used material for library organisations to use in advocacy and other promotional material. In conjunction with other methods of questioning mentioned above, this type of response would contribute greatly to answering the proposed fifth research question, “Can this information be used to create easily accessible resources and stories for future use?”

Walker and Calvert (2016) asked people currently working in New Zealand school libraries about their motivations for seeking school library employment. They applied the principles of Herzog’s motivation theory to identify motivations and factors in retention. They found that working hours and work-life balance were very important factors in employee satisfaction, along with work-related challenges and enjoying the environment. Most respondents also reported some form of philosophical and personal affinity for the higher-level concepts of librarianship as service, and libraries as providers (rather than gatekeepers) of knowledge. When asked what kept them in the job, common factors for retention included the students, the variety and challenge of work, and responsibility or autonomy. The main sources of dissatisfaction for respondents were job insecurity and remuneration.

McPherson (2005) surveyed library assistants and early-career librarians with library assistant experience, in order to determine the factors which influence library assistants pursuing a librarianship career. McPherson asked respondents to indicate whether certain aspects of library assistant work were disliked. The most disliked aspects of library assistant work were remuneration, mundane tasks, and lack of opportunities for use of specialist knowledge and career development. Both library assistants and librarians were asked to rank factors which motivated them at work. For both groups of respondents, the top three factors were intellectual stimulation or challenge, desire to be successful in the job, and desire to provide a good service.

With a different viewpoint, focussing on why New Zealand MLIS graduates with library experience leave librarianship in favour of archives or records management, Luoni (2008) interviewed eight graduates of the Victoria University of Wellington MLIS programme. When asked what influenced the shift to archives or records management after graduation, the following factors were mentioned by more than one respondent: remuneration, influence of a lecturer, each mentioned by three interviewees; the end of a contract, “looking for a challenge”, lack of opportunity, and influence of personal relationships with those in archives or records management roles, each mentioned by two interviewees. Remuneration was identified as the only factor which was both positive (a reason to take an archives or records management role) and negative (a reason to leave a library role). Luoni also asked interviewees if they would consider returning to a library role. Of the seven interviewees currently working in archives or records management, five said they would consider it.

2.4. Education and professional activity

Cossham and Fields (2006), in their survey of New Zealand librarians, focussing on the professional development policies and needs of New Zealand libraries and librarians, found that 55.5% of their sample belonged to LIANZA, with 27.5% of their sample not belonging to any professional organization. They also found that 86.5% of respondents had some form of qualification. When it comes to continuing professional development, “82.5 per cent were encouraged by their employer to participate in CPD, and this employer support took the form of paid time to attend (70 per cent) and course fees paid (67 per cent) (p.242)”.

Joint (2007) emphasises the role both CILIP in the United Kingdom and ALA in the United States of America serve as an integral part of the “rite of passage” of new library professionals. However, Joint

notes that ALA and its members tend to be more involved with external-focused issues, while CILIP is more focused on internal matters of professional registrations, integrity, and responsibility. In this way, LIANZA is perhaps more closely aligned to the goals and values of CILIP than of ALA.

McPherson (2005) asked library assistants and recently graduated librarians if they had received employer support ('incentives') to undertake library studies. Over half received some form of tuition reimbursement, and just over 30% received time off work to study. However, approximately 38% received no incentive at all. Respondents also indicated that study assistance, in the form of paid tuition or study leave, was the most important factor which affected their interest in studying.

2.5. Job satisfaction

Deeming and Chelin (2001) analysed the career paths of people choosing librarianship as a second or subsequent career in academic librarianship in the United Kingdom. That study, based in grounded theory (as per Denscombe, 2014), provides themes this research can use in order to produce comparable results. Deeming and Chelin note that "[t]he availability of opportunities for personal challenge and growth, both in terms of job role and professional development, were the main determinants of career satisfaction. Autonomy and challenge were often cited by respondents (p.24)."

Houdyshell, Robles and Hua (1999) carried out an informal survey of American librarians, and received 500 responses. Of those 500 responses, "418 librarians gave their career choice a thumbs up, indicating that they would definitely choose it again [and] [a]n additional fifty-two individuals would possibly make the same decision". This suggests a high rate of job satisfaction. Houdyshell, Robles and Hua include sample questions in their article, which are replicated in this research.

Hines and Baker (2008), in their survey about the career choices of business librarians, note "Business librarians in our survey profess having a high level of satisfaction with their choice of business librarianship as a career."

Job insecurity was cited as a major source of dissatisfaction among LIS graduates in North Carolina, according to a study by Morgan (2014). Morgan also finds a direct correlation between professional body membership and job satisfaction. Other factors impacting job satisfaction include relationships with co-workers, while the pressures of full time work and job setting impact job dissatisfaction.

Miller (2001) presented findings from Library Journal's 2011 job satisfaction survey. They found that 86% of respondents, if they had to go back and do it again, would choose librarianship as a career again. However, they also found that 47% of respondents considered career development options with their current employer to be poor, with only 11% thinking their chances for advancement with their current employer were either excellent or very good. Concerningly, 31% of all respondents had searched for a new job in the previous 12 months; however, only 6% were actively looking to leave librarianship. Miller also reported that the top three sources of dissatisfaction for respondents were low pay, poor management, and budgetary concerns.

In New Zealand, Todd (2001) surveyed librarians in the North Shore and found that respondents were most satisfied with relationships with their co-workers and working with the public, and least satisfied with pay, job security, and chances for promotion. Overall, 90% or respondents were satisfied or very satisfied with their current positions. Todd also found that part-time workers were more satisfied than full-time workers, and qualified librarians were more satisfied than library assistants.

Haines (2002) surveyed library workers at two New Zealand academic libraries, specifically looking at the links between information technology and job satisfaction. Haines found that overall, respondents were more satisfied with their roles at that time compared to ten years prior. Haines also asked

respondents if they would recommend librarianship as a career to others. 59.8% either agreed or strongly agreed that they would recommend librarianship as a career. When broken down into age groups, Haines found that those over 60 were more likely to disagree or strongly disagree, while the highest level of agreement came from those aged 30-40.

2.6. Looking to the future

Rathbun-Grubb (2009), in their doctoral research about retirement and turnover among librarians and archivists, found that 6% of their sample intended to retire in the next 3 years. Of those respondents, 72% were in a supervisory role; they had an average of 26 years of library experience, and on average had been in their current role for 13.7 years.

Rathbun-Grubb (2009) surveyed the respondents planning to retire on their post-retirement plans. 57% planned to continue with their involvement in libraries or archives on a paid or volunteer basis. Among the roles respondents indicated they would involve themselves in post-retirement were part-time library work, consulting, home-based businesses, writing, teaching, and a variety of volunteer roles at libraries and charitable organisations (p.198).

Edge and Green (2011) addressed the aging and retirement of American academic librarians. They found that a large proportion of retiring librarians held management positions and an accumulation of institutional knowledge, as well as heavy involvement in mentoring and other professional development roles. They conclude that, although the 'graying' of librarians is an issue, the incoming cohort of new library professionals is particularly well-suited to the changing library environment.

3. Study objectives

This research topic is proposed to identify trends around the previous employment status of current New Zealand library staff. In survey format, this topic will ask New Zealand library staff what they did before they came into libraries; how they found themselves working in libraries; and give a rough measurement of current job satisfaction. If possible, relationships between the following will be identified and/or predicted:

- employment history
- current employment status
- job satisfaction
- self-identified success in previous employment
- self-identified success in current employment
- categories of previous employment

The primary goal of this research is to identify areas of employment origin which correlate to self-identified job satisfaction and success, and to create profiles for varying examples of the 'typical' librarian. This information can be used in the following ways:

- to target potential library professionals through job fairs, targeted advertising, and other recruitment initiatives
- to provide easily digestible and easily shared information which can be used for advocacy and general visibility activities for advocacy groups, professional bodies, and other interested parties
- to identify areas of concern where experience may be lacking

4. Research questions

- RQ1: What are the employment origins of New Zealand library workers?
- RQ2: According to their own self-assessment, how satisfied are New Zealand library workers with their current positions?
- RQ3: Can patterns and trends be identified for employment history and job satisfaction?
- RQ4: What other patterns or trends can be identified from the dataset?
- RQ5: Can this information be used to create easily accessible resources and stories for future use?

5. Sample

All people currently employed in the Library sector in New Zealand were invited to complete the survey. The survey was advertised through the 'NZLibs' and 'PubSig' mailing lists; recipients were encouraged to share the survey invitation with colleagues and friends.

LIANZA (2016) comments that "The 2013 census told us that there were 6,212 New Zealanders who identified themselves as working as librarians – 4,164 librarians, 2,034 library assistants, and 9 library technicians". A response rate of at least 5%, or 311 responses, would provide a statistically significant sample and a suitable cross-section of current library staff.

6. Methodology

As this research is intended to discover trends and patterns from survey responses, the research was primarily conducted according to grounded theory principles, as per Denscombe (2014).

A survey was deployed with a mixture of demographic questions and questions regarding employment history, current role, professional activity, job satisfaction, and looking to the future. A mixture of multi-choice and 5 point Likert scale questions were asked, in order to most effectively capture the responses of the survey respondents. Demographic and career history questions were in the form of multi-choice; questions about career satisfaction and attitudes towards library careers were in Likert scale format. The good research guide: for small-scale research projects (Denscombe, 2014), as well as Small-Scale Social Survey Methods (Gillham, 2008) and The Survey Methods Workbook (Buckingham and Saunders, 2007), were used to assist in survey format and content.

Survey questions consist of a mixture of original questions, questions sourced from existing recognised demographic polling (such as the New Zealand Census questions), and questions sourced from existing similar research, so that comparisons may be drawn. In particular, comparisons are drawn from Hines and Baker (2008) who provide in their article an example survey.

Ethical approval was sought and gained from the Victoria University of Wellington School of Information Studies Human Ethics Subcommittee (Application number 0000023279).

The survey invitation email was sent to both the 'NZLibs' and 'PubSig' emailing lists. NZLibs is a mailing list for all New Zealand library workers; PubSig is a specialised list for members of the LIANZA Public Libraries Special Interest Group (SIG). The initial invitation email was sent on September 1, 2016. A reminder email was sent on September 15, 2016, and the survey closed on September 22, 2016.

The survey was administered through Qualtrics, an online survey tool which allows for multiple question formats. The Qualtrics instance was hosted by the University of Victoria Wellington.

Once the survey period has ended, incomplete responses were removed from the sample. This included:

- Responses in which the final 'submit' screen had not been reached;
- Responses in which the respondent indicated they were not currently employed in a New Zealand library or as a librarian or related role in New Zealand;
- Responses in which the respondent progressed to the 'submit' screen, but no survey questions were answered.

7. Methods of data analysis

Qualtrics provides simple analysis tools which chart and graph individual question responses. The charts from this tool have been used to create charts and graphs for the multi-choice questions.

Excel has been used to sort, filter and analyse groups of responses in order to identify trends and patterns.

Excel and Wordsift.org, an online word cloud tool created, developed and maintained by Simon Wiles, a doctoral student at Stanford University, have been used to sort and analyse free text responses.

8. Sample size, margin of error and limitations

There were 392 completed survey responses in which one or more questions were answered and the respondents answered 'Yes' to the question 'Are you currently employed in a New Zealand library or as a librarian or related role in New Zealand?'

The LIANZA publication *Libraries in Aotearoa New Zealand 2016* (2016) comments that "The 2013 census told us that there were 6,212 New Zealanders who identified themselves as working as librarians – 4,164 librarians, 2,034 library assistants, and 9 library technicians". This translates to a response rate of 6.31%, and a margin of error of $\pm 5\%$ at confidence of 95% (calculation provided by SurveyMonkey.com).

Some technical malfunctions in the survey implementation were uncovered once the survey had been deployed. While a workaround was provided, it is understood that some potential respondents did not complete the survey as a result. Incomplete responses were removed from the dataset.

9. Results and discussion

The survey results are presented in the same order in which the survey was presented to respondents. Demographic results are presented first, followed by questions about respondents' current positions, previous work experience, education and professional registration, job satisfaction, and lastly 'looking to the future'. This is followed by an analysis of the results in the context of answering each of the five research questions.

Discussion of particular results are included in this section, pertaining to both single question responses and analysis of relationships, trends and patterns within the results.

9.1. Demographic

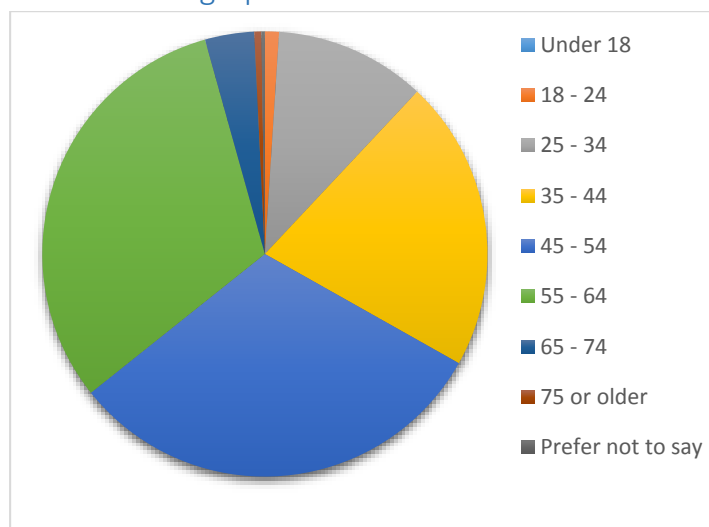


Figure 1: Age distribution of respondents

Answer	Count
Under 18	0
18 - 24	4
25 - 34	43
35 - 44	83
45 - 54	122
55 - 64	123
65 - 74	14
75 or older	2
Prefer not to say	1
Total	392

Figure 2: Age data of respondents

Of the 392 respondents, the majority (62.5%) were from 45 – 64 years of age, while only a small proportion (11.9%) were under the age of 35. LIANZA does not provide statistics about the age distribution of people listed as working in library roles in the last Census, so conclusions cannot be drawn about the representation of ages here versus the general library population. It does, however, show that the average age of respondents is above 45.

Noh (2010) used a similar age scale in their study of Korean library workers, and had 612 'Librarian' responses. Of those, only one was over the age of 60, while 174 (28.4%) were between 45-60. In addition, 224 (36.6%) were under the age of 35. This suggests that New Zealand has a comparatively older library workforce, with fewer younger members than Korea.

Franks (2012) compared Australia and the United States. Of Franks' Australian sample, 62% were over the age of 45, while 3.4% were under the age of 25. Franks also presents the age demographics of United States librarians, finding that 58% are over 45 while 4% are under 30. These results are comparable to this study, where 62.5% are over 45 and only 1% are under 25.

The respondents to this survey were overwhelmingly (85%) female, while 14.5% of respondents were male. This is very similar to Houdyshell et al (1999) who had a response pool of 500, of which 82.6% were female and 15.6% were male; and Franks (2012) who found that in Australia, 84% of librarians were female, and in the United States, 82% were female.

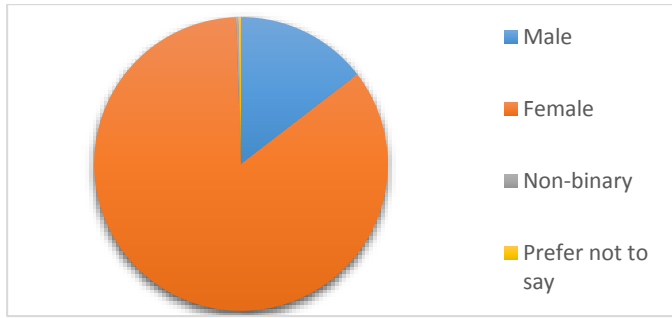


Figure 3: Gender distribution of respondents

In regards to geographic location, the three most populous regions yielded the most responses, with 26.5% from Wellington, 18.9% from Auckland and 14.8% from Canterbury.

With responses from all regions, this research can be considered representative of the views of library workers nationally.

Answer	%	Count
Northland	1.3%	5
Auckland	18.9%	74
Waikato	7.7%	30
Bay of Plenty	6.4%	25
Gisborne	2.0%	8
Hawke's Bay	2.8%	11
Taranaki	1.8%	7
Manawatu-Wanganui	5.6%	22
Wellington	26.5%	104
West Coast	0.5%	2
Canterbury	14.8%	58
Otago	5.4%	21
Southland	3.1%	12
Tasman	0.5%	2
Nelson	0.8%	3
Marlborough	1.3%	5
New Zealand territory not listed	0.3%	1
Prefer not to say	0.5%	2
Total	100%	392

Figure 4: Locations of respondents

9.2. Current position

Of the respondents, most (41.6%) are currently working in a public library setting, with 31.4% working in an academic library setting. A significant number (10.5%) are currently working in an 'other' setting, of which half indicated they work at the National Library. Of the remaining 'other' settings, 4 respondents work in a combined school and public setting; 10 indicated they worked in a research or other academic environment; 4 indicated they worked in a government department or similar, and the remaining respondents indicated they worked in a broadly library setting, although the circumstances of each differed.

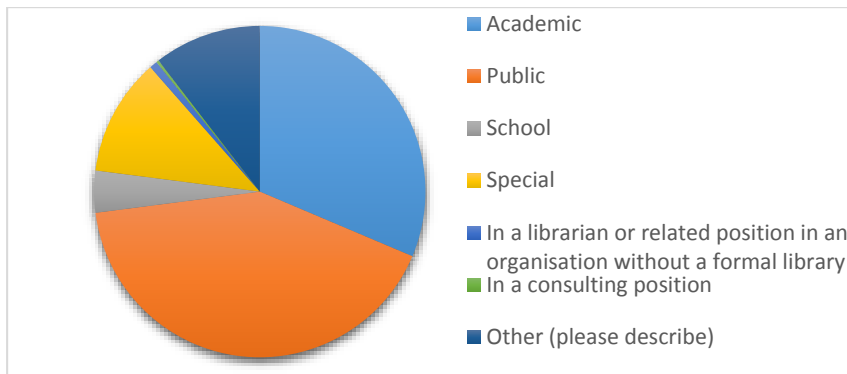


Figure 5: Type of library

All respondents indicated they were paid workers.

Answer	Count	%
0 - 24,999	18	4.60%
25,000 - 29,999	10	2.56%
30,000 - 39,999	23	5.88%
40,000 - 49,999	55	14.07%
50,000 - 59,999	90	23.02%
60,000 - 69,999	62	15.86%
70,000 - 79,999	51	13.04%
80,000+	68	17.39%
Prefer not to say	14	3.58%
Total	391	100%

Figure 6: Salary in \$NZD

The median salary for respondents is \$50,000 – 59,999. Nationally, the “income from wages and salaries across all jobs in June 2014 was about \$45,000 a year (or \$865 a week) before tax, according to a Statistics New Zealand income survey” (Careers.govt.nz, 2015). However, the higher median salary for respondents is a reflection of industry standards and the career status of respondents.

Of the respondents, 83.9% currently work full time, and 16.1% currently work part time or another flexible arrangement.

The next survey question asked respondents if they were currently in a management position, and if they wanted to be.

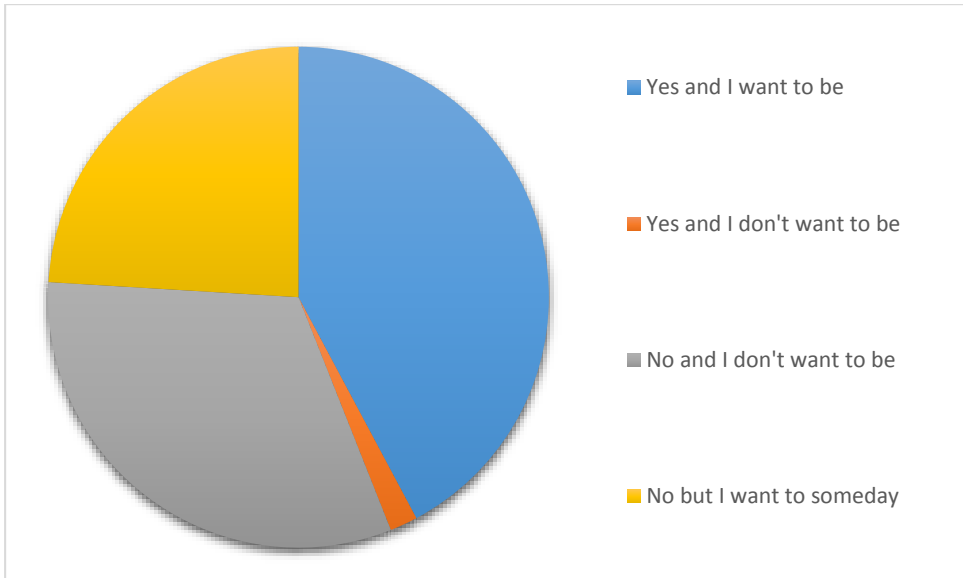


Figure 7: Management position status of respondents

Largely, respondents were happy with their management status. 43.9% of respondents are currently in management positions, while only 4% of those ‘don’t want to be’. Meanwhile, of the 56.1% of respondents currently in non-management positions, 42.9% ‘want to be someday’, which is a positive view to the future of library management.

Of the 381 job titles provided, a word cloud was created to indicate relative frequency of words within those titles.



Figure 8: Word cloud of job titles

As can be seen, the words ‘librarian’ and ‘library’ still feature overwhelmingly in job titles, with either ‘librarian’ or ‘library’ appearing 254 times in 381 job titles. Indications of job level, such as manager (60), assistant (47), and coordinator (22) also appear frequently. With 228 unique words included in the 381 job titles, it is clear that job titles vary widely among current library workers.

However, some job titles remain consistent, with the following job titles appearing most frequently (in alphabetical order):

Word	Number of appearances	Rate of usage
Library	176	46.0%
Management	96	25.1%
Service	92	24.0%
Collection	86	22.5%
Staff	79	20.6%
Support	57	14.9%
Research	56	14.6%
Customer	55	14.4%
Team	52	13.6%
Information	49	12.8%

Figure 11: 10 most common job function words

From figures 10 and 11, we can surmise that job function descriptions focus foremost on managerial roles ('Management', 'Staff', and 'Team'), and secondarily on relationships with customers ('Service', 'Support', 'Research', 'Customer', and 'Information').

Interestingly, the word 'book' only appeared 24 times in the job function descriptions, and the word 'books' appeared even fewer times.

9.3. Previous work experience / job history

This section of the survey opened by asking respondents how old they were when they started their library career.

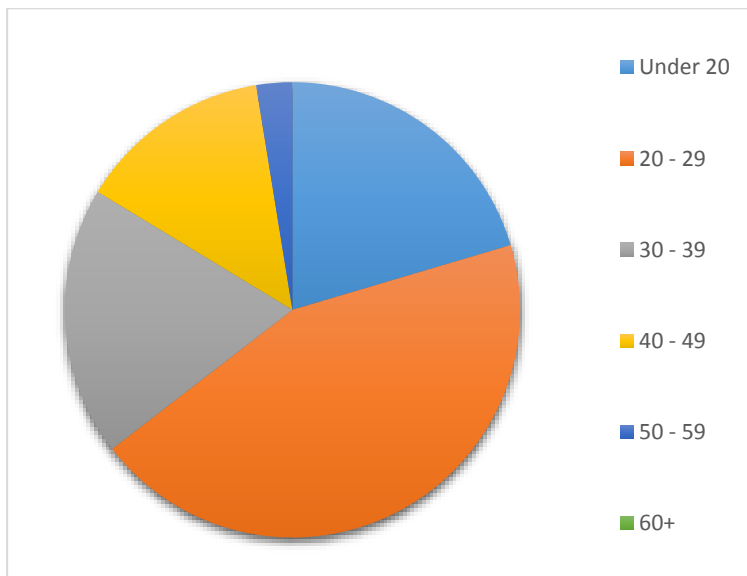


Figure 12: Age when library career started

64% of respondents began their library career prior to the age of 30; while 3% began their library career after the age of 50. No respondents began their library careers after the age of 60.

Hines and Baker (2008) also asked this question of their sample of professional business librarians; while they did not include an 'under 20' category, they uncovered that 89% of their respondents started their professional librarianship career between the ages of 20-39. As seen in Figure 12, 63% of our sample started their library career between the ages of 20-39, with a further 20% beginning before the age of 20, with a total 83% starting before age 40.

This section focused on two areas of prior work experience. Firstly, questions were asked about respondents' prior library experience; secondly, questions were asked about respondents' prior non-library experience.

For 84 respondents (21.4%) their current library position is their first library position. Of the 308 (78.6%) respondents with prior library experience, 300 provided responses to the prompt "Please list all the library job titles you remember holding prior to your current role".

On average, each respondent held 4 prior library jobs. When sorted by age of respondent, and by years of library experience, some trends can be identified, and are expanded upon in section 10.

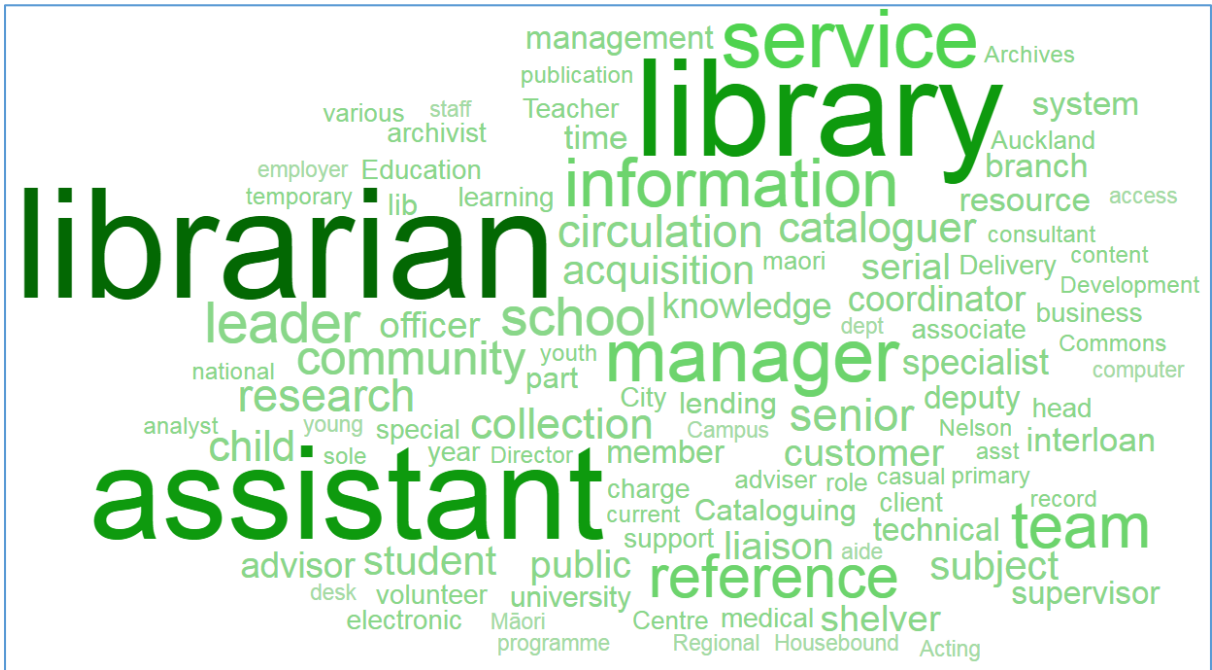


Figure 13: Word cloud of prior library job titles

As was the case with Figure 8 (p.13), the word cloud of current job title, 'library' and 'librarian' are still the most common words found. In contrast to Figure 8 (p.13P, the word 'assistant' featured much more heavily than 'manager' (355 times and 103 times respectively), reflecting the experience level of the respondents and the traditional career progression from Library Assistant to Librarian or Manager.

Respondents were also asked to name the most recent library job title they held prior to their current role. Of the 308 respondents with prior library experience, 297 provided their most recent job title. A word cloud has been generated for the most common words.

The next section of questions related to respondents' prior non-library work history. 278 respondents (70.7% of the total respondents) indicated that they worked full or part time in another job or career prior to working in libraries, with the remaining respondents answering 'no' or not providing an answer. Hines and Baker (2008) asked this question of their sample of business librarians; 62.3% of their respondents had worked full time in another job or career prior to entering professional librarianship. This suggests that New Zealand library workers have slightly more non-library experience than Hines and Baker's sample.

This, along with the answers to the question about prior library experience, allows for some analysis of prior experience in total. 391 respondents provided a 'yes' or 'no' answer to both questions.

	Prior non-library experience (%)	No prior non-library experience (%)
Prior library experience (%)	210 (53.7%)	97 (24.8%)
No prior library experience (%)	68 (17.4%)	16 (4.1%)

Figure 17: Ratio of prior library and non-library experience

As shown in Figure 17 (p.17), over half of the respondents who provided a 'yes' or 'no' answer to both questions had both prior library experience and prior non-library experience. 24.8% of respondents had prior library experience but no prior non-library experience.

Of the 278 respondents with prior non-library experience, 273 provided responses to the prompt "Please list all the jobs you remember holding prior to working in libraries", 268 of which provided countable and separate job titles. The average number of prior non-library jobs was 3.2. The number of prior non-library jobs ranged from 1 (56 responses) to 14 (1 response).

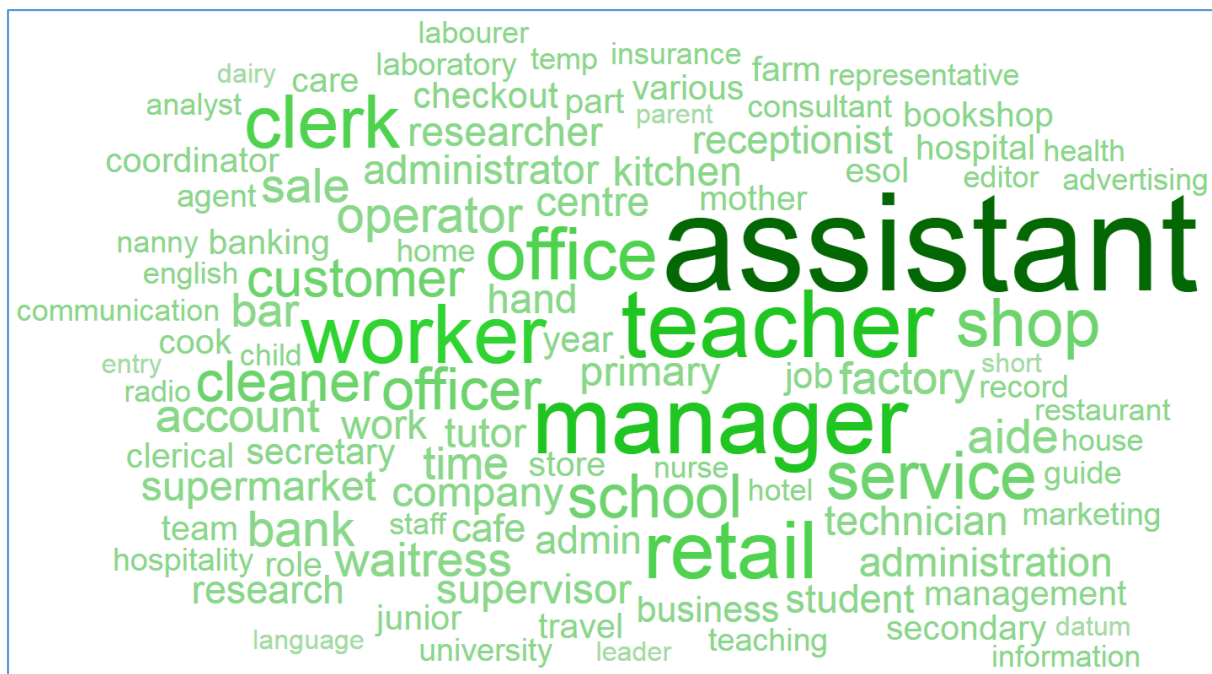


Figure 18: Word cloud of prior non-library job titles

As can be seen in Figure 18, there was a wide variety of roles. This information can be further broken down into age groups, which uncovers some trends. The table below lists the 10 most common words for each age group. As there were only 3 respondents in the 18-24 age group, these have been

included with the 25-34 age group to create an ‘Under 35’ age group, for purposes of anonymity. Likewise, as there was only one respondent in the 75+ age group, this response has been included with the 65-74 age group to create a ‘65+’ age group.

Rank	Under 35	35 – 44	45 – 54	55 – 64	65+
1	Assistant	Assistant	Assistant	Assistant	Assistant
2	Retail	Manager	Manager	Teacher	Clerk
3	Customer	Teacher	Teacher	Worker	Shop (3 rd =)
4	Service	Service	Worker	Clerk (4 th =)	Teacher (3 rd =)
5	Manager (5 th =)	Cleaner	Office	Office (4 th =)	Adult (5 th =)
6	Sale (5 th =)	Bar (6 th =)	Clerk	School (6 th =)	Clerical (5 th =)
7	Store (5 th =)	Customer (6 th =)	Shop	Shop (6 th =)	Education (5 th =)
8	Teacher (5 th =)	Office (6 th =)	Retail	Retail	Officer (5 th =)
9	Café (9 th =)	Operator (6 th =)	Officer (9 th =)	Factory	Teaching (5 th =)
10	Supervisor (9 th =)	School (6 th =)	Service (9 th =)	Officer	Dairy

Figure 19: 10 most common words for each age group

As can be seen in Figure 19 (p.18), ‘Assistant’ features most prominently for all age groups, which is a common feature of respondents’ job history. Once the positional indicators of ‘Assistant’, ‘Manager’, and ‘Worker’ are removed, some trends can be identified. Most notably, the words ‘Retail’ and ‘Customer’ feature highly for the under 35 age group, while ‘Teacher’ features prominently in all older age groups. In the 65+ age group, we can see both ‘Teacher’ and ‘Teaching’, which if combined would place ‘Teacher/Teaching’ in 3rd position outright in that age group’s rankings. Also, the word ‘Customer’ features in the top 10 for the under 35 and 35-44 age groups only.

The above data supports one assumption this researcher observed, both anecdotally and from their own experience, that “younger” library workers had a customer service background, while “older” library workers seemed to come from teaching. The links between this shift in job history, and changes to library job requirements and advertising, are outside the scope of this research but would provide opportunity for further research.

Respondents were also asked to name the most recent non-library job title they held prior to working in libraries. Of the 278 respondents with prior non-library experience, 271 provided a response to this question, with 268 providing a job title. A word cloud has been generated for the most common words.



Figure 20: Word cloud of words from most recent non-library job titles

The 10 most frequently used words, along with their rate of usage, are presented below.

Word	Number of appearances	Rate of usage
Assistant	36	13.4%
Teacher	34	12.7%
Manager	25	9.3%
Aide	12	4.5%
Office	12	4.5%
Service	9	3.4%
Officer	8	3.0%
School	8	3.0%
Mother	7	2.6%
Shop	7	2.6%

Figure 21: 10 most frequently used words in most recent non-library job titles

Deeming and Chelin (2001) list the following most popular recent occupations of “career change librarians” (p.18): teacher; civil service; administration; book sales; computing; dentistry; insurance; research. These terms, or variations of the same, appear in the word cloud in Figure 20 (p.19).

Next, respondents were asked for the total years worked in prior career(s). Of the 278 respondents who indicated they had previous non-library experience, all answered this question. As seen in Figure 22, the most common response was ‘3 – 5 years’, with similar responses for ‘6 – 10 years’ and ‘11 – 20 years’.

Years in prior career(s)	Count	% of respondents
0 to 2	47	16.91%
3 to 5	75	26.98%
6 to 10	64	23.02%
11 to 20	63	22.66%
Over 20	29	10.43%
Total	278	100%

Figure 22: Years worked in prior career(s)

Next, respondents were asked how influential a number of factors were on their decision to apply for library jobs.

As can be seen in Figure 23 (p.21), 'Knowledge and skills in the area' was the most influential factor, with 60.1% of respondents rating it extremely or very influential. This was followed by 'Working conditions' (45.1%), 'Growth potential' (44.7%), and 'Family life cycle' (41.56%). At the other end of the scale, 'Social status' was the least influential factor, with 69.5% of respondents considering it to be slightly or not at all influential. This was followed by 'Compensation (pay)' (46.9%), 'Family life cycle' (37.9%), and 'Distance to job location' (37.3%).

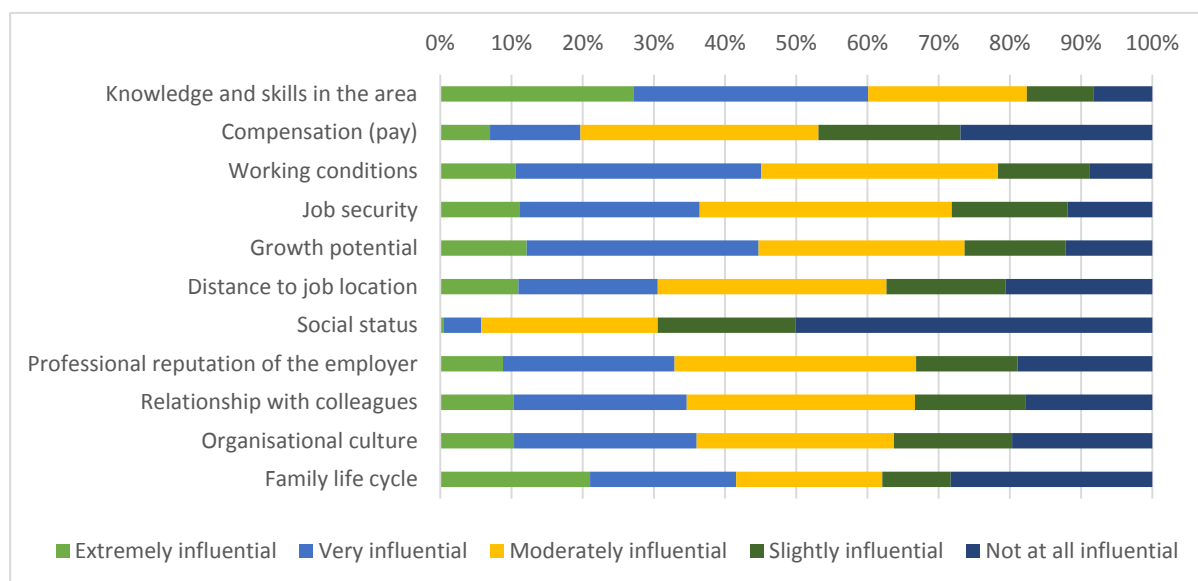


Figure 23: Level of influence of factors in decision to apply for library jobs

Lastly, this section asked how satisfied respondents were overall with their decision to enter library work. The results from this question are overwhelmingly positive, with 65.1% of respondents extremely satisfied, and a further 27.6% somewhat satisfied.

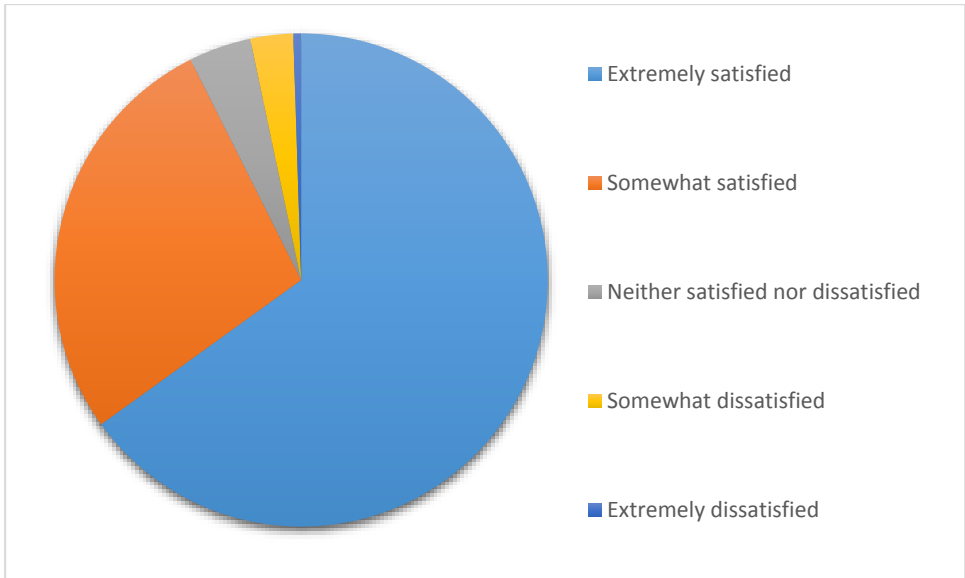


Figure 24: Satisfaction with decision to apply for library jobs

Deeming and Chelin (2001) asked a similar question of people changing career into librarianship. For their sample, 85.8% of respondents indicated they were satisfied (42.9%) or very satisfied (42.9%) with their decision to enter libraries.

9.4. Education and professional registration

This section asked respondents about their educational background. It also asked respondents if they were professionally registered, either with LIANZA or with another professional body.

The first question in this section asked respondents if they had completed, or were in the process of completing, a qualification in library studies (or equivalent). 81.6% of respondents had completed such a qualification; 6.6% were in the process of doing so. The 11.7% of respondents who answered no to this question were further asked if they were considering studying towards a qualification in library studies. Of those respondents, 13.3% indicated they would definitely consider, while 8.9% indicated they would probably consider it. The most popular choice was 'might or might not', with 37.8%. 17.8% of respondents indicated they would definitely not consider a qualification in library studies.

Of the 81.6% of respondents who had completed a qualification in library studies (or equivalent), some further questions were asked. Firstly, they were asked when they graduated with their qualification (or most recent, if more than one).

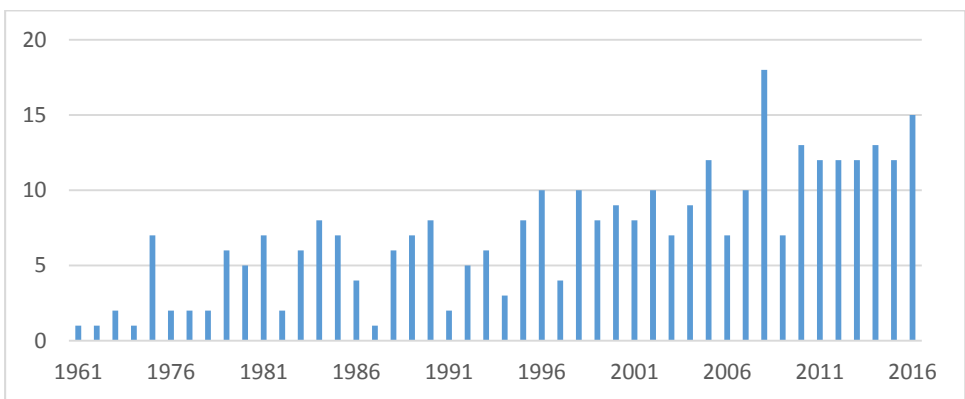


Figure 25: Completion date of most recent library qualification

With completion dates from 1961 through to 2016, there is a considerable spread of most recent library qualification.

Respondents were asked what the name of their most recent qualification was. 120 responses (33.5% of the 358 responses) were a Master of Information Studies or its equivalent (MIS, MLIS, MIM), while 32 (8.9%) referred to the New Zealand Library Studies Certificate or equivalent. Other qualifications ranged from Certificate to Doctoral level.

Respondents were also asked the question “if you could go back in time, would you do it again?” Again, a large majority either definitely (46%) or probably (30%) would do it again, while 8% would probably or definitely not do it again.

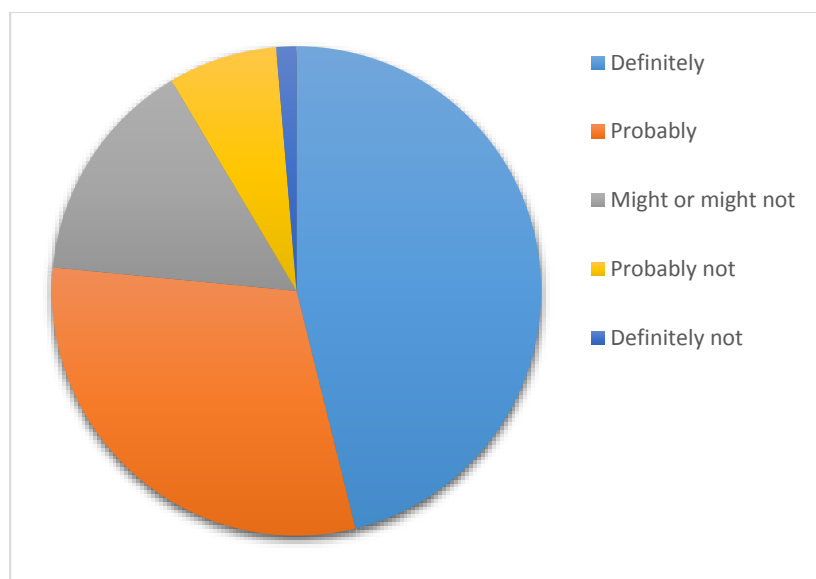


Figure 26: If they could go back in time, would they do it again?

Houdyshell et al (1999) asked a similar question of their sample of 500 “degreed librarian respondents”: “[In regard to your] Overall satisfaction in attending library school and choosing librarianship as a profession . . . would you definitely, probably, possibly, probably not, definitely not, or [you're] not sure - would you do it again?” Of their sample, 57.6% would definitely do it again, while a further 26% would probably do it again. Overall, a slightly higher proportion of this sample gave a positive response, compared to the respondents of this research.

Outside of library studies, 72.45% of the 392 respondents held one or more University degrees or equivalents.

Professional registration status	Count	% of total
Currently professionally registered	122	31.2%
Working towards professional registration	12	3.1%
Previously professionally registered but not now	54	13.8%
Interested in working towards professional registration in the future	89	22.8%
Not interested in professional registration	114	29.2%
Total	391	100%

Figure 27: Professional registration status

The survey also asked respondents about their LIANZA professional registration. 33.3% were either currently registered or working towards it, while a further 22.8% were interested in working towards

professional registration in the future. However, a large proportion (29.2%) had no interest in professional registration.

Only 7.65% of respondents held professional registration with another group, mostly either an international LIANZA equivalent (ALIA, CILIP), or in an area which complemented their type of employment.

Next, respondents were asked about their views towards participating in professional activity. When asked if they saw benefits in participating in professional activity, 90.1% responded in the affirmative. Those who responded in the affirmative were then asked to describe a benefit or benefits that they saw.



Figure 28: Word cloud of 50 most popular words to describe benefits of professional activity

Respondents were also asked if their professional activity had ever resulted in a new job, professional opportunity or career advancement. In contrast to the 90.1% who saw benefits in participating in professional activity, only 31.9% of respondents answered this question in the affirmative. This suggests that the benefits of professional activity go well beyond simply providing job and career opportunities.

9.5. Job satisfaction

This section of the survey asked two questions. First, respondents were asked to indicate their level of agreement with a number of statements formulated to indicate job satisfaction. Secondly, respondents were asked to indicate their overall level of satisfaction with their current role.

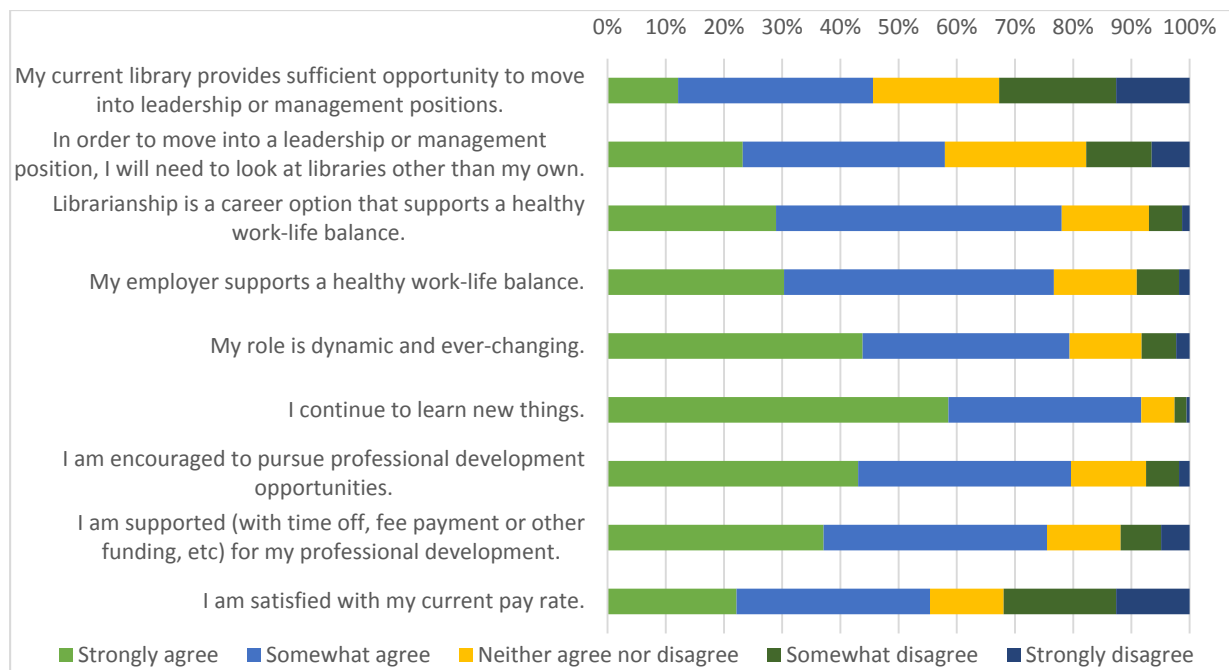


Figure 29: Level of agreement with job satisfaction statements

The results reveal some interesting things. Firstly, that while 45.6% of respondents strongly or somewhat agree that their current library provides sufficient opportunity to move into leadership or management positions, 32.7% somewhat or strongly disagree with that statement. 58% of respondents also agree that in order to move into a leadership or management position, they will need to look at libraries other than their own. This suggests that the traditional ideal of career progression within one employer may not bear out in reality, and that movement between employers in order to progress is seen as a matter of fact in today's library environment.

Secondly, the responses reflect the traditional view that libraries are a good choice for work-life balance, with 78% of respondents agreeing that librarianship is a career option that supports a healthy work-life balance, and 76.7% saying the same for their employer.

Thirdly, respondents agreed with the view that libraries and library roles are evolving, with 79.4% agreeing that their role is dynamic and ever-changing, and 91.7% agreeing that they continue to learn new things.

Fourthly, professional development is for the most part supported by the respondents' employers, with 79.6% agreeing that they are encouraged to pursue professional development opportunities, and 75.5% agreeing that they are supported with that professional development.

Lastly, 55.4% of respondents strongly or somewhat agreed that they were satisfied with their current pay rate, while 32% strongly or somewhat disagreed with the same statement.

Respondents were also asked about their overall satisfaction with their current role. The responses to this question have been broken down by age group in section 10.2 for the purposes of further analysis; however, the total results are presented here.

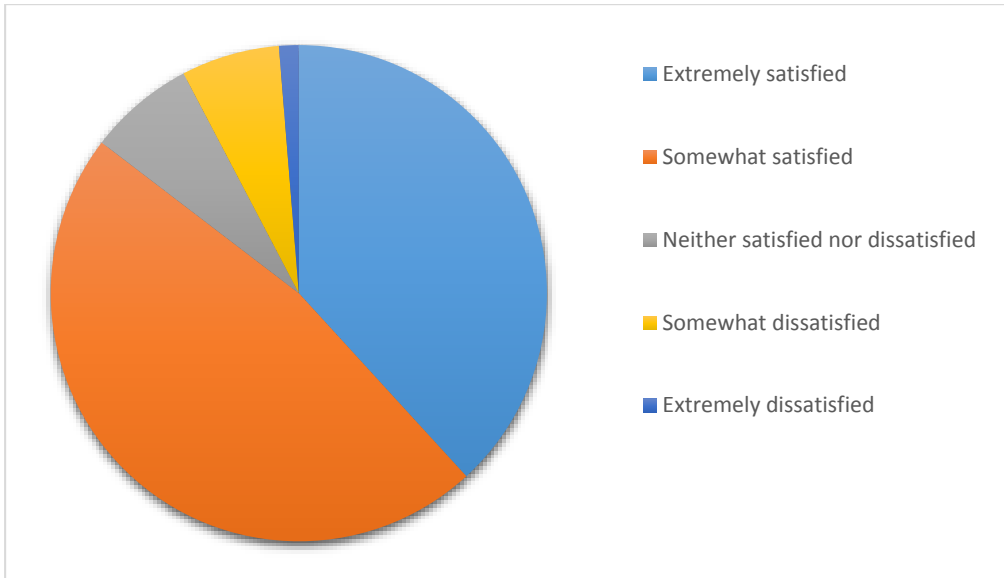


Figure 30: Overall satisfaction with current role

Overall, 85.4% of respondents were extremely or somewhat satisfied with their current role, while 7.7% were either somewhat or extremely dissatisfied.

9.6. Looking to the future

This section asked respondents about their plans for the future: specifically retirement, if they were looking for opportunities to move on, if they intend to move on, and what kind of work they would look for if and when they did move on.

Firstly, respondents were asked if they were planning to retire or semi-retire within the next five years. 81 people (20.88% of the 388 people who answered this question) responded in the affirmative. These 81 people were then asked what factor(s) weighed most heavily in their consideration.

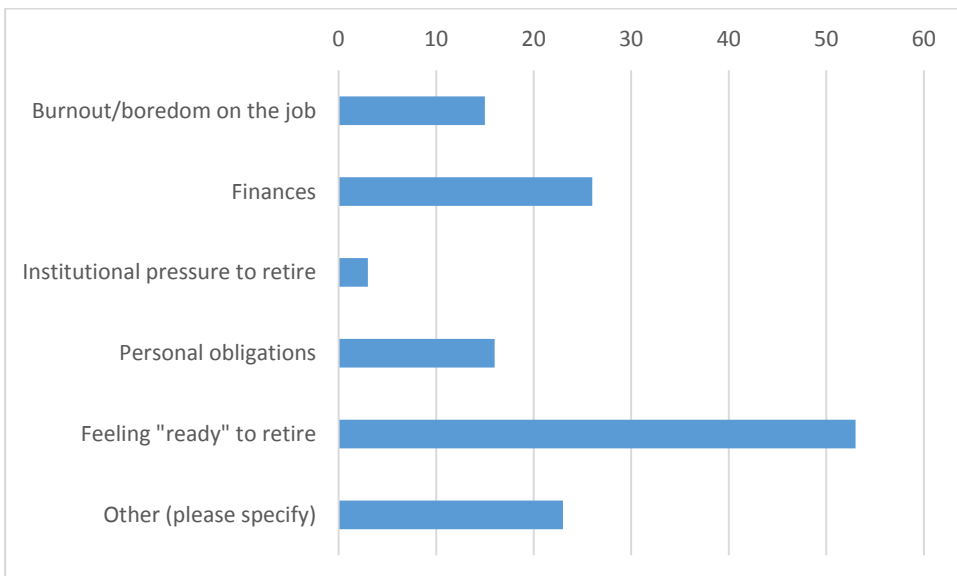


Figure 31: Reasons for retiring

As shown in Figure 31, 63.1% selected ‘feeling “ready” to retire’, followed by ‘finances’ (31%) and ‘other’ (27.4%). ‘Other’ factors included family considerations, such as a spouse retiring; health; pursuing other interests; work-life balance; and growing discontent with organisational change and goals.

Next, respondents were asked “if you are planning to semi-retire, do you intend to continue with library work, consulting, or professional engagement in a paid capacity”, and then if they intend to continue with library work, consulting, or professional engagement in a voluntary capacity. 80 people responded to the first question, and 55% indicated they do intend to continue in a paid capacity. 82 people answered the second question, and 51.2% indicated they intend to continue in a voluntary capacity.

Next, all respondents were asked if they were currently looking for opportunities to move on from their current position. Of 390 respondents, 136 (34.9%) said they were; 254 respondents (65.1%) said they were not. The respondents who said they were looking were then asked where they were looking: within libraries, within the wider GLAM (Galleries, Libraries, Archives, Museums) sector, and/or outside the GLAM sector.

Within Libraries (only)	39.3%	Total: Within libraries	65.9%
Within GLAM (only)	17.0%	Total: Within GLAM	42.2%
Outside GLAM (only)	13.3%	Total: Outside GLAM	31.9%
Within Libraries, Within GLAM	11.9%		
Within Libraries, Outside GLAM	5.2%		
Within GLAM, Outside GLAM	3.7%		
Within Libraries, Within GLAM, Outside GLAM	9.6%		

Figure 32: Where are respondents looking for opportunities?

As you can see, most respondents are including libraries in their search for opportunities, with large proportions also looking within the wider GLAM sector and outside the GLAM sector.

All respondents were then asked if they intend to move on from their current position within the next two years. Of the 388 who answered this question, 156 (40.2%) answered in the affirmative. Those respondents were then asked, as with the previous question, where they intended on looking.

Within Libraries (only)	37.0%	Total: Within libraries	69.5%
Within GLAM (only)	14.3%	Total: Within GLAM	43.5%
Outside GLAM (only)	13.0%	Total: Outside GLAM	35.7%
Within Libraries, Within GLAM	13.0%		
Within Libraries, Outside GLAM	6.5%		
Within GLAM, Outside GLAM	3.2%		
Within Libraries, Within GLAM, Outside GLAM	13.0%		

Figure 33: Where do people intend to look for opportunities?

This yielded very similar results to the previous question, albeit with slightly higher percentages choosing each option.

Lastly, respondents were asked “If you were to look for a position in which you could use your skills (and your library qualification/s) outside a library, what would it be (or what area would it be in)?” 293 respondents provided a position or positions, and a word cloud of the most popular terms from these responses is presented below.



Figure 34: Most popular words from job possibilities

From Figure 34, we can see that respondents identify many different opportunities to use their library skills in the future, prominently including libraries, although the question specified ‘outside libraries’ – which may indicate that you can take the worker out of the library, but not the library out of the worker? Other areas includes traditional GLAM sector opportunities (particularly archives and museums), and research, education and teaching.

Markgren and Allen (2013) asked this same question, and provide a list of 47 most popular responses. Education, knowledge management, research, archivist, and trainer feature on their list.

9.7. RQ1: What are the employment origins of New Zealand library workers?

As shown in Figure 17 (p.17), over half of the respondents had both prior library experience and prior non-library experience. 24.8% of respondents had prior library experience but no prior non-library experience. On average, respondents held 4 library jobs prior to their current role, and 3.2 prior non-library jobs prior to entering library work.

Presented below are the top 10 words from respondents’ most recent library and non-library jobs.

Rank	Library job	Non-library job
1	Librarian	Assistant
2	Library	Teacher
3	Assistant	Manager
4	Service	Aide
5	Manager	Office
6	Information	Service
7	Team	Officer
8	Leader	School
9	Liaison	Mother
10	School	Shop

Figure 35: Top 10 words from most recent library and non-library jobs

As discussed and outlined in Figure 19 (p.18), for non-library experience, the common terms varied by age group. Most notably, customer service related terms ranked highly in the under 35 age group, and

the term ‘customer’ only appeared in the under 35 and 35 – 44 age groups, while education related terms appeared highly in all other age groups (35 – 44, 45 – 54, 55 – 64, 65+).

On average, survey respondents had 11 to 20 years’ experience in libraries, including their current role, and 6 to 10 years’ experience in non-library jobs before entering library work.

9.8. RQ2: According to their own self-assessment, how satisfied are New Zealand library workers with their current positions?

Respondents who had prior non-library employment experience were asked how satisfied they were with their decision to apply for library jobs. 65.1% were extremely satisfied with this decision, and a further 27.6% were somewhat satisfied.

All respondents were asked about their overall satisfaction with their current role. Overall, 85.4% of respondents were either extremely or somewhat satisfied with their current role. This can be further broken down into the age groups surveyed, and this information is presented below.

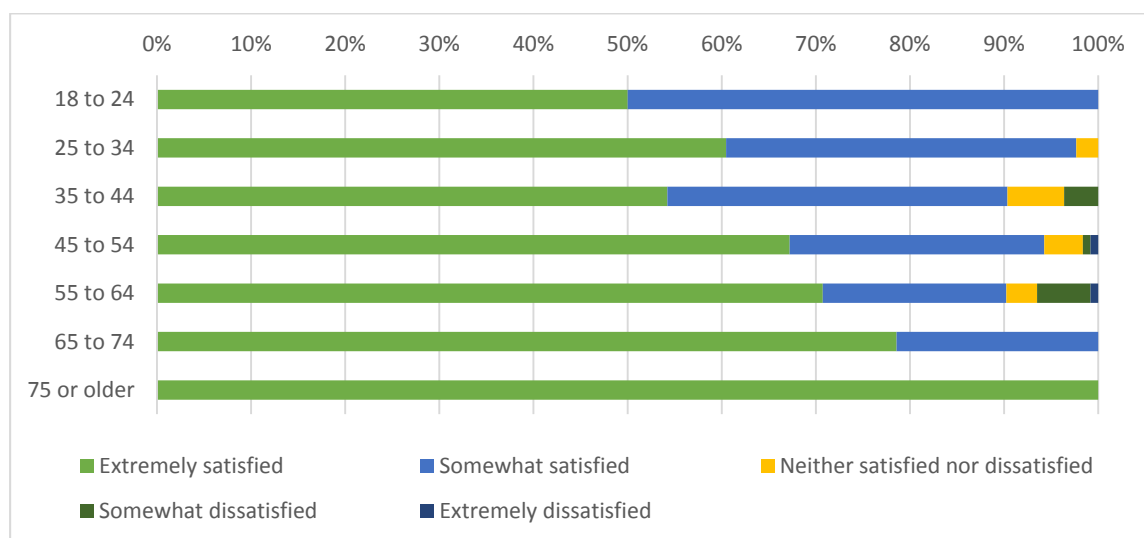


Figure 36: Satisfaction with current role by age group

Overall satisfaction levels seem to increase with age, although dissatisfaction only enters the scene between ages 35 and 64.

All respondents were asked to rate their level of agreement with a number of statements formulated to indicate job satisfaction. 78% of respondents agreed that librarianship is a career option that supports a healthy work-life balance, and 76.7% said the same for their employer; 79.4% of respondents agreed that their role is dynamic and ever-changing, and 91.7% agreed that they continue to learn new things. Professional development also was supported by employers, with 79.6% of respondents agreeing that professional development is encouraged, and 75.5% feeling supported in that development.

With lower levels of agreement, respondents were fairly evenly split on their current pay rate, with 55.4% of respondents strongly or somewhat agreeing that they were satisfied with their current pay rate, while 32% strongly or somewhat disagreed. 45.6% of respondents strongly or somewhat agreed that their current library provides career progression opportunities, while 32.7% strongly or somewhat disagreed. Lastly, 58% of respondents strongly or somewhat agreed that in order to move into a leadership or management position, they would need to look at libraries other than their own.

9.9. RQ3: Can patterns and trends be identified for employment history and job satisfaction?

For analysis of this question, the following survey questions are used:

- Did you work (full or part time) in another library job prior to your current role?
- Total years worked in library jobs (including your current role)
- Did you work (full or part time) in another job/career prior to working in libraries?
- Total years worked in prior career(s)
- Overall, how satisfied are you with your current role?

For the purposes of this section, an overall Likert score was assigned to responses to the question “overall, how satisfied are you with your current role?” in which a score from 5 point (extremely satisfied) to 1 point (extremely dissatisfied) was allocated. The total number of points was divided by the number of responses in order to determine the overall Likert score.

Prior experience	Overall Likert score
Prior library experience	4.13
No prior library experience	4.20
Prior non-library experience	4.16
No prior non-library experience	4.13
Total years worked in libraries	Overall Likert score
0 to 2	4.20
3 to 5	4.23
6 to 10	4.08
11 to 20	4.05
Over 20	4.17
Total years worked in prior career(s)	Overall Likert score
0 to 2	4.21
3 to 5	4.13
6 to 10	4.05
11 to 20	4.10
Over 20	4.34

Figure 37: Overall Likert score, satisfaction by experience

Each group scored a similar overall Likert score for satisfaction, between 4.0 and 4.5. When looking at prior library and non-library experience, it appears from the data that respondents with prior library experience were slightly less satisfied with their roles (4.13) than respondents with no prior library experience (4.20). However, it appears that respondents with prior non-library experience were slightly more satisfied with their current role (4.16) than respondents with no prior non-library experience (4.13).

Looking at total years worked in libraries, the most satisfied group of respondents were those who can be considered to be ‘early career’ having worked in libraries for 3 to 5 years (4.23), followed by 0 to 2 years (4.20). This is followed by those considered ‘late career’, having worked in libraries for over 20 years (4.17). Those respondents considered to be ‘mid-career’, having worked 6 to 10 years and 11 to 20 years, were the least satisfied, with overall Likert scores of 4.08 and 4.05 respectively.

Due to the free text nature of the answers provided in relation to employment history, relationships between satisfaction levels and specific job titles cannot be ascertained within the scope of this report.

9.10. RQ4: What other patterns or trends can be identified from the dataset?

Breaking down the number of prior library jobs by age, and by years in libraries, yields some trend information.

Age	No. with prior library jobs listed	Total no. of jobs	Average no. of jobs
18 - 24	2	3	1.5
25 - 34	33	88	2.7
35 - 44	67	272	4.1
45 - 54	88	369	4.2
55 - 64	99	434	4.4
65 - 74	11	58	5.3

Figure 38: Average number of prior library jobs by age group

As can be seen in Figure 38, the average number of prior library jobs listed increases with the age of respondent, levelling off at 4.1 – 4.4 between the ages of 35 and 64.

Years in libraries	No. with prior library jobs listed	Total no. of jobs	Average no. of jobs
0 to 2	4	7	1.8
3 to 5	22	47	2.1
6 to 10	38	99	2.6
11 to 20	23	75	3.3
Over 20	154	750	4.9

Figure 39: Average number of prior library by years in libraries

As can be seen in Figure 39, the average number of prior library jobs listed increases with the years of library experience, but with a sharp increase in average number of prior library jobs held by those who have over 20 years of library experience. Along with the large number of respondents with over 20 years of library experience, this is an indication that more research may be required into this cohort.

The responses to the question ‘Do you feel your current job title accurately reflects what you do?’ have been cross referenced with responses to the question ‘Overall, how satisfied are you with your current role?’; the results are presented below.

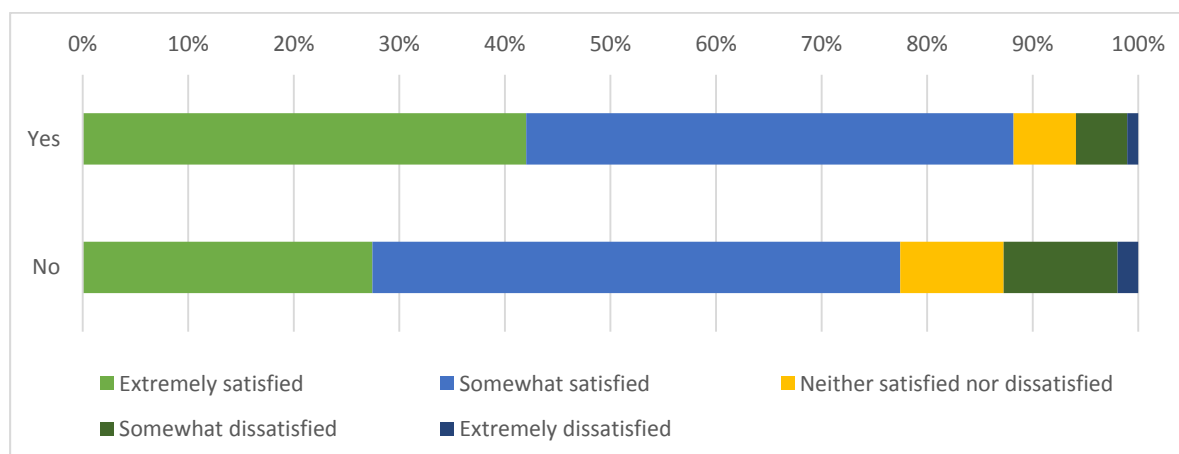


Figure 40: Overall job satisfaction by whether your job title accurately describes what you do

As can be seen, while overall satisfaction levels are still high for both groups, overall satisfaction levels are measurably lower for those for whom their current job title does not accurately reflect their role.

9.11. RQ5: Can this information be used to create easily accessible resources and stories for future use?

Some of the demographic and work experience data may be used successfully to create relationships between age, work experience, and job satisfaction, in order to add quantitative validity to resources. Due to the free text nature of the answers provided in relation to employment history, relationships between satisfaction levels and specific job titles cannot be ascertained within the scope of this report.

10. Conclusions

This research is able to effectively answer four of the five research questions. The employment origins of New Zealand library workers are identified. The self-reported satisfaction levels of New Zealand library workers in regards to their current roles are analysed. Some patterns and trends are identified for employment history and job satisfaction. Other patterns and trends are also identified from the dataset.

Over half of the respondents had both prior library experience and prior non-library experience. On average, respondents held 4 library jobs prior to their current role, and 3.2 prior non-library jobs prior to entering library work. Both customer service roles, and public service roles (such as teaching) featured heavily on prior non-library experience, with customer service being more popular among those aged under 45, and teaching being more popular among those aged 45 and over.

Respondents who had prior non-library employment experience were asked how satisfied they were with their decision to apply for library jobs. 65.1% were extremely satisfied with this decision, and a further 27.6% were somewhat satisfied. All respondents were asked about their overall satisfaction with their current role. Overall, 85.4% of respondents were either extremely or somewhat satisfied with their current role.

A number of correlations are made between years and types of prior experience and satisfaction levels in respondents' current roles. A number of statements were used to assess respondents' current job satisfaction. Overall, New Zealand library workers are satisfied with their work-life balance, professional development opportunities and support for professional development. While still positive, satisfaction levels are lower for career progression opportunities and current rate of pay.

11. Suggestions for future research

This research provided broad age bands, which proved to be too restrictive for the experience levels indicated by respondents, as seen in Figure 16 (p.17) which notes that over 50% of the sample had more than 20 years' experience. It is recommended that this group is looked at in closer detail.

As can be seen in sections 10.3 and 10.5, limitations in both time and analysis methods and skill have meant that all research questions could not be fully answered. This data set or survey can be studied further in order to extract deeper meaning. In particular, that the free text responses to job title questions can be further analysed.

12. Bibliography

- Aho, M. (2013). Circulation supervisor superstar or Jill of all trades, master of none? *The new academic librarian: essays on changing roles and responsibilities*. [US]: Macfarland, 9-17.
- Ard, A., Clemmons, S., Morgan, N., Sessions, P., Spencer, B., Tidwell, T., & West, P. J. (2006). Why library and information science? The results of a career survey of MLIS students along with implications for reference librarians and recruitment. *Reference & User Services Quarterly*, 236-248.
- Black, W. K., & Leysen, J. M. (2002). Fostering Success. *Journal of Library Administration*, 36(4), 3-27. doi:10.1300/j111v36n04_02
- Buckingham, A., & Saunders, P. (2007 rev.ed.). *The survey methods workbook*. Cambridge, United Kingdom: Polity Press.
- careersnz (2015). *Who earns what?* New Zealand Government. Retrieved from: <http://www.careers.govt.nz/jobs-database/whats-happening-in-the-job-market/who-earns-what/>
- Chan, C. (1998). Study of the job characteristics of New Zealand librarians in a public library. Thesis. Wellington: Victoria University of Wellington. Retrieved from: <http://restrictedarchive.vuw.ac.nz/handle/123456789/7883>
- Chawner, B., & Oliver, G. (2013). A survey of New Zealand academic reference librarians: Current and future skills and competencies. *Australian Academic & Research Libraries*, 44(1), 29-39.
- Cossham, A., & Fields, A. (2006). Keeping the roses watered: the continuing professional development of librarians in New Zealand. *Australian Library Journal*, 55(3), 235-247.
- Dalton, G. W., Thompson, P. H., & Price, R. L. (1977). The four stages of professional careers— A new look at performance by professionals. *Organizational Dynamics*, 6(1), 19-42. doi:10.1016/0090-2616(77)90033-x
- Deeming, C. D., & Chelin, J. (2001). Make your own luck: a study of people changing career into librarianship. *New Library World*, 102, 18–20.
- Denscombe, M. (2014). *The good research guide : for small-scale research projects*. Ebook: Open University Press.
- Edge, J., & Green, R. (2011). The graying of academic librarians: crisis or revolution? *Journal of Access Services*, 8(3), 97-106.
- Franks, R. (2012). Grey matter: the ageing librarian workforce, with a focus on public and academic libraries in Australia and the United States. *Australasian Public Libraries and Information Services*, 25(3), 104+. Retrieved from <http://go.galegroup.com/helicon.vuw.ac.nz/ps/i.do?p=AONE&sw=w&u=vuw&v=2.1&it=r&id=GALE%7CA302899243&asid=cd89a9cb09a3a49badbc89e151569fcc>
- Gillham, B. (2008). *Small-scale social survey methods*. London: Continuum.
- Haines, C. M. (2002). *Investigation into the effect of information technology on the attitudes and job satisfaction of library staff in New Zealand academic libraries*. Thesis. Wellington: Victoria University of Wellington.

- Hines, T. M., & Baker, A. L. (2008). The Career Choices of Business Librarians: A Survey and Discussion. *Journal of Business & Finance Librarianship*, 13(3), 391-404.
- Houdyshell, Mara, Robles, Patricia A., & Hua, Yi. (1999). What were you thinking? If you could choose librarianship again, would you?(survey on career satisfaction). *Information Outlook*, 3(7), 19.
- Joint, N. (2007). Newly qualified librarians and their professional associations: UK and US comparisons; ANTAEUS. *Library Review* 56(9), 767-772.
- Kendrick, A. (1990). The educational background and work experience of academic business librarians. *Riverside Quarterly*, 394-399.
- Kong, L. M., & Goodfellow, R. (1988). Charting a career path in the information professions. *College & Research Libraries*, 48(3).
- LIANZA (2016). *Libraries in Aotearoa New Zealand 2016*. Wellington, New Zealand: LIANZA. Retrieved from: http://www.lianza.org.nz/sites/default/files/LIA%202016_4.pdf
- Luoni, T. A. (2008). *An Investigation into the Motivating Factors that Influence Master of Library and Information Studies Graduates in New Zealand from Library Backgrounds to Move into Archives or Records Management after Graduating from Victoria University of Wellington*. Thesis. Wellington: Victoria University of Wellington.
- McPherson, K. L. (2005). *Investigation into the factors that affect a New Zealand library assistant's decision to become a librarian*. Thesis. Wellington: Victoria University of Wellington.
- Mahmoodi, S. H. (1978). *Identification of competencies for librarians performing public services functions in public libraries*. Thesis. Minneapolis: University of Minnesota.
- Markgren, S., & Allen, T. E. (2013). *Career Q & A : a librarian's real-life, practical guide to managing a successful career*. New Jersey, US: Information Today.
- Miller, R. (2011). Rocked by recession, buoyed by service: braced to meet the tension of the times, most still feel happy to work in libraries. *Library Journal*, 1 June, 52+.
- Morgan, C. (2014). Craft and librarianship: a reconsideration of the sources of librarian job satisfaction. *Journal of Library Administration*, 54(8), 637-658.
- Mosley, P. A. (2003). Shedding the stereotypes: librarians in the 21st century. *The reference librarian*, 37(78), 167-176.
- Noh, Younghee. (2010.) "A Study Analyzing the Career Path of Librarians." *The Journal of Academic Librarianship* 36.4, 329-46
- Ralph, G. D., & Sibthorpe, J. (2010). Learning from job advertisements for New Zealand special librarians. *New Zealand Library & Information Management Journal*, 51(4), 216-236.
- Rathbun-Grubb, S. (2009). Life after librarianship: what will retirement look like? *Feliciter* 55.5, 197-199.
- Todd, K. E. (2001). *Job satisfaction of North Shore library employees*. Retrieved from: <http://restrictedarchive.vuw.ac.nz/helicon.vuw.ac.nz/handle/123456789/7836>
- Walker, L., & Calvert, P. (2016). 'So what made you decide to become a school librarian?' Reasons people currently working in New Zealand school libraries give for their choice of employment. *Journal of Librarianship and Information Science*, 48(2), 111-122.

Whitten, P. A., & Nozero, V. A. (1997). The Impact of First Careers on “Second Career” Academic Reference Librarians. *The Reference Librarian*, 28(59), 189-201.

Wiles, S. (nd). *Wordsift.org*. Stanford, California: Stanford University. Retrieved from: <https://wordsift.org>

13. Appendices

Appendix I: Participant information

Where do we come from? A survey of current library workers, their previous careers, and paths into library work.

INFORMATION SHEET FOR PARTICIPANTS

Thank you for your interest in this project. Please read this information before deciding whether or not to take part. If you decide to participate, thank you. If you decide not to take part, thank you for considering my request.

Who am I?

My name is Amber Nicholson and I am a Masters student in Information Studies at Victoria University of Wellington. This survey is work towards my INFO580 Research Project.

What is the aim of the project?

This project aims to find out why New Zealand librarians and library staff chose Libraries as a career, and if their career history has any impact on or ties to their job satisfaction and self-identified success at work.

This research has been approved by the Victoria University of Wellington Human Ethics Committee [0000023279].

How can you help?

If you agree to take part you will fill in an online survey, which will take approximately 15-20 minutes. You can stop the survey at any time, without giving a reason. If you withdraw, the information you provided will not be recorded.

What will happen to the information you give?

This research is confidential and anonymous. I will not include any information that would identify you. Only my supervisors and I will see the raw survey data. The survey responses and any associated data will be kept securely and destroyed at the end of the project.

What will the project produce?

The information from my research will be used in my INFO580 Research Report. You will not be identified in my report. I may also use the results of my research for conference presentations, and academic reports. I will take care not to identify you in any presentation or report.

If you accept this invitation, what are your rights as a research participant?

You do not have to accept this invitation if you don't want to. If you do decide to participate, you have the right to:

- choose not to answer any question;
- withdraw from this study by ending the survey at any time and for any reason.

If you have any questions or problems, who can you contact?

If you have any questions, either now or in the future, please feel free to contact either:

Student:

Name: Amber Nicholson
University email address:
nicholambe1@myvuw.ac.nz

Supervisor:

Name: Prof Anne Goulding
Role: Professor of Library and Information Management
School: Information Management
Phone: 04 463 5887
anne.goulding@vuw.ac.nz

Human Ethics Committee information

If you have any concerns about the ethical conduct of the research you may contact the Victoria University HEC Convener: Associate Professor Susan Corbett. Email susan.corbett@vuw.ac.nz or telephone +64-4-463 5480.

Appendix II: Survey questions

Where do we come from? Pathways into library work

Demographic information

Please select your age:

- Under 18
- 18 - 24
- 25 - 34
- 35 - 44
- 45 - 54
- 55 - 64
- 65 - 74
- 75 or older
- Prefer not to say

Please select your gender:

- Male
- Female
- Non-binary
- Prefer not to say

Please select your location:

- Northland
- Auckland
- Waikato
- Bay of Plenty
- Gisborne
- Hawke's Bay
- Taranaki
- Manawatu-Wanganui
- Wellington
- West Coast
- Canterbury
- Otago
- Southland
- Tasman
- Nelson
- Marlborough
- New Zealand territory not listed
- Prefer not to say

Current position

Are you currently employed in a New Zealand library or as a librarian or related role in New Zealand?

- Yes
- No

If No Is Selected, Then Skip To End of Survey

In what type of library are you currently employed?

- Academic
- Public
- School
- Special
- In a librarian or related position in an organisation without a formal library
- In a consulting position
- Other (please describe) _____

Are you a paid or volunteer worker?

- Paid
- Volunteer

If Volunteer Is Selected, Then Skip To Do you currently work:

How much is your current annual income from your library job (in \$NZD) before tax?

- 0 - 24,999
- 25,000 - 29,999
- 30,000 - 39,999
- 40,000 - 49,999
- 50,000 - 59,999
- 60,000 - 69,999
- 70,000 - 79,999
- 80,000+
- Prefer not to say

Do you currently work:

- Full time
- Part time or other flexible arrangement

Are you currently in a management or supervisory position?

- Yes and I want to be
- Yes and I don't want to be
- No and I don't want to be
- No but I want to someday

What is your current job title?

Do you feel your current job title accurately describes what you do?

- Yes
- No

If Yes Is Selected, Then Skip To How do you describe the main function...

Please give your preferred job title:

How do you describe the main function(s) of your current role?

Previous work experience / job history

How old were you when you started your library career?

- Under 20

- 20 - 29
- 30 - 39
- 40 - 49
- 50 - 59
- 60+

Did you work (full or part time) in another library job prior to your current role?

- Yes
- No

If No Is Selected, Then Skip To Did you work (full or part time) in a...

Please list all the library job titles you remember holding prior to your current role:

What was the most recent library job title you held prior to your current role?

Total years worked in library jobs (including your current role):

- 0 - 2
- 3 - 5
- 6 - 10
- 11 - 20
- Over 20

Did you work (full or part time) in another job/career prior to working in libraries?

- Yes
- No

If No Is Selected, Then Skip To When thinking about your decision to ...

Please list all the jobs you remember holding prior to working in libraries:

What was the most recent role you held before working in libraries?

Total years worked in prior career(s):

- 0 - 2
- 3 - 5
- 6 - 10
- 11 - 20
- Over 20

When thinking about your decision to apply for library jobs, how influential were the following factors:

	Extremely influential	Very influential	Moderately influential	Slightly influential	Not at all influential
Knowledge and skills in the area	•	•	•	•	•
Compensation (pay)	•	•	•	•	•
Working conditions	•	•	•	•	•
Job security	•	•	•	•	•

Growth potential	•	•	•	•	•
Distance to job location	•	•	•	•	•
Social status	•	•	•	•	•
Professional reputation of the employer	•	•	•	•	•
Relationship with colleagues	•	•	•	•	•
Organisational culture	•	•	•	•	•
Family life cycle	•	•	•	•	•

Overall, how satisfied are you with your decision to enter library work?

- Extremely satisfied
- Somewhat satisfied
- Neither satisfied nor dissatisfied
- Somewhat dissatisfied
- Extremely dissatisfied

Education and Professional Registration

Have you completed, or are you in the process of completing, a qualification in library studies (or equivalent)?

- I have completed a qualification in library studies (or equivalent)
- I am in the process of completing a qualification in library studies (or equivalent)
- No

If I am in the process of comp... Is Selected, Then Skip To What is the name of the qualification...

If I have completed a qualific... Is Selected, Then Skip To In what year did you complete it?

Are you considering studying towards a qualification in Library studies?

- Definitely
- Probably
- Might or might not
- Probably not
- Definitely not

In what year did you complete it? If more than one qualification, please enter the year of completion for your most recent qualification.

What is the name of the qualification?

What is the name of the institution which offered the qualification?

If you could go back in time, would you do it again?

- Definitely
- Probably
- Might or might not
- Probably not

- Definitely not

Outside of library studies, do you have one or more University degrees or equivalents?

- Yes
- No

If No Is Selected, Then Skip To LIANZA Professional registration - ar...

What is the name of the qualification or qualifications?

What was your major or specialty?

LIANZA Professional registration - are you:

- Currently professionally registered
- Working towards professional registration
- Previously professionally registered but not now
- Interested in working towards professional registration in the future
- Not interested in professional registration

Are you professionally registered with another organisation?

- Yes
- No

If No Is Selected, Then Skip To Library Community Involvement

What is the name of the other organisation or organisations for which you are professionally registered?

Library Community Involvement

Do you see benefits to participating in professional activity?

- Yes
- No

If No Is Selected, Then Skip To Did your professional activity ever r...

Please describe the benefits you see:

Did your professional activity ever result in a new job, professional opportunity or career advancement?

- Yes
- No

If No Is Selected, Then Skip To Job satisfaction

Please describe the new job, professional opportunity or career advancement:

Job satisfaction

Please indicate your level of agreement with the following statements.

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
My current library provides	•	•	•	•	•

<p>sufficient opportunity to move into leadership or management positions.</p> <p>In order to move into a leadership or management position, I will need to look at libraries other than my own.</p> <p>Librarianship is a career option that supports a healthy work-life balance.</p> <p>My employer supports a healthy work-life balance.</p> <p>My role is dynamic and ever-changing.</p> <p>I continue to learn new things.</p> <p>I am encouraged to pursue professional development opportunities.</p> <p>I am supported (with time off, fee payment or other funding, etc) for my professional development.</p> <p>I am satisfied with my current pay rate.</p>	•	•	•	•	•
	•	•	•	•	•
	•	•	•	•	•
	•	•	•	•	•
	•	•	•	•	•
	•	•	•	•	•
	•	•	•	•	•
	•	•	•	•	•
	•	•	•	•	•

And overall, how satisfied are you with your current role?

- Extremely satisfied
- Somewhat satisfied
- Neither satisfied nor dissatisfied
- Somewhat dissatisfied
- Extremely dissatisfied

Looking to the future

Are you planning to retire or semi-retire within the next 5 years?

- Yes
- No

If No Is Selected, Then Skip To Are you currently looking for opportu...

What factors weigh most heavily in your consideration?

- Burnout/boredom on the job
- Finances
- Institutional pressure to retire
- Personal obligations
- Feeling 'ready' to retire
- Other (please specify) _____

If you are planning to semi-retire, do you intend to continue with library work, consulting, or professional engagement in a paid capacity?

- Yes
- No

Do you intend to continue with library work, consulting, or professional engagement in a voluntary capacity?

- Yes
- No

Are you currently looking for opportunities to move on from your current position?

- Yes
- No

If No Is Selected, Then Skip To Do you intend to move on from your cu...

Are you looking for positions:

- Within libraries
- Within the wider GLAM (Galleries, Libraries, Archives, Museums) sector
- Outside the GLAM sector

Do you intend to move on from your current position within the next two (2) years?

- Yes
- No

If No Is Selected, Then Skip To If you were to look for a position in...

Do you intend to look for positions:

- Within libraries
- Within the wider GLAM (Galleries, Libraries, Archives, Museums) sector
- Outside the GLAM sector

If you were to look for a position in which you could use your skills (and your library qualification/s) outside a library, what would it be (or what area would it be in)?