

**The Meaningfulness Of Work: Improving
The Quality Of Work Life
Through Job Enrichment**

**By
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A Dedication

**This the highest of my achievements I dedicate to my wife
Mazaniso, my son Kunyalala and my two daughters, Kushatha and
Unaswi**

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Abstract

The study reported in this thesis investigated individual Library Assistant's perceptions and attitudes towards their work. One objective of the study was to discover if work had meaning to Library Assistants, working in University libraries, other than that of earning a living or money. It was discovered that most Library Assistants perceive that money is more important than the work itself and that library work is not intellectually stimulating or challenging. It was also discovered that their willingness to continue in the same job, after acquiring a lot of money e.g. pools money, was dependent on age and qualification.

The thesis is divided into eight chapters. The first chapter provides an introduction in which the Investigator provides background information about work and its meaning. He also explains the general purpose and objectives of the study. Definitions and meanings of some of the key concepts used in the thesis are given. The Investigator takes the view that employment work is an activity in an institutionalised exchange relationship and that it belongs to the formal rather than informal economy. In a narrower sense employment work can be viewed as a way of earning a living and in a broader sense it is a way of self expression, where self image for the employee is sustained by providing opportunities for achievement and recognition.

Chapter Two gives an idea about how the literature search was conducted and it provides an extensive literature review of the main topics related to the study. A critical evaluation of some of the research approaches and findings is given. The Investigator argues that the research instruments used by some library and information researchers, borrowed from the social sciences, have sometimes been inflexible and not quite suitable for use in library conditions. The main criticism is that library and information researchers have not developed their own research instruments for the investigation of problems relating

to library and information work.

Chapter Three provides the methodological approach in which the Investigator discusses his research instrument (CAIn), research procedures and hypotheses to be tested. Six main and five ancillary hypotheses were tested. Chi-Square and reliability tests were carried out in order to test hypotheses and the internal consistency reliability of CAIn.

Chapter Four provides first stage data analysis where the perceptions of the Library Assistants are reported and analysed. Both qualitative and quantitative approaches were used to analyse the data. The observation in this chapter is that most Library Assistants are dissatisfied with their promotional opportunities and pay. Although they are happy with their supervision, they consider that they are often not involved in the main stream decision making processes of the library.

Chapter Five contains the hypotheses and reliability test for the research instrument. Some of the results point to the fact that job position, at library assistant level, is independent of length of service. This led to the conclusion that if the University Libraries were not promoting internally they were appointing externally hence the perceived lack of internal mobility. On the other hand, sex and age appeared to have influence on the view people held about work as a means to an end. More men than women viewed work as a means to an end. Where age was concerned the older one got the more significant work became.

A general discussion is found in Chapter Six where issues relating to professionalism and its influence upon the Library Assistants' perceptions of their jobs, the work structure, rewards, autonomy and the meaning of work are raised. The Library Assistants perceive that a less hierarchical library structure is preferable to a hierarchical one. There appears to be a belief among these people that the professionalisation of the library occupation was responsi-

ble for the hierarchy which now exists. This Investigator argues that a conflict which might develop between the professionals and the non-professionals as a result of unfulfilled aspirations or demands for the professionalisation of librarianship will not help improve the position or status of the Library Assistant.

Chapter Seven provides conclusion and summary while Chapter Eight gives some recommendations. It is recommended that further studies should be done in order to investigate in more detail the problem of pay satisfaction and promotion. There is also a need to re-assess the work roles and responsibilities of all library and information workers with a view to redesign jobs. A Three Tier Organisational Structure which emphasises an autonomous work groups approach is recommended.

Chapter 1

Introduction

1.1 General Perspectives

This Study seeks to investigate individual Library Assistant's attitudes and perceptions about the job characteristics of their work. It is hoped that this will help in the understanding of the nature of Library Assistants' personal attitudes towards library work. It is also believed that through this Study an understanding about the meaning which Library Assistants attach to their work will be achieved. This is important to know because work has meaning to individuals not only of satisfying basic biological needs (Maslow 1954) but also of satisfying financial, social and self esteem needs (Fox 1980). For example, some people find satisfaction in the social interaction which they get from mixing with others at work and others may have their self esteem or image adequately enhanced by a promotion or challenging work.

In its general form, work is a social activity (Brown 1954), it occupies a central place in peoples' lives. It is an enframing activity which gives man his form (Leather 1983) and as a result it may be regarded as an element of civilisation which unifies all its politics, science, art, religion, economics and language (Seligman 1965). Man as a creature of society shapes his destiny as

well as that of his society through his work (Fox 1980). Man has always worked in his society and his work provides him with an identity which others recognise (Parker 1983). Protestant ethic held that work was a human mimesis of the original act of divine creation. Here, work had the significance of extending God's creation (Kumar 1984). In Calvinist terms (John Calvin 1509-64) man was expected to work in order to make a profit. It was believed that the more he worked the more benediction he received from God. This view has become known as the Protestant Work Ethic. Contemporary capitalism would appear to have had its conception through this ethic (Vroom 1964). The tenet of the Protestant Work Ethic is a belief in frugality and the idea that hard work is good as an end in itself and that personal worth is gauged by one's willingness to work hard (Shamir 1986).

We learn that during the Industrial Revolution (1750-1850) the relationship between man and his work changed so much that man could no longer find self or religious expression through his work. He became 'chained' to a machine, a time table and a boss (Dunnette 1973). His work became increasingly defined and determined by his job or occupation in the formal money economy (Kumar 1984). Instead of working for himself at home where work was a meaningful part of his life he now had to work for money (Argyle 1972). Man became detached from his work, from the product of his labour, from his family and from himself (Marx 1884).

This situation led some writers to introduce concepts such as "alienation" (Marx 1884) and "anomie" (Durkheim 1893) in order to explore the meaning of work. Under conditions of alienated labour the work which is performed by the worker does not belong to him because the products or services of his labour also do not belong to him. This represents a detachment or separation between man and his work or work product. Most importantly, alienation is believed to exist when the employees are unable to control their immediate work processes

and to develop a sense of purpose or function which connects their work with the general organisational perspective. According to Salaman (1980) Marx used the concept of alienation to describe the impact and meaning of capitalism on the nature of man: that is on the ability of man to realise himself through work. (See also Ollman 1976). Marx (1884) observed that industrial work was structured in such a way that it was degrading and as a result it deprived the worker of the chance to identify and express himself through his work. If it is considered that work is a means of self-expression (Blauner 1964) which objectifies the human form, (Leather 1983) alienation, therefore, deprives man of himself thus, preventing his human form from manifesting itself.

Durkheim (1893) identified, among other things, an 'abnormal form' of industrial society which he called anomie. Like Marx, Durkheim noted that as industrialisation advanced the worker became regimented and separated from his family and his life was also separated from that of his employer. Unlike Marx, Durkheim did not see all this as detrimental to the meaningfulness of work except that he thought that powerlessness, isolation and so on were social pathologies of industrialism.

According to Seligman (1965) work should be done in the interest of the one who does it within a particular culture, politics, religion and economics. As we know, all these factors change and as they change so does the meaning which people give to their work. The concept of the "economic man" for instance resulted from one such evolutionary change. It was once believed that people were motivated by economic needs and as in the law of the jungle (Darwin 1859) the fittest would survive the economic jungle (Herzberg 1968).

Contemporary definitions of work would appear to identify it as an activity which is directed towards a goal even if the activity itself may not be enjoyable (Warr 1983). Even so, work can not be defined solely in terms of the activities to which it refers, reference must also be made to the purpose for which and

the context within which such activities are performed. Contemporary work is performed as employment work typically located away from the home. Such work cannot be performed during one's own time normally spent at home. Some work can also be done voluntarily to help neighbours where the benefits of it go to third parties or to the general public (Brown 1984).

It is the meaning of work as employment work which this thesis discusses. This refers in particular to paid work. According to Weiss and Kahn (1960) the definition of work as paid activity is most frequently used among labourers, factory workers and individuals who work within large organisations at jobs which permit them little autonomy or sense of personal responsibility. Thus, it is not uncommon for most employees of such organisations to define their work in terms of scheduling or pay. These employees often regard their work as necessary but not enjoyable.

We also learn that among professionals, skilled workers and foremen the definition of work as paid activity does not often occur. It is believed that this group of employees perceive of work to mean much more than earning a living. Their perception of the meaning of work has connotations of self expression, recognition and competence (Weiss and Kahn 1960). According to Morse and Weiss (1962) the differences in the definition of work among employees of different positions correspond to the differences in the job content as well. Since the job content of non-professionals includes activities which involve working with tools, operating machines, lifting and carrying, the individual non-professional is oriented to the effort rather than the end. On the other hand, professional or managerial work imposes responsibility for the out come, for creating and for successful operation or handling. Consequently, it enforces stimulation and challenge (Morse and Weiss 1962). Encapsulated in this is the idea that when work provides opportunities for control, meaning, and self expression, it becomes an end in itself rather than simply a means to an end

(Blauner 1964). To most people, meaningful work means work that challenges them to the highest levels of their capabilities and as such it offers more than just money (Yankelovich 1974).

Brown (1984) advises that views about work as stated above should also be open to the possibility that in future, work within an employment relationship may become less important as a form of work and it may be less central to an understanding of modern society. He argues that work outside employment should continue to be regarded as worthy of special attention. Other researchers (Habermans 1975) have identified employment work as purposive rational action through which either the instrumental action or rational choice or their conjunction occur. Instrumental action is said to be governed by technical rules based on empirical knowledge and rational choice is governed by strategies based on analytic knowledge.

Thus, work is understood to be both conditional and psychological. Conditionally work is a means to an end and psychologically it is a way of life.

According to Fryer and Payne (1984) the most important thing is to distinguish work as the execution of unpaid purposeful activity from employment which is a social institution for undertaking paid activity. When such a distinction has been made it is possible to perceive of the existence of work even when the possibility of employment no longer exists. (See definition of terms for a distinction between employment and work).

According to Salaman (1980) work, employment organisations, occupations and professions all constitute institutions and processes of major significance in modern industrial societies, and as a result, no understanding of these societies is possible without the knowledge of work and industry. For example, occupation in industrial societies refers to work through which one is identified with. Such work consists of an acknowledged and recognised body of skills,

activities and body of knowledge which are regarded as having significance for the identity and values of those concerned. Work which is described as occupation or paid work, therefore, carries with it implications for the employee's identity and attitude which include his choice of profession and associates.

Jahoda (1979[b]) argues that employment work imposes a time structure on the working day, that it enforces social contact and imposes status and social identity through the division of labour. It compels employees to act towards the achievement of goals and objectives and as a result it enforces activity. Employment work as paid activity lends financial support to the employee and through that financial nexus the employee is enabled to satisfy some of his material needs. Evidence seems to point to the fact that despite all this many people are employed in conditions that are far from satisfactory (Fryer 1986). Some employment work can be over demanding, demeaning, stressful and tedious, low paying, unhealthy and dangerous (Copper and Payne 1978). All these can and do influence the employees' perception of the meaning of their work.

Employment work has also been identified by Friedman and Havighurst (1954) as having the following functions which are related to the meaning of work;

1. A job can be regarded as an axis along which the worker's pattern of life is organised. That is, it has the function of maintaining the employee in his work group. In this way, the employee's pattern of social participation is determined and fixed.
2. The job gives the employee some economic return which provides him with a certain level of subsistence and/or standard of living in society.
3. The job can act as a description or tag which marks the position of the employee both in his place of employment and in society. For example,

a librarian is identified as a librarian in and out of work.

4. A job may give the employee meaningful life experiences as it may be a source of contact with other people, objects and ideas.

On the negative side of employment work, Blauner (1964) posits that meaninglessness in work is related to the inability of the employee to see the purpose of his work or how such work fits in the whole production process. Meaninglessness can also be related to the nature of the task, and to the extent to which the work of an employee or member of a work team fails to add up to a meaningful whole. Note also that meaninglessness is related to the concepts of alienation and anomie as discussed above. (See also Argyle 1972).

Braverman (1974) argues that the capitalist mode of production and work organisation finds its fullest expression in Taylorism. (See Taylor 1911). He suggests that Taylorism exerts three main constraints upon the employee;

1. work knowledge and theory are expropriated from the employee by systematising them into rules and procedures (p.113).
2. the employee's skills and authority are reduced because the design, conception and organisation of work are separated from the execution processes thereby allowing management to have greater control over work procedures.
3. the management's or proprietor's monopoly over knowledge serves to control each step of the labour process and its mode of execution (p.119).

This argument helps us to understand the basic principles underlying the design of work in present day capitalist societies and to relate these to the nature of such societies (Salaman 1980). (See also Fox 1974 and 1976).

Why do Library Assistants work, one might ask? Library Assistants may want to work for a host of reasons; money, social interaction, need to be busy

and active, need to for self expression, need for psychological growth and need for self identity. They may want to work for all these reasons or just for a few combinations of the most important ones. Knowledge about these factors requires an investigation such as that reported in this Thesis.

The reasons why people work are often intertwined with the meaning which they give to their work. If we know the reasons why they like to work and the meaning which they attach to their work then we might be in a better position to understand some of their personal job needs, frustrations and delights. Some job needs might require an introduction of job enrichment programmes and the redesign of entire job structures while others might not. Job enrichment and job redesign programmes aim at increasing the job involvement of the employees by providing them with the potential for self development through the application of responsibilities and skills. In some cases this might involve changing the relationship between the subordinates and the superordinates (Gruneberg 1979). Job enrichment might extend the content of jobs by providing greater satisfaction and greater intrinsic motivation (Torrington and Chapman 1979). Greater identification with the work can be achieved when the employees are given fuller responsibilities over their work (Gyllenhammer 1977) thus, encouraging movement from extrinsic rewards towards genuine intrinsic motivation. Hence work which is inherently interesting and challenging is believed to encourage employees to reward themselves for jobs well done (Hackman 1975). Job characteristics, psychological states, affective reactions and intent to stay are all outcomes of the individual's generalised reaction to jobs (Salancik and Pfeffer 1978).

1.2 Statement Of The Problem

Traditional theories of motivation such as those enunciated by Taylor (1911), Mayo (1933), Maslow (1954), Herzberg (1959), and McGregor (1960) play a

significant part in library management literature. These theories, though very useful for having opened up the way they take little account of individual views, perceptions, attitudes and job interests. It is felt nowadays that it is necessary to know about the individual employee's perceptions about work so that a better understanding about the significance and meaning of work can be achieved. An understanding of the meaning of work itself can help us predict human behaviour at work more accurately. An assumption can be made that there is a relationship between the individual employee's view of work and his behaviour towards it. If much is known about the former then the chance of understanding the latter is that much increased. Our understanding of the Library Assistants' views about their work is very limited because most studies in library and information work have concentrated on the job satisfaction of professional librarians with a few exceptions such as Asadollahi (1978), Russell (1986) and Barker (1987). These researchers, however, do not ground their research on the concept of the Work Itself but rather on a somewhat 'global' treatment of job satisfaction and training. It is felt also that there is a need in librarianship to go beyond descriptive-prescriptive analysis of data. Perhaps more structural, situational and correlative analysis is called for.

There is need, therefore, to focus more deeply on the problem of Library Assistants at work since they form part of the majority of the library's work force. The area which needs exploring is that pertaining to the work itself. The work itself approach is guided by the principle that factors which act both as satisfiers and dissatisfiers relate to the job itself and to the job environment respectively. That work motivation comes from the work itself due to what the job offers to the employee in terms of psychological inputs. The composition or content of the job may offer challenge, frustration, psychological growth, stagnation, or autonomy. Thus, McCormick et al (1972), was led to argue that our knowledge about the relationship between human beings and their work

and work situations hinges in part upon our understanding of the composition of human work.

The extent to which the Library Assistant registers and defines himself as a human being at work can be deduced from opinions or views concerning what he thinks his job offers. The significance of this Study, therefore, lies in the belief that the opinions given by the Library Assistants about their work will provide useful information about their attitudes towards their jobs. Given these attitudes, inferences could then be made about the nature and character of these jobs. A persistent negative or positive evaluation of what work means to a respondent might serve as an indication of the level of job dissatisfaction or satisfaction experienced by that particular respondent.

This investigation is also a response to some of the suggestions and findings made by some library and information work researchers and its timeliness should be seen against the background of previous research as discussed in Chapter Two. Lynch and Verdin (1983) suggested that future research on job satisfaction in library and information work could be fruitfully conducted within the framework of the work itself, seeking correlates relating to the nature of the work, the nature of the jobs and the characteristics of the work unit.

Sergean, Mckay and Corkill (1976) suggested that a systematic approach to the redesign and layout of the work-place in library and information service could make existing work conditions more tolerable and efficient. Work restructuring and job enlargement could introduce greater variety in library and information work and job redesign could address problems relating to the conditions and organisation of work.

Wahba (1975) recommended that library jobs should be redesigned to allow for greater satisfaction with the work itself and that work motivation should be provided through the content of the job itself and various job enrichment

programmes.

Baker (1987) gave a historical account of the educational or training problems hitherto faced by the non-professional library staff. He hypothesised that;

1. The development of non-professional level qualifications in library work was the result of a need to improve the status of the professional.
2. Because of this, there had to be a separation of professional from non-professional duties, with the latter being performed by 'unqualified' personnel.
3. Certificates of competence developed for this latter group of staff were based firmly on those duties designated non-professional.
4. As such, there was little difference between in-service training programmes and formal courses leading to one or other of these certificates.

In conclusion Baker stated that with the division of library work into professional and non-professional blocks, it was the feeling in the 1950s and '60s that professionals were to be educated and non-professionals trained. To begin with the Library Association did not find it necessary to be involved with the setting and marking of non-professional level examinations because the status of the profession itself was at stake. Given the fragility of that status, the move toward a graduate profession became so burning that no room was made available for qualification structures under the Library Association's control which allowed for the development of the non-professionals. It was felt that there was no need to look after the interests of those library workers who were not likely to become charted^{ed} librarians. To date, Baker argues, there is no evidence of a syllabus or course which prepares the non-professionals for a truly paraprofessional qualification in Britain. As a result, a true para-profession has not emerged.

The present Study is inspired by all the above readings, suggestions and findings. The aim is to find out about the opinions or attitudes of the Library Assistants towards their work given the background of their work situation as discussed above. This investigator believes that the work problems which the Library Assistants are likely to encounter cannot be divorced from the background of their work situation.

1.3 Statement Of The Objectives

The following objectives have been established for this Study;

1. To review the empirical literature which pertains to job satisfaction and the meaning of work.
2. To develop and apply a research instrument in the study of the perceptions and attitudes of the Library Assistants towards the job characteristics and meaning of their work .
3. To investigate Library Assistants' views, opinions, and attitudes towards their jobs with the view of gaining more insight about their motivational needs.
4. To investigate if work has a meaning to Library Assistants other than that of earning a living or money.
5. To investigate Library Assistants' satisfaction with the various aspects or dimensions of their jobs.
6. To consider where necessary the nature, content and structure of a job enrichment program for University libraries.

The above objectives were derived from the following assumptions;

1. If library assistant work consists mostly of unskilled jobs and routines coupled with close supervision and strict regulations or rules then it could be assumed that such work lacks sufficient discretion for it to be motivating by itself.
2. If it is true that Library Assistants do menial jobs which are unlikely to be challenging enough, then it could be argued that this state of affairs could lead to job dissatisfaction.
3. If it is true that Library Assistants jobs do not provide intrinsic job satisfaction then it could be assumed that Library Assistants will attach to the meaning of their work a more instrumental value - that of earning a living or money.
4. A research instrument can be designed to investigate the problems of work satisfaction and the meaning of work.

1.4 Contribution

The first contribution which this Study will make is that of the research instrument itself. Owing to a dearth of appropriate research instruments in the field, there was need to develop one. A research instrument called the Job Content Analysis Index, otherwise know for short as CAIn has been developed.

As mentioned above, it is hoped that this Study will generate information about Library Assistants' perceptions of the meaning of work. This is one area of study which library and information work researchers have not, to this investigators knowledge, investigated so far.

Workers elsewhere (Turner and Miclette 1962) are known to attach high significance to their work and to the product of the work itself because they believe that such a product is very important to society. It is not known

if Library Assistants think the same of the service which they render to the general public. It would be interesting to know if library and information work offers anything else over and above being a means to an end.

1.5 Scope And Limitations

This Study is limited to a survey of Library Assistants in selected University libraries. Permanent and full-time Library Assistants with at least two years continuous library work experience were studied. Library clerks, janitors, drivers, machine operators and typists were excluded. Those studied included staff with ^{the} City and Guilds Library ^{Assistant's} Certificate and/or the Business Education Council ^{Option module} Double ^λ for Library Assistants or its equivalent the Scottish Technical Education Council ^{certificate} and the Diploma in Library and Information Studies. Included also are first and second degree holders as well as those with postgraduate qualification ^s in library and information studies who have been hired and are working in library assistant positions and paid as Library Assistants. Library Assistant jobs or positions normally fall between, on one hand, the skilled or unskilled clerical staff, such as janitors, machine operators, typists, and on the other professional librarians. The Study covered the University libraries in the following Universities Bath, Durham, Exeter, Hull, Keele, Kent, Lancaster, Leicester, Southampton, Surrey, Sussex, Warwick and York.

1.6 Definition And Meanings Of Terms And Concepts

1.6.1 The Meaning Of Work

The difficulty in defining the meaning of work led Vroom (1964) to declare that work is a particularly ambiguous term to define, and Weiss and Reisman (1961) observed that although it might be assumed at first glance that what is considered work is self evident, a further scrutiny leads into a maze of cultural and idiosyncratic definitions, and as such there is no clear cut distinction between what constitutes work and what does not. For example, Vroom (1964) argues that work is used in physics to refer to the transference of energy by a result of the application of a force. Secondly, in experimental psychology and in physiology it refers to muscular activity. And lastly, in every day language it is used to refer to things as different as artistic productions and unpleasant tasks.

To avoid confusion between the colloquial and the scientific meanings of work, Vroom (1964) suggests the use of the term “work role” rather than work. He defines work role as a set of functions to be performed by a role occupant the performance of which contributes to the production of goods and services.

In acknowledging that work is a social activity (Brown 1954), Kumar (1984) defines work as a social institution and believes that like all social institutions work has a history. He advises that it should be borne in mind that how work seemed to people at one time is not how it seems at another. Tilger (1962), for example, gives a historical analysis of the different meanings of work as they have changed from one epoch to another. He reports that the Hebrews like the Early Greeks believed that work is a painful drudgery but at the same time they revered it as atonement and expiation for original sin. (See also Yankelovich 1974; Parker 1983 and Handy 1984). The Early Chris-

tians believed that work is necessary not only for earning a living but also for sharing one's goods of fortune with the needy. The Calvinists changed all this by stressing that it was man's duty to God to seek a calling or profession which brought him the greatest return. Thus, it can be argued that the question of the meaning of work and how it is experienced is primarily a cultural problem and as such cultures differ enormously in the way they interpret work in their value schemes (Fox 1976). (See also Argyle 1972). People work not only for earning a living or money but also for tradition, duty, obligation, beliefs in magic, social ambition, position and vanity (Heneman 1973). Braude (1963) advises that work should be viewed less as a separate and isolated segment of behaviour. That it should be seen as a synthesizing concept capable of subsuming and organising all behaviour directed to the legitimisation or enhancement of status.

Work itself always requires material upon which it can be performed (Arendt 1958) and as such it mimes creation itself (Berger 1964). The primary goal of it, therefore, is to create, fabricate or produce. It is an activity directed towards goals beyond the enjoyment of the activity itself (Warr 1983). According to Yankelovich (1974) present day work ethic is grounded in cultural themes such as;

1. The good provider theme: that work is necessary to provide for the family.
2. The independence theme: that a working individual is enabled to "stand on his own two feet" without depending on others. Work therefore gives autonomy.
3. The self respect theme: that work of any kind has dignity whether it be menial or exalted.
4. The success theme: that work leads to success which is measured in terms

of the raised standard of living (houses, cars etc), and one's position in the community. Note that Braude (1983) argues that success rather than work has become the cardinal virtue nowadays.

In a narrower perspective work can be viewed as a way in which a person earns a living and in a broader sense it is perceived to maintain or enhance status (Braude 1983). On a psychological plane, work is a medium for self fulfilment or self expression. It sustains self image by providing opportunities for achievement and recognition (Argyle 1972). As such it provides the occupant of a work role with the power to validate his self-concept and intellectual satisfaction (Heneman 1983). To define work as a relationship of power, therefore, means that when people enter into relationships of production they are at the same time engaged in a political process out of which emerges structures of domination and subordination, mechanisms of social control and exploitation (Johnson 1980). In this view, is conceived an attempt by individuals to legitimise or change their overall positions in the network of social hierarchies (Braude 1983) through their work.

There is, nevertheless, a need to separate work from employment. According to Fryer and Pane (1984 b) work and employment are not necessarily the same. Work is a purposeful activity and as such it is a basic human activity. It is an activity done for a purpose beyond that of the pleasure of its own execution. Employment is an activity in an institutionalised exchange relationship. (See also Fryer and Payne 1984 and Jahoda 1984).

“Like making love, work is something people do. Like marriage, employment is a relationship people enter into. Both marriage and employment are constituted and regulated by powerful social norms. Likewise, work and employment are not inextricably and inevitably bonded” (Fryer and Payne 1984 b p 13).

Employment or jobs, therefore, belong to the formal official economy (Handy 1984) and work belongs to the larger concept of human activity which is freely chosen and is largely informal and unofficial. Thus, conceived, work is equated with Arendt's concept of labour, where labour is perceived to be prescribed by the biological process of the living organism and is responsible for reproducing life by providing the means for subsistence. Arendt (1958) argues that definitions of labour and work should be kept separate because labour denotes necessary activity which assures the survival of the individual or species, and work denotes an unnatural activity which provides an artificial world of things. Note that by work Arendt refers to employment work and by labour she refers to work in its original form as unpaid activity which is freely chosen and is done within one's own free time normally in the home with one's family.

According to Handy (1984) there are three different forms of work.

1. Job work, which is paid *work* including full-time self-employed.
2. Marginal work, which covers the work which is done 'on the side' for extra earnings, which should be, but sometimes are not, declared.
3. Gift work, which includes all the work done for free in the grey economy and in voluntary work.

Handy (1984) argues that if job work provides the money, gift work or marginal work provides the interest. If work is redefined to include the extra categories of marginal and gift work, a more rounded picture of work in society is achieved.

Work, therefore, is used throughout this Thesis to refer to employment or job work as defined above. In the context of this research, the functions of employment work which have relevance for the meaning of work are: work as a means for earning a living; work as an activity aimed towards the achievement of goals and objectives; work as a necessary undertaking though it might not

be enjoyable; work as an activity which encourages social contact; work as an activity which provides challenge and intellectual stimulation and work as a vehicle for self expression.

1.6.2 Meaningfulness

The meaningfulness of jobs is one of the three critical psychological states of job satisfaction, viz; experienced meaningfulness, experienced responsibility and knowledge of results (Hackman et al 1975). The three core dimensions believed to contribute to the meaningfulness of jobs are;

1. Skill Variety:- the degree to which a job requires the worker to perform activities which challenge his skills and abilities.
2. Task Identity:- the degree to which the job requires completion of a whole and identifiable piece of work - doing a job from the beginning to the end.
3. Task Significance:- the degree to which the job has a substantial and perceivable impact on the lives of other people, whether in the immediate organisation or the world at large (Hackman et al 1975 p 59).

Hackman et al (1975) submit that if the job is high in all three psychological states, the worker is likely to experience his job as meaningful. It is, nevertheless, not necessary to have very high registrations in all of them. A deficiency in any one, however, may lead to a drop in the overall experienced meaningfulness. If one is high enough and the rest are low it is also possible that the worker might experience meaningfulness. For a test of the job characteristics and their psychological states see Walsh, Taber and Beehr (1980); Hogan and Martell (1987); Arnold and House (1980) and Pierce, McTavich and Knudsen (1986).

1.7 Job Enrichment

Job enrichment is a strategy for managing which is directed to the need for better management of human resources. It is based on the idea that most workers can deliver more and better performance than they presently do if their jobs required more of them and gave them the opportunity and freedom to achieve on their own (Walters et al 1975). Job enrichment is grounded on the idea that worker motivation depends on the objective characteristics of the job itself and, as a result, the variety of tasks assigned to the individual, the freedom they have in carrying tasks out, the wholeness and completeness of the tasks performed and the performance feedback built into the jobs are all included in job enrichment programmes (Moberg 1981).

Job enrichment is a redefinition of the tasks which comprise the work role. This often involves a redefinition of the technology or the organisation which combine to form the work role. The redefinition of jobs aims at decreasing the fragmentation of the tasks which comprise the jobs and replaces them with unified tasks which are more meaningful to the individual worker. By increasing the responsibilities of the job, job enrichment allows the worker more opportunity to enhance his job and more opportunity also to abuse the responsibility given to him (Dickson 1971). Thus job enrichment is a strategy for improving both task efficiency and human satisfaction by building into people's jobs greater scope for personal achievement and recognition, for more challenging and responsible work and for more opportunity for individual advancement and growth (Paul and Robertson 1970).

By changing the four core aspects of the job such as; task autonomy, variety, identity and feedback, job enrichment is believed to give the job meaning and challenge. The worker's job involvement is also increased, thus, providing him with the potential for psychological growth through the development and application of responsibility and skill (Gruneberg 1979).

Job enrichment can also be defined in terms of the redesign of jobs (Sirota and Wolfson 1972) and as such it challenges the traditional approach to job design by emphasising the importance of intrinsic motivation and by advocating that employees should be given information and control previously reserved for supervisors (Mohrman et al (1986). In this way, it becomes possible for the subordinates to move from extrinsic to genuine internal motivation (Hackman 1975 b) Job enrichment is, therefore, the modification or redesign of work, work methods, and personal and organisational content of tasks (Alber and Blumberg 1981).

Job enrichment schemes pay particular attention to tangible rewards such as pay as well as improvements in the intrinsic aspects of jobs. It is believed that failure to pay more attention to extrinsic rewards lead to feelings of inequity, specially if productivity or performance is high (Gruneberg 1979).

In the context of this research, therefore, job enrichment refers to efforts aimed at improving; job content, the organisation of work, job involvement, pay, performance and absenteeism. It is also necessary that the improvement of the job content should include the psychological states of job satisfaction listed by Hackman et al (1975) as discussed above.

1.7.1 Job Redesign

According to Cordery and Wall (1985), job re-design can be traced through the work of Walker and Guest (1952); Herzberg, Mausner and Snyderman (1959); Turner and Lawrence (1965); Herzberg (1966) and Hackman and Lawler (1971). Job re-design is a reaction against the traditional method of organising work whereby jobs have been simplified, fragmented and repetitive and where employees are constrained from exercising initiative and control over the use of their intellectual skills (Kemp, Clegg and Wall 1980). In job re-design an attempt is made to organise the work of the employee in such

a way as to provide greater task complexity through more variety, autonomy and completeness of tasks. This involves the expansion of individual jobs horizontally and vertically adding on operations or tasks formally carried out by someone at the same hierarchical level or at a higher level (Cummings, Molloy and Glen 1975). By so doing, it is hoped that the well-being as well as the performance of the employee can be jointly optimised in order to meet the needs and goals of both the individual and the organisation (Kemp, Clegg and Wall 1980). One of the most significant tenet of this approach lies in its bid to reconcile the economic interests of the employer with the psychological concerns of the employees.

Related to job re-design is the concept of autonomous workgroups. The theoretical background of this approach assumes a high degree of self-determination by employees in the management of their work. This includes collective control over the pace of work, distribution of tasks, organisation of breaks and collective participation in recruitment and training of new members (Gulowsen 1972). It will be acknowledged that the properties prescribed for autonomous workgroups parallel the hallmark of the job characteristics approach to job design as proposed by Hackman and Lawler (1971) and Hackman and Oldham (1976). The main distinction between the autonomous workgroups approach and the job characteristic approach is that the former concerns the level of application and analysis relevant to the work group and is a property of group work and not of individual jobs (Wall et al 1986). Even so, the autonomous workgroups approach has a direct theoretical correspondence to individual job design approaches in that it posits the same causal relationships. That is, it assumes that organising work by groups is intrinsically motivating and enhances satisfaction and that following from this, performance can be improved and labour turnover reduced (Wall et al 1986). A distinction has to be drawn between individual and group job designs. It is possible that most

promising work design or re-design endeavours may occur when all the available measures focus exclusively on individual job characteristics (Clegg and Kemp 1982). The significance of job design, therefore, could be shown to have effects which justify themselves not only in economic terms but also in terms of increased job satisfaction (Gruneberg 1976).

1.7.2 Job Satisfaction

According to Landy (1978) job satisfaction occupies a position as the hedonistic or affective component in theories of motivation. It is often assumed that at some point in time an employee occupies a position on a continuum that ranges from a strongly positive emotional state to a strongly negative one. This position which the employee occupies depends on both internal and external variables of which job-related stimuli comprise a part. It is assumed in part also that the employee's emotional state is affected by interactions with the work environment. It is this portion of general hedonistic or affective variance that is referred to as job satisfaction (Landy 1978). A similar interpretation of job satisfaction is given by Maslow (1943) and Vroom (1964). Herzberg et al (1959), however, suggested a radically different position by proposing that job satisfaction and dissatisfaction are not on a single continuum and that there were limits to increased rewards.

Wanous and Lawler (1972) have identified nine different operational definitions of job satisfaction. Prominent among these definitions is the fact that job satisfaction is conceptualised as a weighted sum of job facets.

A more appealing definition is given by Locke (1976) who argues that job satisfaction results from the attainment of values which are compatible with one's needs. Among the most important values or conditions conducive to job satisfaction are;

1. Mentally challenging jobs with which the individual employees can cope

successfully.

2. Personal interest in the job itself.
3. Jobs which are not too physically tiring.
4. Rewards for performance which are just, informative, and in line with the individual employee's personal aspirations.
5. Working conditions which are compatible with the employee's physical needs and which facilitate the accomplishment of his/her duties.
6. High esteem on the part of the employee.
7. Agents in the work place who help the employee to attain job values such as interesting work, pay and promotions.

Job satisfaction applies to outcomes already possessed or experienced by the employee (Vroom 1964; Graen 1969 and Strong 1958) and it is also possible that several types of feelings which people have can be called job satisfaction (Wanous and Lawler 1972). According to Hammer and Organ (1978) there are four reasons why the study of job satisfaction is important.

1. Value Judgement - since people spend a sizeable portion of their lives in the work environment, from a humanitarian view point that portion of their lives should be made more pleasant, agreeable and fulfilling.
2. Mental Health - people who are not happy with their work are apt to feel bad about other aspects of their lives such as family, leisure activities and even life itself.
3. Physical Health - chronic dissatisfaction with the work may lead to other complications like hypertension and coronary artery diseases.

4. Favourable Sentiments - people who are happy with their jobs are more likely to voice favourable sentiments about their work organisation to others so that public good will can thus be fostered and the recruitment of new staff made easier. Moreover, high job satisfaction may reduce absenteeism and turnover.

1.7.3 Quality Of Work Life (QWL)

The dominant paradigm of QWL is based upon the assumption that the individual employee's own experience of satisfaction or dissatisfaction defines the quality of his work life (Seashore 1975) and that the single most important tenet of QWL is the idea that power should be shared with people of the lower levels of organisation (Mohrman 1986). It is believed that the objective characteristics of the job itself induces corresponding attitudes of satisfaction or dissatisfaction. The association between job conditions and job satisfaction is, therefore, not constant but is moderated by peoples' attitudes, values and expectations. QWL programmes are designed to improve the nature of employment work while contributing to organisational efficiency and effectiveness. The aim being to create jobs which satisfy the employee's need for self fulfilment, autonomy and creativity (Bohlander 1979). Central to this approach is the need to address the intrinsic needs of the employee. Thus, QWL research is concerned about the relationship between the individual and the conditions of his job which affect his attitudes and behaviour (Glaser 1976). Four principles of the QWL have been listed by Herrick and Maccoby (1975) as follows;

1. Security - the employee needs to be free from fear and anxiety concerning his health, safety, income and future employment.

2. Equity - the employee should be compensated commensurate with his contribution to the value of the service or product.
3. Individuation - employment work should stimulate the development of unique abilities, craftsmanship and capacity for continued learning.
4. Democracy - the views of the employee should be heard and considered in decision making. Systems of employee's control should be designed so that a structure is created in which the employee's authority and responsibility are recognised. (See also Walton 1975).

QWL programmes are designed to enhance the enrichment of jobs, the autonomy of workers and to improve the degree of collaboration among and between the workers and management (Ondrack and Evans 1986). QWL, therefore, seeks to balance the needs of the organisation and those of individual employees.

The main limitation of the QWL paradigm is that it is almost exclusively reliant upon the expression of satisfaction by the individual worker as evidence of high quality of work life. It is essential that QWL studies should address both the perspective of the employee and that of the employer (Seashore 1975). The employee's priority needs include job performance, salary, promotional opportunities, security and intrinsic job satisfaction. Those of the employer, on the other hand, include productivity, quality of output, cost per unit and profitability. Both perspectives have to be balanced so that none exists at the expense of the other. Account should be taken of the fact that what happens between the employer and the employees may have social significance. For example, laid off workers may increase the burden of social expenditure through social security payments.

1.7.4 Library Assistants

According to Corbett (1966) Library Assistants are often referred to as “Juniors” and are employed to do most of the unskilled jobs of the library. They often include professionally unqualified non-graduates. In some cases this may include non-graduate young trainees obtaining experience in the library before attending library school. As many people in the library profession will now concede more and more graduates are accepting Library Assistant positions. Some of them do possess professional qualifications. Future definitions of Library Assistant may have to include this as well. It will be noted in fact that the Library Association itself in its Duties and Responsibilities of Library Staff (1984) does not give an adequate definition of the Library Assistant. Instead it is the role of the Library Assistant which is defined and the salary grade that is given. The role is stipulated as;

“Library Assistants will work under the close and regular supervision of more senior library staff. They will undertake a variety of routine tasks and procedures, including the operation of various systems and equipment used by the library. Much of their work will involve direct contact with the client and they are generally the first people with whom the client comes into contact. Interpersonal and communications skills are therefore essential” (p.307)

Their salary grade is given as starting from £6135.00 as at 1.7.83 with automatic progression.

In the United States of America Library Assistants are often referred to as Para-professional Librarians. The term para-professional connotes someone who works along side a professional. Levett (1981) remarks about the role of the para-professional that;

“The role that comes to mind is that of the journeyman who whilst a mature and qualified practitioner, occupies a position somewhere between that of the master and the apprentice in a continuous process of training.”

Thus, the difficulty in finding a suitable definition for Library Assistants is rooted in the politics of the profession itself. (See for instance Davinson 1982 and Baker 1987).

For the purposes of this thesis the Library Assistants are defined as those whose work involves carrying out various library routine tasks, procedures and operations some of which include direct contact with library users. They occupy the grades between the skilled and semi-skilled clerks and professional grades of the library with salaries starting approximately from £6135.00 as at 1.7.83.

Chapter 2

A Literature Review

2.1 Introduction

A wide range of books and periodicals dealing with library management concepts and theories was reviewed. References and bibliographies found in some articles and books led to further discoveries of materials to read, some of which were in the field of personnel management and industrial psychology.

A series of computer aided searches were launched covering the period 1974 and onwards. The Dialog Information Retrieval Services which was used revealed the following files and citations:

A) From The Library And Information Science Abstracts (LISA)

1. Library Management (Number of citations printed = 599)
2. Library Management + Staff Development (Number of citations printed = 3)
3. Staff Development (Number of citations printed = 29)
4. Job Satisfaction (Number of citations printed = 75)
5. Job Satisfaction + Librarianship (Number of citations printed = 22)

6. Job Satisfaction + Library Management (Number of citations printed = 0)
7. Job Performance (Number of citations printed = 34)
8. Job Enrichment (Number of citations printed = 31)
9. Job (Work) Enrichment (Number of citations printed = 4)
10. Job Redesign (Number of citations printed = 7)
11. Quality Of Work Life (Number of citations printed = 9)
12. Socio-Technical Systems (Number of citations printed = 1)
13. Work Meaning Of (Number of citations printed = 0)
14. Librarians + Salaries (Number of citations printed = 9)
15. Women + Status (Number of citations printed = 16)

B) From The Educational Resources Information Centre (ERIC)

1. Library Administration (Number of citations printed = 1010)
2. Library Admin. + Job Enrichment (Number of citations = 7)
3. Staff Development (Employer sponsored activities) (Number of citations = 3703)
4. Job Satisfaction (Number of citations printed = 2925)
5. Job Performance (Accomplishment of work related tasks) (Citations = 805)
6. Job Enrichment (Redesign of job to provide meaningfulness)(Citations = 139)

C) From Dissertation Abstracts International

1. Job Satisfaction (Number of citations printed = 7)
2. Meaning Of Work (Number of citations printed = 0)

Given the results of the above literature search, it became clear that there was a gap in the literature concerning the meaning of work. Previous researchers (Plate and Stone 1974; Wahba 1975; Sergean, McKay and Corkill 1976 and Lynch and Verdin 1983) called for a study which would have as its main focus, the work-itself. Studies in industrial psychology by Morse and Weiss 1962; Friedmann and Havighurst 1962; and Hackman and Oldham 1975 inspired this Investigator to research the meaning of work, as it relates to job satisfaction and the work itself.

2.2 The Meaning Of Work Versus Job Satisfaction

According to Berger (1964) the problem of job satisfaction is as modern as that of the meaning of work. Whereas employment work has the meaning of providing the individual with a firm profile or identity (Berger 1964) job satisfaction pertains to the gratification (or lack of it) of work related needs. It depicts the meaning of work as that currently embodied in the existing designs, structures, institutional and legal context of employment work (Fox 1976). Thus, considered job satisfaction is an expression of certain desires, values and preferences, within employment work environments. It is concerned with values and needs relating to the work experience itself. It is a reaction against or for the categories of experiences which employment work enforces upon the employee. Conversely, it may reflect the range of inequalities at work by highlighting the varying degrees of interest, responsibility and opportunity available for the

potential development of the individual worker (Wedderburn and Craig 1975). if the job is seen as a complex stimulus (expressed as goals to be achieved, methods and procedures to be employed, actions to be engaged in, and conditions to be responded to) which is presented to the employee in the exercise of his role in the organisation (Pierce, McTavich and Knudsen 1986 p 301), then job satisfaction is a reaction to that complex stimulus. It represents a complex assemblage of cognitions (believes, or knowledge), emotions (feelings, sentiments or evaluations), and behavioural tendencies (Hamner and Organ 1978 p 217) towards work. Hence it may be defined as a pleasurable or unpleasurable, positive or negative emotional state resulting from the appraisal of one's job. (See also Locke 1976 p 1300).

Employment work attributes which relate to the meaningfulness of work are believed to include; the opportunity to use one's valued skills and abilities; opportunity to learn new things; chances to create things; variety in the work; difficulty of jobs; amount of work; responsibility; non-arbitrary pressure for performance; control over work methods and work pace (autonomy); job enrichment (which involves increasing responsibility and control) and complexity (Locke 1976 p 1307).

Factors which structure the meaning of work are believed to express attitudes related to job satisfaction or dissatisfaction which include absenteeism, achievement, advancement and promotion, a sense of alienation, job and career aspirations, degree of autonomy in work, a sense of challenge and clarity of goals (Blaude 1983). Motivational model of work satisfaction claims that an employee works in order to gratify his physical, social and psychological needs. To the degree that the above needs are satisfied the employee is led to believe that his work is meaningful. Three sets of variables which influence this can be identified; the needs of the employee, the characteristics of the job as perceived by the employee and the degree of satisfaction experienced by the

employee (D'Elia 1979).

For a better understanding of the concept of job satisfaction a general synopsis of the principal theories of motivation is given below.

2.3 Principal Theories Of Motivation

Generally, theories of motivation fall within two broad categories, viz; Content and Process Theories. Content Theories attempt to specify the particular needs or values which must be satisfied or attained (respectively) for an employee to be happy with a given job. These theories include; Maslow's Need Hierarchy Theory, Herzberg's Dual-Factor Theory and McGregor's Theory Y and X. Content Theories emphasise the social more than the technical factors concerning employment work, unlike the Socio-Technical Systems approach (Trist 1963) which emphasises the interrelationship between technology and behaviour at work.

Process Theories attempt to specify the types or classes of variables (needs, values, expectations and perceptions) considered causally relevant to, as well as how these variables combine to determine job satisfaction (Locke 1976). All variables in a given work situation are considered because of the significant relationship they have with each other (Jones and Jordan 1987). Process theories include;

Expectancy Theories, whose exponents are; Spector (1956), Vroom (1964), and Ilgen (1971). These theorists present that an individual employee's affective reactions depend upon the discrepancy between what he actually attains and what he expects.

Need Theories, as expounded by Morse (1953), Porter (1962), and Schaffer (1953), posit that jobs should allow the fulfilment of the employee's needs (such as physical and psychological needs) which determine his degree of job satisfaction.

Value Theories, as explained by Likert (1961), Katzell (1964), Rand (1964, 1966) and Locke (1969), emphasise that it is the perceived job situation in relation to the individual employee's values which is the most direct determinant of job satisfaction.

Job characteristics theories, first formulated by Hackman and Lawler (1971), Hackman and Oldham (1975, 1976) (grounded in the work-itself approach) posit that jobs can be described effectively by the use of five task dimensions such as; Task Identity, Skill Variety, Task Significance, Autonomy, and Feedback from the job. Where these dimensions are present, it is believed that the job holder will experience three psychological reactions; 1) Task Identity, Skill Variety and Task Significance all together produce the psychological state of experienced meaningfulness. 2) Autonomy produces the psychological state of experienced results. 3) Feedback produces the psychological state of knowledge of results. All these relationships are believed to be moderated by the strength of the employee's growth needs (Hogan and Martell 1987). Validation studies of the Motivation Potential Score (MPS) have been done by Pierce, McTavich and Knudsen (1986), Walsh, Taber and Beehr (1980), Hesketh and Shouksmith (1986), Hogan and Martell (1987) and Arnold and House (1980).

Having established the interrelationship between employment work and job satisfaction and given the lack of empirical research on the meaning of work in librarianship, it was decided to review the empirical literature of job satisfaction under four sub-headings; 1) participation, 2) age, gender and tenure, 3) job satisfaction and 4) the work-itself, which are believed to have influence upon the meaning of work.

2.4 Factors Affecting The Meaning Of Work

2.4.1 Participation

was recognised as one strategy that would bring about “democracy” (Danton, 1934) and sharing of responsibilities in the library. Most importantly, participative management was seen as a vehicle that would help remedy the problems of poor performance and tension at work, (Kaplan, 1975). Thus, participative management would improve staff morale and bring about an increase in innovative ideas, (Kaplan, 1973).

It is not surprising, therefore, that one of the first management concepts to be researched by librarians and information specialists was participation. The need to improve performance seems to have been the main motivating force.

Marchant (1970)

sought to test the applicability of Likert’s participative theory (1961) within academic libraries. He also wanted to determine the relationship between the involvement of professional librarians in decision making processes of the library vis-a-vis selected performance characteristics. Two independent variables were measured - an index of the extent to which professional librarians perceive their involvement in decision making processes and an index of the professional librarians’ perception of the nature of the participative style of management in libraries. The first index was named the Decision Making Index and the second, the Profile Index. Marchant (1970) concluded that job satisfaction for University library staff was highly affected by managerial style and the opportunity to participate in the decision making processes of the library. Staff in University libraries in which the management style of leadership was participative were more satisfied with their opportunities for professional growth than those in which the leadership style was authoritarian. Group decision making was thought have two major advantages;

1. Group decisions tend to be of superior quality and are more readily accepted by others.
2. Group decision making is generally characteristic of high production organisations.

Lynch (1974)

embarked upon a project to measure the organisational technology of 15 functional departments in academic libraries. The characteristics of library work were measured and the nature of the work was identified as falling into three categories;

1. Materials technology - the nature of the raw materials entering the department.
2. Operations technology - the nature of techniques used to convert the raw materials into finished products.
3. Knowledge technology - what the members of the organisation must know in order to be able to convert the materials into a finished product or service.

Lynch (1974) relied upon Perrow's theory of technology (1967) which assumes that there must be materials upon which work occurs, that work is carried out through certain methods and strategies, and that the worker must have some knowledge and skills to complete his work. The results of her study indicate that three characteristics of technology; (1) raw materials, (2) methods of search strategies and (3) knowledge required, were interrelated. She concluded that the nature of work performed in the functional departments (book selection, acquisitions, cataloguing, circulation and reference) is similar regardless of the department in which it is performed. It is not clear however what Lynch (1974) meant by "similar". It would have been interesting had she

gone further to define this in terms of content (the actual constitution of the work), the process (the work flow, activity and technology) and the context (the environment in which it is carried out). The work of a Cataloguer can not be similar to that of a Circulation Librarian in both content and process, though it might be similar in terms of context.

Plate And Stone (1974)

undertook an investigation based on Herzberg's Dual Factor Theory which involved the analysis of data gathered from American and Canadian Librarians. In their study Plate and Stone asked 162 Librarians to record incidents illustrating the times when they felt "particularly good" and also those times when they felt "particularly bad" about their jobs. The respondents were required to explain why they thought they felt the way they said they did. The results of this study showed that the motivators (achievement, advancement, psychological growth, recognition, responsibility and the work itself) are the primary cause of satisfaction and that the hygiene factors (administration and library policy, job security, salary, supervision, status and work conditions) are the primary causes of unhappiness or dissatisfaction on the job. Ninety nine percent (99%) of the factors contributing to job satisfaction were motivators and were related to job content and 81% of the factors contributing to dissatisfaction involved hygiene factors within the work environment or job context. Plate and Stone vindicate Herzberg (1959) and they concluded that Librarians respond positively to motivational factors which are intrinsically satisfying. They also observed that many library jobs are not rich in achievement potential, they tend to be impersonalised and most are repetitive and deficient in content.

Vaughan And Dunn (1974)

administered the Job Description Index (JDI), developed by Smith et al (1969), to 265 employees of six University libraries. The JDI was chosen be-

cause, in their opinion, it indexes several dimensions of job satisfaction rather than giving an overall (global) perspective or treatment of it. It is believed to be sensitive to variations in the attitudes of the respondents and its reliability and validity have been tested. Vaughan and Dunn (1974) reported that in some University libraries satisfaction with co-workers and with the opportunities for promotion was somewhat low. On a general scale, low satisfaction was registered for pay, promotion, co-workers, supervision and the work itself. (See also Vaughan 1972). A conclusion was reached that patterns of job satisfaction are fluctuating in nature, and a suggestion was made that job satisfaction surveys should be planned longitudinally.

2.4.2 Age, Gender And Tenure

Roberts (1973)

made a follow up of a survey by Smith and Schofield (1973), in which his respondents (114 graduates of the Postgraduate School of Librarianship and Information Science - now the Department of Information Studies - Sheffield) were asked to rate on a three point scale (satisfactory, neither, unsatisfactory) principal and other duties in terms of job satisfaction and to distinguish between first and second posts by specifying those factors which contributed to job satisfaction. It was observed that overall job satisfaction was increased as librarians settled into their positions. The majority were satisfied with their work and work situations. Colleagues appeared to contribute more to overall job satisfaction. Some Librarians appeared to make adjustments to their jobs as they gained experience and confidence. The length of time which the individual employees spent in a particular library seemed to influence his level of job satisfaction. There was also a "hint that a greater proportion of men achieved greater satisfaction than women" (P.100)

Wood (1975)

followed much the same approach as Roberts. She surveyed the careers of science graduates who had obtained either the Sheffield Post Graduate Diploma in Science and Industrial Librarianship and Information work, awarded up until 1968 and from 1969 onwards as a Masters Degree in Information Studies. The survey revealed that science students obtained employment in a wide range of libraries and information units and that they showed considerable mobility between different sectors of employment and different types of library and information work. A great majority of them were satisfied with their posts.

Roberts And Bull (1983)

followed much the same research strategies as Roberts (1973) and Wood (1975). They attempted to measure work by asking questions related to the duties and responsibilities of library employees. Roberts and Bull concluded that the majority of librarians and information workers found their work demanding and challenging. They also found that library workers were increasingly affected by the application of computers.

Scamell And Stead (1980)

undertook to review essays and empirical research which pertain to the management of libraries and to describe an empirical study which analysed the relationship between age, tenure and job satisfaction for Professional Librarians. The JDI was used for collecting the data among 64 Professional Librarians. Scamell and Stead's findings suggested that job satisfaction among professional librarians seems to decline with the length of service in a particular library job. Further implications of the study were that;

1. The younger Librarians were dissatisfied with pay while the middle aged librarians were satisfied with it.
2. The older Librarians were dissatisfied with their supervision.

3. The Librarians with the longest tenure experienced overall job satisfaction and satisfaction with pay.

Scamell and Stead concluded that librarians seem to possess constant levels of job satisfaction across different age and tenure categories. That a librarian's job satisfaction declines with the length of time spent in the same job.

Wahba (1975)

compared the job satisfaction of men and women librarians. A slightly modified version of Porter's Need Satisfaction Questionnaire (NSQ) (1962) was used to collect data from 202 librarians. The NSQ addresses itself to five basic needs; autonomy, esteem, self-actualisation, security and social affiliation. Consequently it is heavily indebted to Maslow's Need Classification Scheme of 1954. Wahba's results revealed that males and females attached the same importance to security, social and self-esteem needs. Females in particular appeared to regard autonomy and self-actualisation needs as having lower importance than do the males. The females were more dissatisfied in all need categories with the exception of the social needs which were similar for both males and females. Wahba's overall conclusion was that women are more dissatisfied than men in College and University libraries. In her Ph.D. thesis, from which the above mentioned report was derived, Wahba (1973) attempted also to investigate the relationship between job satisfaction and work motivation, job performance and the willingness-to-leave. An empirical test of the applicability of Maslow's Need Theory and Herzberg's Dual-Factor Theory to Librarians was done. Four distinct research instruments were used to collect the data, viz;

1. The Job Description Index (JDI).
2. The Need Satisfaction Questionnaire (NSQ).

3. Patchen's Work Motivation: an instrument to measure the Ability and willingness-to-leave (1965).
4. Porter and Lawler's Self-rating of Performance Scale: an instrument to measure work motivation (1968).

The results of this study showed that Librarians were extremely dissatisfied with their opportunities for promotion and pay. On the other hand, the results did not provide consistent support for the relationship between job satisfaction and performance. There was a negative correlation between satisfaction and the willingness-to-leave. Factor analysis results did not provide support for the hypotheses derived from Maslow's Need Hierarchy Theory and Herzberg's Dual-Factor Theory. It was observed, nevertheless, that dissatisfaction with the work, supervision, and promotion correlates with the willingness-to-leave, and that turnover is not only a function of the willingness-to-leave but is also a function of the availability of opportunities for alternative jobs and job mobility in the labour market. Wahba (1973) recommended that library jobs should be redesigned to allow for greater satisfaction with the work itself. She argued that work motivation can be improved if the job content itself is enhanced through various job enrichment programs.

Stewart (1982)

reports a study by the Centre for Library and Information Management (CLAIM) whose findings indicated that staff in Polytechnic libraries in Britain are much less satisfied than their counterparts in Public and University libraries. More men than women registered satisfaction with the efficiency of the system and women in particular found it difficult to get the information they needed in order to carry out their work properly. However, 82% of all professionally qualified respondents in both Public and University libraries expressed high levels of job satisfaction and over 70% viewed their jobs favourably in terms of responsibility and achievement. Stewart concluded that

these findings support Herzberg's Dual-Factor Theory and that the results emphasise the key problem concerning the possible conflict between professional and non-professional staff.

2.4.3 Job Satisfaction

D'Elia (1979)

sought to identify those factors which are most highly related to job satisfaction among 228 Librarians in six library schools. Recognising the possible benefits that could be derived from using multiple instrumentation D'Elia administered three different questionnaires. The Manual For The Minnesota Importance Questionnaire (MIQ) was used to measure the vocational needs of the librarians. It also measured the importance of each job dimension to the employee. The Minnesota Description Questionnaire (MJDQ) was used to measure the librarians' perceptions of the characteristics of their job environment - that is the degree to which librarians perceived given job dimensions to be present in their job environment. The Manual For The Minnesota Satisfaction Questionnaire (MSQ) was used to measure the librarians' satisfaction with each job characteristic - or the degree of satisfaction experienced with each job dimension or characteristic.

D'Elia's results revealed that job satisfaction among librarians is not related to sex, the type of library in which they worked or their vocational needs. Job satisfaction was found to be related to the characteristics of the job environment. The supervisory climate and the intrinsic characteristics of the jobs themselves were found to be the most important determinants of job satisfaction. Thus, D'Elia's findings contradicted those of Wahba (1975) who concluded that female librarians were more dissatisfied than male librarians. D'Elia argued that the discrepancy between his results and Wahba's may be due to the psychologically faulty instrumentation used by Wahba.

D'Elia's findings also contradicted those of Plate and Stone (1974). He found that there was a positive relationship between job satisfaction and job environment. These findings seem to suggest that although a good supervisory climate might be satisfactory in itself it is also a necessary pre-condition for the experience of satisfaction with the characteristics related to the mastery of the job itself. It would appear that there is an integral relationship between a supervisory climate which is conducive to the exercise of individual initiative and professional judgement (the library employee's experience of mastering the job itself).

Rockman (1984)

based her study on the idea of refining and expanding the studies by Wahba (1973) and D'Elia (1979) using the concept of majority and minority or dominant and subordinate dynamics. It was hypothesised that there exists a positive relationship between gender and job satisfaction and also that there is a positive relationship between autonomy and job satisfaction; decision making opportunities and job satisfaction. The short form of the MSQ was used to collect data among 220 respondents. When the data was tested by gender, exclusive to occupation, it was discovered that males showed the highest level of satisfaction. The most satisfied groups were male faculty members and the least satisfied were female faculty members. No significant relationship was noted between status and job satisfaction. It was then concluded that gender super^scedes status and occupation as an influencing factor and that women professionals experienced lower satisfaction than male professionals. Men seemed to show a stronger association between satisfaction and autonomy than women. On the other hand, women showed a stronger association between satisfaction and decision making than males. The most powerful predictors of decision making opportunities were found to be rank and autonomy. Thus, Rockman's results (1984) support those of Wahba (1973 and 1975) but contradict D'Elia

(1979).

Chwe (1978)

set out to find whether there is generalisable evidence supporting the hypothesis that Reference Librarians in University libraries have a higher level of job satisfaction than the cataloguers. Data were collected among 170 Cataloguers and 183 Reference Librarians. The long version of the MSQ was used, scoring was based on the Likert five point scale. The results showed that Reference Librarians scored higher than Cataloguers on job characteristics such as, creativity, social service, and variety. The Reference Librarians were more satisfied than the Cataloguers with the following;

1. The chance to try their own work methods.
2. The chance to do things for other people.
3. The chance to do different things from time to time.

When overall job satisfaction for both Cataloguers and Reference Librarians was measured Chwe discovered no significant difference between them. This study, therefore, contradicts previous findings by Vincent (1974), Chrisman (1975) and D'Elia (1975). Chwe submits, however, that the differences revealed in his study may only be provincial and situational in view of the limited and unrepresentative sample he used.

Burgess (1982)

was inspired by Chwe (1978) to investigate the job satisfaction of Reference Librarians and Cataloguers in Australian University libraries. Burgess followed Chwe's method so closely that even her hypotheses are almost identical to Chwe's. Burgess's study concluded that there is no difference in the level of job satisfaction between Reference Librarians and Cataloguers in Australian University libraries, and that Cataloguers are significantly less satisfied

than Reference Librarians with the social aspects of their jobs. All of Chwe's findings and conclusions were replicated by Burgess (1982).

It is difficult to tell in both Chwe (1978) and Burgess (1982) whether in fact the Cataloguers are actually dissatisfied with the social aspect of their jobs or with the job itself. It is quite possible that the Cataloguers were merely expressing the fact that their jobs did not involve direct contact with the public. The fact that the Cataloguers' jobs did not involve contact with the general public does not necessarily mean that they were dissatisfied with them. The Cataloguers could and did obtain social contact with their colleagues at work. Moreover, their jobs provided a service about which they might have been happy. Chwe (1978) and Burgess (1982) do not seem to have investigated these possibilities. Both researchers did not establish whether the Cataloguers actually thought their jobs needed to have contact with the general public and whether the lack of such contact was inherently dissatisfying in itself. What they seem to have established is the fact that the Cataloguers' jobs did not have much contact with the general public and that the Cataloguers were unhappy as a result.

Asadollah (1978)

studied the job satisfaction of 62 Para-professional Library Staff chosen from eight University libraries. The long version of the MSQ was used to collect the data. It was hypothesised that Para-professional Librarians in Public Service Departments attain higher level job satisfaction than those in Technical Services Departments. A minor hypothesis which sought to test Herzberg's Dual Factor Theory was tested. The results indicated that the level of job satisfaction among Para-professional Librarians in Public Services Departments was higher than that of their counter parts in Technical Services Departments. Para-professional Librarians in Technical Services Departments did not appear to have direct contact with the general public and as a re-

sult they seemed not to perceive their occupational role in terms of giving a service to the general public. Conversely, the study only partially supported Herzberg's Dual-Factor Theory of work motivation. It was observed that the dual determinants of motivation identified in terms of intrinsic and extrinsic factors jointly contributed to the job satisfaction of Para-professional Librarians. Asadollahi concluded that the Dual Factors are not mutually exclusive and job satisfaction itself is a multi-dimensional phenomenon whose satisfier and dissatisfier components represent polar ends of a continuous attribute rather than two separate attributes as presented by Herzberg. It should be noted, nevertheless, that Asadollahi's sample was both self-selecting and small, and therefore, the reliability of his data may be limited. Note, however, that if it is true that those working in Technical Services Departments do not perceive their occupational role in terms of giving a service to the public, as Asadollahi concluded, this might be an indication of the fact that they do not understand their organisational objectives. They might simply have been indicating the fact that their jobs do not involve contact with the general public but not necessarily implying that they are unhappy because of it.

Russell (1986)

investigated the job satisfaction of both part-time and full-time Non-professional Library Staff. The sample consisted of 323 respondents drawn from Northern Ireland libraries and 248 from libraries in England. Of these, 135 came from Academic Libraries and 436 from Public Libraries. The short form of the MSQ was used for collecting the data and the Statistical Package For The Social Sciences (SPSS[®]) was used for data analysis. In Herzbergian fashion Russell observed that when the cluster scores for the dimensions in each of the studied categories were compared, seven of the ten dimensions with the highest level of satisfaction were from the category relating to the job itself and seven out of the ten dimensions with the lowest level of satisfaction were in the cat-

egory relating to library policies. The jobs with which the Non-professionals were most satisfied were those offering the opportunity to relate to others, less physical effort, variety in tasks and the chance to finish what they started. Dimensions offering the least satisfaction were those relating to the utilisation of their education and abilities. A much lower level of satisfaction was registered for Academic Libraries than for Public Libraries. According to Russell Non-professionals in Academic Libraries seem to feel that their worth is not appreciated and that the duties which they do are peripheral to the main activities of the library. Those in the Public Services were more satisfied with the social service dimension of their jobs than those in Technical Services. Although the graduate Non-professionals were no less satisfied than their counterparts with lower qualifications they appeared to be keen to leave for other jobs. They seemed to believe that they could find better jobs elsewhere, whereas non-degree holders did not seem to have the same confidence. Part-time Non-professionals seemed ^{more} unequivocally satisfied with their jobs than the full-time staff. They showed satisfaction consistently throughout the rating scales while full-time staff varied much more in their responses. It would appear from this that part-time staff do not have the same job expectations as full-time staff. Consequently, the factors which lead full-time staff to be dissatisfied with their jobs might have less significance for part-time employees. For example, Russell found that promotion seemed to be of less importance to the part-time staff than to the full-time staff. Overall, Non-professionals were satisfied with their duties and co-workers but they were less satisfied with the supervision they received and the freedom of action which they had in the performance of their duties. The greatest dissatisfaction arose from the library policies, promotion and career prospects.

Stead And Scamell (1981)

studied the relationship between assertiveness and individual dimensions of

job satisfaction for a sample of 68 Professional Librarians. The JDI was used to measure job satisfaction and assertiveness was measured by the Rathus Assertiveness Schedule (RAS) (1973). The results showed a significant, moderately-sized, positive relationship between satisfaction with work and assertiveness. A small but significant inverse relationship between satisfaction with the co-workers and assertiveness was observed. The overall result only partially supported the hypothesis that job satisfaction is directly related to assertiveness. This, therefore, did not lend support to the generally held view that assertiveness training helps to improve job satisfaction.

2.4.4 Role Stress And Burnout

Stead And Scamell (1980)

describe an empirical study that investigated the relationship between certain role and job satisfaction variables for a sample of 68 Professional Librarians. Two main types of role stress are defined. Role conflict is defined as the respondent's perception of the incompatible expectations of conflicting demands associated with his own role (created by expectations which are in conflict). And role ambiguity is defined as the respondent's perception of the lack of clarity of role expectations and work related performance (caused by unclear or vague expectations). Both role conflict and role ambiguity were measured by the Rizzo, House and Lirtzman (1970) scales. Job satisfaction was measured by the JDI. The findings of this study indicated that either role ambiguity or role conflict is a significant correlate of job satisfaction. In other words both of these variables were strongly related to the overall job satisfaction of Professional Librarians. The hypothesis that need for role clarity influences job satisfaction was not supported. A conclusion was then made that role ambiguity and role conflict are both significantly related to the overall job satisfaction of Professional Librarians.

Smith And Nelson (1983)

undertook a study of 262 Academic Reference Librarians in which they investigated the problem of 'burnout', to investigate whether there is a correlation between the degree of 'burnout' experienced by full time Academic Reference Librarians and selected job factors. Borrowing from Cherniss (1980) Smith and Nelson define 'burnout' as a psychological withdrawal from work in response to excessive stress or dissatisfaction. They extend their definition further than Gann (1979) who believes that a major cause of 'burnout' among professionals can be identified as a disillusionment which results from unrealistic expectations derived from a "professional mystique". The study revealed a low correlation between the challenge of a job and 'burnout'. This seemed to suggest that Academic Reference Librarians enjoy the stimulation of their jobs and as a result they are meeting the challenges which are presented to them. Smith and Nelson then concluded that Academic Reference Librarians do not seem especially prone to 'burnout'. This was attributed to the assumption that librarians in general seem to be satisfied with their profession.

Haack, Jones And Roose (1984)

launched a pilot study to probe the incidence and nature of occupational 'burnout' among 92 Librarians who were asked to complete a 30-item questionnaire adapted from the Staff Burnout Scale (SBS) for health professionals developed by Jones (1980). The SBS is believed to assess adverse cognitive, affective, behavioural and psychological reactions which constitute the 'burnout' syndrome. A Projective Drawing Technique (PDT) developed by Haack and Jones (1983) was used to assess personal and possible unconscious feelings. Following Edelwich and Brodsky (1980) 'burnout' was identified as a work stress syndrome and was defined in four stages;

1. Idealistic Enthusiasm - which is a period of high hopes, high energy and unrealistic expectations. The employee, unaware of the total scope of

his responsibilities invests considerable time and energy at work-related endeavours. He often has unrealistic expectations of immediate success, control of others, high status, appreciation from those he is helping and a rewarding work environment.

2. Stagnation - the employee reaches a period when the job no longer compensates for the personal needs that are not being met.
3. Frustration - at this stage the employee begins to question the value of his job and his personal effectiveness in it. He works harder but accomplishes less. A period of withdrawal may then follow.
4. Apathy - the employee finally develops feelings of hopelessness and depression. He may choose either to leave or stay and keep withdrawn from the job physically and emotionally. He may even avoid challenges and expend very little time and energy in work related activities.

According to Cherniss (1980) factors which may lead to stagnation and frustration are gaps in professional training. Cherniss argues that most professional training emphasises the acquisition and practice of technical skills without giving sufficient regard to imparting skills of handling interpersonal and organisational conflict among co-workers and managers. Most professional training also prepare the trainees to work in professional, not bureaucratic, systems.

The SBS as used in Haack, Jones and Roose's study suggested a significant percentage of 'burnout' among Librarians. It was concluded that there is a possibility that those who registered high scores of 'burnout' were suffering job dissatisfaction and strain, psychological interpersonal tension, physical illness, distress and unprofessional relationships with clients.

It should be noted that these findings are inconsistent with those reported by Smith and Nelson (1983) who found insignificant 'burnout' among a sample

of Academic Reference Librarians. Some of the differences in the findings might be due to the differences in the samples studied or in the research instruments used. While Haack, Jones and Roose utilised the SBS, Smith and Nelson used the Forbes Burnout Survey (FBS). These instruments differ both in content and concept. According to Haack, Jones and Roose (1984) the FBS has no reported evidence of reliability and validity. They argue that Smith and Nelson (1983) relied too heavily on personal characteristics of the respondents as explanations for the cause of 'burnout'. Consequently, a distinction was not made between personal and organisational factors. It may also be argue, on the other hand, that although the SBS measures attitudes, feelings and behaviours of which the respondents are consciously aware it does not measure subjective and idiosyncratic attitudes and feelings which go hand in hand with the 'burnout' syndrome. The Projective Drawing Technique has the problem that most people cannot draw and do not usually use drawing as a means of communication. The PDT, therefore, opens up possibilities of subjective bias since respondents may exaggerate their actual feelings through some of the drawings. Analysing and interpreting data from drawings might also prove an onerous task.

Birch, Marchant And Smith (1986)

sought to establish whether there is a relationship between the level of 'burnout' experienced and the presence of role ambiguity and role conflict. The Maslach Burnout Inventory (MBI) and the Role Ambiguity, Role Conflict Survey (RRS) were used to gather data from 547 respondents. 'Burnout' is recognised as a response to working conditions that are so stressful that it is too much to bear. Role ambiguity is seen as relating to unclear work guidelines, while role conflict is thought to occur when there are inconsistencies between different job expectations. It was discovered that as one grows older there is a tendency for 'burnout' to decrease. Marriage seemed to confer

immunity against emotional exhaustion and depersonalisation. Longevity on the same job had little relationship to 'burnout'. Full time work carried a greater risk of 'burnout' than part time work. A comparison with teachers indicated that Librarians showed much higher correlation between role conflict and role ambiguity than teachers.

As with Stead and Scamell (1980) Birch, Marchant and Smith discovered that a strong correlation exists between role conflict and role ambiguity. That if one is present the other tends to be present as well at about the same level. This high correlation means that isolating these sources of stress from each other could be difficult. A conclusion was then made that role ambiguity and role conflict are interactive and that both lead to discouragement and emotional exhaustion. The evidence linking 'burnout' with role conflict and role ambiguity is believed to be a strong one. See also Maslach and Jackson (1981) Iwanicki and Schwab (1981) and Schwab and Iwanicki (1982).

2.4.5 The Work Itself

Lynch And Verdin (1983)

explored the relationship of sex, age, tenure, and the job satisfaction of library employees with the main aim not to apply comprehensive measures of job satisfaction but to suggest that library studies on job satisfaction could be more useful to the profession if placed within the context of the work environment in which librarians find themselves.

With its theoretical grounding in the general context of the work itself, Lynch and Verdin's study dealt with University Libraries. The Index for Job Satisfaction (IJS) developed by Hage and Aiken (1967) was used to collect the data. This Index is believed to measure job satisfaction in the context of the work itself. It asks four questions relating to job satisfaction;

1. How satisfied are you with your present job when you compare it with

similar positions in other departments or libraries?

2. How satisfied are you with your present job when you consider the expectation you had when you took the job?
3. How satisfied are you with the progress you are making toward the goals that you have set yourself in the present job?
4. How satisfied are you with your present job in ^{the}light of your career expectations.

Seven hypotheses were tested and the results show that there is no significant difference in job satisfaction between men and women library employees - thus, supporting D'Elia (1979). It is shown that job satisfaction is a function of the age of the employee and that the least satisfied group of employees is the group under-twenty five years of age. A significant difference in tenure is also detected. People with many years of library work experience appeared to register higher levels of job satisfaction than other groups. Those who had worked a relatively shorter time registered lower levels of satisfaction than those who had worked longest. On the other hand, those who had planned to work in the same library five years on were significantly more satisfied than those with other plans. The department heads registered higher levels of satisfaction than those with no supervisory responsibility. Those working in reference departments reported significantly higher levels of job satisfaction than those in other departments with the exception of those in acquisitions. Professional librarians reported higher satisfaction than did the non-professional ones.

Lynch and Verdin (1983) were led to conclude that work means the same thing to all library employees, and that the satisfaction or lack of it placed in the context of the work itself also has the same meaning among library employees.

It should be noted that Lynch and Verdin's conclusion as stated above seems to be at variance with some of the beliefs^s and findings in industrial psychology. According to Fox (1980) personal meanings of work are, to a significant degree, correlated with social stratification because occupations are closely related to social class. In other words, Fox believes that the way the individual views his work depends largely upon his location in the social hierarchy. The implication of Lynch and Verdin's conclusion is that the sample had staff who were generally from similar class back^gground. Note, that studies by Friedmann and Havighurst (1962) suggested that there are important differences between job levels in the meaning of work with the lower levels more often viewing their work mainly as a means to keep busy or to earn a living, while the higher level workers more often view it as pleasurable in itself and as a means of fulfilling a variety of psychological needs.

Conversely, it is possible that some of the meanings which individual employees attach to their work are not always apparent to them. The problem with this ^{respect of} in empirical research is that social dimensions of work meanings are difficult to measure. The individual employee is not always reliable to ^{report} accurately upon his own social beliefs and work motivation. What he likes and dislikes about his work does not always tally with the facts owing to the fact that he is not always aware of the latent or manifest meanings of work until he is deprived of them (Fox 1980).

According to Parker (1983) the meaning of work may vary with factors such as type of occupation (skill used), industry (use of which skills are put) and status (position in the employing organisation or society). Even where the content of the work stays the same or very similar, work attitudes may vary with status.

Morse and Weiss (1962) found that individuals in middle class occupations seemed to emphasise the interest to be found in their jobs and the sense of

accomplishment which came from work well done. In other words, work means to the middle class worker having something interesting to do. Individuals in typically working class occupations emphasised the necessity for some direct activity which occupied their time, mind and hands. These workers seemed to view work as virtually synonymous with activity, the alternative of which was to lie around and be bored^d or be restless. (See also Goldthorpe et al 1968.)

This would suggest, therefore, that social stratification also has a strong influence on the meaning which people attach to their work and on the nature of occupations. It is, therefore, important in our analysis of data that we should demonstrate awareness of the influence of social factors and how they affect people at work.

Sergean, McKay And Corkill (1976)

did a full scale investigation of staffing requirements for library and information work covering the late 1970s and the early 1980s. This investigation, popularly known as the "Sheffield Manpower Project", here^e after referred to as the Manpower Project, had as its main aim to match people with the jobs and the jobs with people. It used as its starting point the assumption that staff needs can only be determined from adequate job descriptions. It was thought that if it was known precisely what people did at work, their selection and training needs could also be determined. The Job Analysis Questionnaire (JAQ) was designed as a standard instrument for the collection of the data. The JAQ was also designed as a means through which job holders would provide descriptions of their jobs without the help of a job analyst. It was expected that it would yield information about;

1. The nature of library work and jobs based on the scoring of each job against the job characteristics itemised in the questionnaire.
2. The nature of personnel requirements - by direct inference from the nature of the job description itself.

3. The nature of the existing work force.
4. The current use of staff.
5. The “goodness of fit” between the job and the job holder.

The JAQ was addressed to “the total job situation” rather than simply to the tasks performed. Fourteen organisational types investigated were grouped together as ; public, academic, private and other libraries.

The findings of the Manpower Project indicated overall that respondents described their work as being highly varied, fast in pace or tempo, subject to change in pace or tempo, calling for short periods of attention on particular tasks and highly subject to interruption. For those respondents to whom a “mismatched” condition was detected, the overall direction of preference was for a slower work pace, less change in work pace and fewer interruptions but greater opportunities to devote longer spans of attention to particular tasks. The respondents in general describe their work as offering freedom of choice, freedom from close supervision, and opportunity for improvisation. A preference was made for team work rather than individual and solo effort.

The researchers concluded that their findings had given an overall picture of general satisfaction and good adjustment to work. A suggestion was made that job redesign might be necessary in making the existing work conditions more tolerable and efficient. It was also suggested that Work restructuring and job enlargement could be introduced by Librarians for greater variety in library and information work.

Smith And Reinow (1984)

explored the dimension which compromise the quality of work life (QWL). A total number of thirty one female departmental supervisors from libraries in New Mexico were studied. Four primary dimensions of QWL were measured;

1. Job satisfaction.

2. Job tension.
3. Organisational commitment.
4. Organisational climate.

Job satisfaction was measured by a research instrument created and tested by Ivancevich and Lyon (1972). The respondents registered that their jobs allowed them to plan what should be done and how it could be achieved. They thought that their jobs gave them a sense of accomplishment and a sense of psychological growth. As a result, job satisfaction was high and job tension low. Jobs were believed to be challenging even though specialisation at departmental level seemed to limit both horizontal and vertical mobility. The library structure suggested a “bottom-heavy” organisation.

Nzotta (1987)

studied three broad categories of library work: reader services, technical services and administrative services. The MSQ was administered to 214 respondents in 8 University Libraries, 6 College and Polytechnic Libraries, 7 Public Libraries and 9 Special Libraries. The management group showed greater satisfaction with those aspects of their jobs which related to independence, variety, responsibility and creativity. The management and reader services groups also showed higher levels of satisfaction than the technical services group in the job aspects relating to social status.

2.5 Some Critical Evaluations Of The Literature

2.5.1 Participation And Satisfaction

The following criticisms of the literature have arisen from the difficulties which library researchers have faced owing to the adaptability, or lack of it in the social science theories to library work, and also the inflexibility of some of the research instruments which they borrowed from the social sciences for use in library institutions.

Marchant's account, (1971) of his study (1970), provoked a swift response from Lynch (1972) who criticised him on grounds that his work contains several faults both in method and data analysis. (See also Lynch, 1974 b). Lynch (1972) argued that Likert's theory was basically misunderstood by Marchant and that Marchant's work reflects an insufficient knowledge of the theoretical and empirical work which has been done in the field of participative management. She submitted that previous research has not demonstrated that participative management causes high productivity. She argues that most hypotheses on the subject have been too gross to be proved or disproved. She condemned Marchant for ignoring the controversy regarding the causes of job satisfaction and the debates on whether or not job satisfaction influences productivity and vice versa. She felt that Marchant (1971) made an improper use of Likert's research instrument, and that it is doubtful whether that instrument as used by Marchant measured more than one construct.

D'Elia (1979) also argued that Marchant's study (1970) did not demonstrate a command of the complex theoretical issues involved in the investigation of job satisfaction, employee performance and organisational effectiveness.

Vaughan and Dunn (1974) were criticised by D'Elia (1979) on grounds that they used an instrument with questionable face validity. D'Elia (1979) argued

that the JDI does not measure an employee's perception of the presence or absence of certain characteristics in the job environment. According to him, though such characteristics as; the work itself, supervisory climate, interpersonal climate, pay conditions, and promotional opportunities are related to job satisfaction they do not measure job satisfaction. D'Elia claims that Vaughan and Dunn did not establish the relationship between the five job characteristics of the JDI and the job satisfaction of the librarians and as such their data has no clear interpretation.

It will be noted that other leading scholars such as Vroom (1964) have found the JDI the "most carefully constructed measure of job satisfaction in existence today" (p100). Smith, Smith and Rollo (1974), Gilbert and Schwab (1975), also found the JDI reliable and valid.

Since Roberts (1973) does not define overall job satisfaction, it is not clear what he means by it. Given that job satisfaction is a multifaceted or multi-dimensional concept, one would have like to see a clear definition of this. It should also be noted that what he called job satisfaction factors do not seem to lend themselves well to those already established in motivational theories as pioneered by Maslow (1954), Herzberg (1959) and used in questionnaires by Weiss et al (1967), Taylor and Bowers (1972) and for that matter Bullock (1952). (See also Hackman and lawler 1971 and Hackman and Oldham 1975 for a study of the job characteristics which it is believed, in industrial psychology, are necessary for an investigation of job satisfaction.)

Roberts used a 27 category checklist similar to Rothenberg's Job-Task Index (1971). According to Wittingslow and Mitcheson (1984) Robert's study failed to move out of a very narrow band of recently graduated librarians. Note also that a counter argument may present that this was not a failure of the study but its intention.

It is not clear in Wood's analysis (1975) whether satisfaction with one's

post is an indication of the fact that one is satisfied with one's job or work as well. It would have been thought that the post relates to one's position in the organisational hierarchy and the job relates to the aggregate number of tasks that an employee does at a given post or position. Thus established, an employee might be happy with his position (post) on the organisational scalar chain but not so happy with the job content. Asking the respondents to rate their posts in terms of job satisfaction, therefore, does not seem to be the most appropriate way to measure job satisfaction. Asking a person simply to rate his job satisfaction also may produce different results than asking him to rate his job (Wanous and Lawler 1972).

Given the fact that some researchers (D'Elia 1979 and Wahba 1973) have used multiple instrumentation to measure job satisfaction, it would appear that the use of the JDI alone may no longer be an adequate way of covering all the complexities of job satisfaction. Although the jobs themselves might not have changed the theories have changed and this needs to be reflected in the research instruments. Some of the changes in the theories of job satisfaction can be seen through the work of; Maslow (1954), Herzberg et al (1968), Vroom (1964), Hackman and Lawler (1971), Lawler (1971), Lawler and Hackman (1969), Lawler and Hall (1970), Lawler and Suttle (1973), Hackman and Oldham (1975) and Hogan and Martell (1987).

2.5.2 The Dual-Factor Theory

Plate and Stone's method (1974) has been criticised (D'Elia 1979, Jones and Jordan 1987) on grounds that it is instrument bound. The critical incident technique which Herzberg (1959) employed has been reported (Locke 1976) to force the respondents to describe satisfying factors and dissatisfying factors separately thereby allowing them to accept responsibility for their good feelings and ascribe to others the responsibility for their bad feelings. The technique is

therefore open to subjectivity on the part of the researcher who interprets and codes the responses. Campbell and Pritchard (1976) make similar criticisms of the Dual-Factor Theory when they say that;

“...recognition could be granted by the individual to himself or more formally by someone else in the organisation. Similarly, either the individual or someone else could label something he or she did as an 'achievement'. This confusion of the event and agent mediating the event has the effect of reducing the clarity of the content analysis of the interview protocols ... ” (p101).

Locke (1976) argues also that there are numerous logical inconsistencies in Herzberg's approach which are made possible by a fundamental confusion in his classification system. Locke further argues that another problem involved in the testing of Herzberg's Theory is that the Theory itself has not been consistently stated by Herzberg himself. King (1970 and 1976) actually identified these inconsistencies and proceeded to argue that a theory is validated only if it can be supported by two or more different methods of testing, where each method contains specific idiosyncratic weaknesses but where the entire collection of methods permits the elimination of all alternative hypotheses. Schneider and Locke (1971) did examinations of the scaling bias in Herzberg's Theory and reported that their results failed to support the tenet of Herzberg's Dual-Factor Theory. (See also Schwab, Devitt and Cumming 1971, Waters and Waters 1972, Bobbit and Behling 1972, Locke 1972, and Behling et al 1968).

2.5.3 The Need Theory

Wahba (1975) amended the Need Satisfaction Questionnaire (NSQ) and asked the respondents the following questions;

1. How much of the characteristic is there now (in the job environment)?

2. How much of the characteristic do you think there should be?

3. How much important is the characteristic to you?

D'Elia (1979) submits that these questions are doubtful as measures of job satisfaction. He argues that the response to the first question is called a need fulfilment score and it is considered to be measuring job satisfaction whereas it does not ask about job satisfaction. Instead the respondents were specifically asked to estimate the degree to which they perceived a specific job characteristic to be present in the job environment. The third question yielded a need-importance score but was not considered to be important in the analysis of the data. The need deficiency score was also computed as the difference between the employees' responses to question one and two and was then interpreted as another measure of satisfaction. D'Elia (1979) concludes that the validity of Wahba's scale is suspect because it incorporates the error of measurement in question one and the error of measurement in question two.

“...thus when Wahba reports four significantly different need-deficiency scores between male and female librarians, neither she nor the reader is able to determine whether these differences are attributable to error, to differences between the responses of males and females to question 1, to differences between the responses of males and females to question two, or to a combination of all the above. Under these circumstances Wahba's conclusion that the female librarians are treated differently than their male counterparts and consequently experienced less job satisfaction is without foundation” (p288)

According to Payne (1970) the Need Satisfaction Questionnaire needs to be treated circumspectly and as such we must be pessimistic about its success in measuring the needs in Maslow's Need Hierarchy Theory. Notwithstanding

the above criticisms it is incumbent to make the following point. In predicting for absenteeism or turnover, as Wahba (1975) tried to do the best predictor of these variables is said to be a measure of attraction rather than satisfaction. According to Wanous and Lawler (1972) there are two ways of measuring job attraction. One may first ask the respondents what they expect to happen in the future regarding various factors or characteristics of their jobs. This could take the form of a question about future expectations rather than an Is Now question adopted by Wahba (1975). Wanous and Lawler (1972) argue that a Should Be - Is Now measure of satisfaction should be revised to Should Be - Expected as a measure of job attraction. A second possible method of measuring job attraction would be to ask respondents for their perceptions of trends in various facets or characteristics of their jobs. Wanous and Lawler submit that where Should Be - Is Now - Would Like - Importance are judiciously applied they could be useful in measuring job attraction as opposed to job satisfaction. It should be noted, nevertheless, that this approach does not deny the negative relationship that could exist between job satisfaction and both absenteeism and turnover.

2.5.4 Satisfaction With The Work Itself

Lynch and Verdin (1983) submit that researchers in library work do not place their investigations within the context of the work itself. Moreover, the research instruments which they choose were not designed for library use and as such they address issues some of which are not relevant to

libraries. D'Elia (1979) Wahba (1975) and Plate and Stone (1974) were criticised for not placing their investigations in the context of library work itself. D'Elia (1979) was criticised for basing his assumptions on the similarity of libraries as organisations and upon normative data which does not change over time.

Considering the fact that the Hage and Aiken Index for Job Satisfaction (IJS) is a relatively old instrument, Lynch and Verdin (1983) could have made a significant contribution by revising and updating it so that it addresses itself directly to the meaning of work or to the issues relating to job content itself. Some criticism can also be levelled against the IJS. It appears to be rather 'spongy' because asking respondents the all embracing question "how satisfied are you with your job?" tends to 'soak' up diffuse and possibly undifferentiated information. The respondent cannot tell if satisfaction about his job refers to; the pay, promotional opportunities, relations with co-workers, relations with supervisors, the job content or the context in which the work itself is carried out. As a result it could be argued that the IJS is not specific enough. It appears to assume that the employee knows the differences between his present job as compared to similar jobs elsewhere. In this way, it seems to encourage the respondent to speculate about things. It is quite possible that an employee may enter a job with expectations but may also discard them in the face of the reality of the situation which he now finds quite different but very much likable or vice versa.

It is worth noting that the JAQ as used by Sergean, McKay and Corkill (1976) did not measure the employees' attitudes towards their work. In other words, it did not measure the part played or occupied by work in the value systems of the library employees investigated. Aspects of organisational personnel policy and practices as they affect the job holders were also omitted. A total picture of organisational behaviour is not given by this otherwise very extensive study. It is worth noting, nevertheless, that some of the missing elements were deliberately excluded.

Other library researchers like Rockman (1984) and Russell (1986) used the short version of the MSQ. Weiss et al (1967) do recommend that for fuller benefit to be obtained from the MSQ the longer version of it should

be preferred. Note also that the influence of the concept of majority and minority/ dominant and subordinate dynamics does not come out clearly in Rockman's analysis.

Russell (1986) not only modified the MSQ but he also omitted certain variables such; as "morale values" and "social status". The reader is told that these were found to be irrelevant but it is not demonstrated in what way they are irrelevant. Other features such as; "career prospects", "communication", "comparison with librarians", "educational utilisation", "physical demand", "supervision-participation", "task completion" and "training" were added to the MSQ. Without down-playing the possible merits of these elements, there is need to point out that their incorporation could have disturbed the original reliability, stability, and validity of the MSQ. Russell also reduced the number of the statements for each factor of the MSQ from five to two. This approach alone might have introduced unwelcome bias in the instrument by altering its original conceptual content. It is not clear from Russell's remarks if one of his tasks was to review and modify the MSQ. He certainly does not mention the fact in his letter to Professor David Weiss in which he requests permission to use the MSQ.

Some of Russell's analysis is based on a regrouping of the twenty-six dimensions of the MSQ into three categories viz; "the job itself", "supervision", and "library policy". Russell appears to have made an apparent conceptual mistake in subsuming certain job dimensions under these categories. For example, "co-workers" and "educational utilisation" have been subsumed under a category called "the job itself". Clearly, where "the job itself" is concerned it is understood that focus is on the intrinsic values which form constituent parts of the job. Though "co-workers" and "educational utilisation" have bearing on the job they are decidedly peripheral to it, hence they are extrinsic to "the job itself". Co-workers, for instance, belong to a category which might be

called in Maslowean parlance “affiliation” or “social interaction”. Such factors are external to “the job itself” and have extrinsic rather than intrinsic significance. Since “creativity” and “responsibility” have intrinsic value Russell should have allocated them to “the job itself” category rather than to that of “supervision”.

How one is able to utilise one’s educational attributes is very much dependent on organisational policy in terms of how the jobs have been structured and what educational inputs are required. It is not uncommon, for example, in British librarianship to find professionally qualified people hired and working as Library Assistants and being paid at non-professional scales. On the other hand, jobs can be classified according to type of educational background required but sometimes a higher qualification can be a bonus for getting accepted even though it is not necessarily required.

The reader should note that Campbell and Pritchard (1976) doubt if the list of out-comes provided by the MSQ are specific enough for the purpose of providing a taxonomy of potential out-comes to use in motivational theories. It would appear, therefore, that Russell’s list of out-comes as stated in his thesis not only lack specificity but are also to some extent misleading.

Russell argues that;

“...the source of the significant degree of dissatisfaction which does exist lies elsewhere and that the efforts to improve job satisfaction among this group should not be concentrated on attempts to redesign their jobs” (p.97).

Russell found it appropriate to make a statement against job redesign although the job elements he measured, such as supervision, library policy, promotion and career prospects about which the Non-professionals are dissatisfied seem to indicate that a second look at the library work structure itself is necessary.

In what would appear to be a contradiction in presentation, Russell recognises that;

“...there has to be a fundamental change in the boundary between professional and non-professional duties, that this change will result in a reduction in the amount of work considered professional and reserved for professional librarians and that the enlarged responsibilities must be reflected in a new structure for non-professional staff” (p.37)

Just how this might be achieved without redesigning jobs Russell does not explain. Undoubtedly he would like to see a new structure for the Non-professionals but he fears that the Library Association is unlikely to be the originator of such a change in Britain. He hopes that individual library employers will take up that initiative themselves. He suggests that there is a need for a reassessment of the tasks and responsibilities so that they are isolated from the grade of staff to whom they are currently assigned. This indeed is a powerful argument for both job redesign and job redefinition in libraries. It would appear after all that Russell does feel that there is need to review library work organisation.

Russell's occasional treatment of the library groups as though they were homogeneous might also have biased some of his results. Needless to say that job situations and aspirations of such groups as; degree holders and non-degree holders, seniors and juniors, academic and public library workers, full-time and part-time staff and women and men may differ very much. An analysis that lumps them all together, therefore, disguises their peculiarities or idiosyncrasies. Subtle differences might be found in their responsibilities, level of autonomy, tasks and level of intellectual inputs. Some, like part-timers might have different reasons altogether for working and they might be happy

to do a few menial tasks as long as they are paid for doing them, whereas full-time staff may desire more responsibility and challenge in their work. Russell does not seem to have measured for these differences.

2.6 Problems Of Measurement

Given the above criticisms, the following research measurement problems have also been identified.

1. The Achievement Ethic

According to Jones and Jordan (1987), since a larger part of motivation research originated in the United States of America its emphasis on the achievement ethic is very high but it is not so highly regarded in Britain because of Britain's decline in power, prestige and prosperity. Secondly, a lack of employment prospects even among graduates has led to a lowering of expectations. Finally, owing to the fact that there are limited opportunities for practicing the achievement ethic in Britain, it is not practicable to subscribe to it.

2. The Critical Incident Approach

Herzberg's critical incident methodology, as noted above, appears powerfully to determine the results which are likely to be found. As a result it might turn out to be a misleading theory on which to base practical strategies of staff motivation (Jones and Jordan 1987). This approach is also believed to encourage employees to attribute unsatisfactory aspects of their jobs to others and to give themselves credit for the satisfactory aspects (D'Elia 1979, Locke 1977, King 1970 and 1976, Ewen et al 1976).

3. Globalisation

It is not very useful to try to get employees to say what their overall degree of satisfaction is. For example, "How satisfied are you with your job or position?" More detailed and specific questions about the nature of the work or job-itself need to be applied.

4. The Adaptability Of Research Instruments

Most research instruments in librarianship, as seen above, are borrowed from the personnel management or industrial psychology and they are not necessarily suitable for research in libraries. Some researchers have tried to modify them without much success.

5. Lack Of Consistency

Some researchers do not measure satisfaction directly but rather prefer to infer it by measuring its alleged causes. This is exemplified by the use of the discrepancy between how much of some aspect the employee reports getting and how much he thinks he should be get. This approach does not distinguish between what one should get and what one wants to get (Locke 1976). Note that researchers such as, Wahba (1975) and Lynch and Verdin (1983) adopted similar approaches.

This, however, is by no means a problem of library research alone. In industrial management research, Hogan and Martell (1987) posit that researchers have lacked consistency in interpreting previous theories, operationalising concepts, and analysing data. According to Wanous and Lawler (1972), a number of different conceptual definitions of job satisfaction have been stated by researchers which have led to satisfaction being measured in a number of different ways.

6. The Productivity Motive

Most job satisfaction research is inspired by market needs for increased productivity, efficiency and profitability. The assumption has been that

high levels of satisfaction lead to high levels of job performance. Although this relationship is tenuous and highly debatable (Lynch 1972) it continues to exercise a lot of researchers' minds. The needs of the employee (who is usually the object of research) are often accommodated only in so far as they are seen to conform to the requirements of the markets. Research that is financed by industry often reports in the language most amicable to the financier. As Baritz (1975) observed;

“... industrial scientists, without prodding from anyone, have accepted the norms of America's managers ... this commitment to management's goals, as opposed to the goals of other groups and classes in American society did colour their research and recommendations” p 329.

7. Complexity Of The Meaning Of Work

According to Jones and Jordan (1987) the meaning of life at work questions are rarely discussed in satisfaction reports, even though they are clearly relevant. The problem in the meaning of work research is that, the meaning of work cannot be confined to research and analysis into the experience of the individual employees alone. According to Fox (1980), the unit of study has to be not man as such, but man-in-society. If most societal influences have to be included in research, this might make the research project too large and, therefore, difficult to handle.

2.7 Conclusion

It would appear on a general perspective that there is not a general consensus on the causes of job satisfaction in library and information work. Most disagreements seem to have emerge^d as a result of the different instrumentation

and type of data analysis used. Similar problems can be found in studies of the sociology of work, industrial psychology and personnel management. It is evident, nevertheless, that library and information work researchers have not developed their own research instruments for the investigation of organisational work problems. They have borrowed heavily from industrial psychology and either adapted or modified research instruments some of which are conceptually not very relevant to library and information work. Some of these instruments are old and need updating.

In summary, therefore, the following have been observed;

1. Most library studies in personnel management focus mainly on the job satisfaction of professional librarians and only a handful have studied non-professional librarians.
2. As Lynch and Verdin (1983) observed, most library and information research on job satisfaction has focused mainly on the occupational group rather than on the work-itself.
3. Some studies have lumped together professional and non-professionals, full-time and part-time workers and treated them as though they were a homogeneous group.
4. Some researchers treated job satisfaction as though it were a uni-dimensional concept.
5. In most studies it is clear that professional librarians are more satisfied with the psychological input of their work than non-professionals.
6. Some researchers have argued that the organisation of library and information work needs to be redesigned and/or redefined.
7. Most, if not all, researchers in library and information work have either borrowed or adapted research instruments designed for research by

industrial psychologists or sociologists of work. Most of these instruments have been too unwieldy for use in library and information work situations.

2.8 Need

There is need, therefore,

1. to do more research on the job needs of non-professional librarians.
2. to design research instruments for the study of library and information work problems.
3. to treat job satisfaction as a multi-faceted or multi-dimensional phenomenon rather than an all embracing concept.
4. to do more research on the meaning of work or work itself is needed.

These observations provided this Investigator with ample evidence that there is scope for further investigation in the meaning of work and has, thus, provided a rationale for the present Study.

Chapter 3

Methodology

3.1 Introduction

A researcher in library and information studies is hampered by the fact that most of the research instruments for the meaning of work were designed for studies in industrial work. Neither public nor academic librarianship have developed theories of their own for the study of organisational and human behaviour at work. Consequently, one has to look elsewhere for appropriate research methods and instruments. On the other hand, those who have used social science methods found themselves in trouble with the theories or research instruments. According to Shera (1965), since research had for so long been foreign to librarianship, when librarians did take the plunge they became such over-zealous converts that they applied them without question. (See also Kajberg 1973). Some of them relied so heavily on statistics that the value and significance of their research projects came to depend upon the demonstrated degree of skill in statistical manipulation.

The needs of a researcher interested in personnel management problems have not been catered for in some of the library literature on research. (See Simpson 1983, Drott 1969 and Bookstein 1973 for instance). However, Car-

penter and Vasu (1983) are the simplest to follow and therefore the best for a library researcher without statistical background. For detailed discussions of research methodologies see, Busha (1978), Bell (1987), Beveridge (1951), Howard and Sharp (1983) and Vickery (1970).

The survey method adopted for this Study has at least three methodological considerations: first, a target population from whom data was collected, second, the method of collecting the data and finally, the process for analysing and interpreting the data.

3.2 The Survey Population And Sample

Busha and Harter (1980), define population as any set of persons or objects that possesses at least one common characteristic. The Survey Population in this Study means the sample of the people who participated in the Study. This Study was carried out in 13 University Libraries in the United Kingdom. The Sample was composed of graduate and non-graduate Library Assistants employed under the terms and conditions of service applying to Library Assistants in University employment. Only those with two or more years of library experience were asked to participate. Part-time staff were not allowed to take part as it was believed that their reasons for working in the Library might be fundamentally different. It was felt, therefore, that including them could bias the results of the study.

The Library Assistants who participated in this Study worked in different University Library divisions or sections such as; Acquisitions (N=14), Archives (N=2), Binding (N=4) Cataloguing and Processing (N=10), Collection Management (N=8), Information Service (N=3) Inter-library Loans (N=11), Periodicals (N=13), Reader services (N=57) and the Reserve Area (N=5). Five did not indicate the section in which they worked. The group was fairly homogeneous in terms of status, pay and responsibility or general work activity.

Out of a sample of 132 participants: 11 were males, 118 were females, and 3 were unaccounted for; 20 were Senior Library Assistants, and 112 were Junior Library Assistants; 21 had up to two years of work experience, 28 up to five, 39 up to ten, 37 up to twenty, 6 up to thirty, and 1 up to forty; 82 had no library qualification, 18 had the City and Guilds Library Assistants Certificate, 4 had the Business Education Council Certificate for Library Assistants (BEC), 11 had a Diploma in Library and Information Studies, 9 had a Degree in Library and Information Studies, 1 had an MA or MLS, 4 listed other qualifications and 3 were unaccounted for; 9 were twenty years of age or younger, 56 were between twenty one and thirty, 26 were between thirty one and forty, another 26 were between forty one and fifty, 13 were between fifty and sixty, 1 was over sixty and another 1 was unaccounted for.

Out of an approximate total of 167 Full- time Library Assistants, with two or more years of library experience in all 13 University Libraries visited, 132 completed the questionnaire. This gives a 79% response rate. The 21% (35 in number) who did not participate were either on leave or off duty.

3.3 Statement Of The Research Hypotheses

The following main and ancillary hypotheses were tested by the use of the Chi-square.

3.3.1 Main Hypotheses

1. Job position is independent of length of service.
2. The belief that work is a means to an end is independent of qualification, position, gender and age among Library Assistants.

3. The opinion that work is more important than the money is independent of qualification, position, gender and age.
4. The belief that work plays a central role in life is independent of qualification, position, gender and age.
5. The willingness to continue in the same type of job after winning the pools is independent of qualification, position, gender and age.
6. The perception that library work is intellectually stimulating is independent of qualification, position, gender and age.

3.3.2 Ancillary Hypotheses

1. Respondents in user and non-user contact areas do not display a significant difference in the view that work is a means to an end.
2. Respondents in user and non-user contact areas do not display a significant difference in the opinion that work is more important than the money.
3. Respondents in user and non-user contact areas do not display a significant difference in the belief that work plays a central role in life.
4. Respondents in user and non-user contact areas do not display a significant difference in the willingness to continue in the same jobs after winning the pools.
5. Respondents in user and non-user contact areas do not display a significant difference in the perception that work is intellectually stimulating.

3.4 The Questionnaire

According to Stone and Harries (1984), there are at least four techniques of collecting data viz; observation, questionnaire, interview, and diary. The questionnaire technique was chosen for this Study because of its flexibility in investigative studies. The aim was to obtain answers to the same questions from a fairly large population. It was believed that this will enable the Investigator not only to describe but also to compare by relating one variable to another. It was also believed that this method is the most likely to provide opportunity for the participants to give frank and honest answers to questions since, in all cases, they remained anonymous. The questionnaire approach was attractive to this Investigator because of its greater potential to collect large amounts of insightful data. It could also be completed at the leisure of the participant thereby giving him the chance to think things out properly albeit, in this case, within the time limits set by the Investigator.

Besides being a fairly stable research instrument, a structured questionnaire, such as the one used in this Study, is easy to analyse. It allows the participants to choose among several answers which have been designed to reflect various beliefs, opinions, and views.

Fixed responses ranging from the most negative to the most positive statement (Strongly Disagree - Strongly Agree) including a neutral position of "Undecided" were provided. The fixed and precoded responses were provided so that each response was assigned a numerical weight to ensure consistency of measurement. The scaling was as follows;

- a) Strongly Disagree (weight = 1)
- b) Disagree (weight = 2)
- c) Undecided (weight = 3)
- d) Agree (weight = 4)

e) Strongly Agree (weight = 5)

The above scaling system is sometimes called the Likert Scale (See Likert 1961). This method is preferred because it is less laborious, it is easy to understand and it has been observed (Oppenheim 1966), that it correlates very well with the well-known Thurstone Scales (See Thurstone and Chave, 1929). The Likert Scale provides a response format which ensures systematic replies to questions.

According to Oppenheim (1966) this Scale has a considerable level of reliability. Note, however, that although the Likert Scale is a reliable indicator of whether the outcome is positively or negatively valent it is not especially sensitive to differences in degree of positive or negative valence depending on the length of the scale or how it is used.

3.5 Process For Analysing Data

A computer software package known as the Statistical Package for the Social Sciences (*SPSS^x*) available on IBM at the University of Sheffield Computing Centre was used for analysing the data. A table of frequency counts and percentages was created for the values of individual variables. A list of variable names was made in order to generate frequencies to enable the tabulation of variable strings. Since some variable strings were too long they were truncated.

The Chi-Square (X^2) test of independence was employed in this Study to test for significance of observed associations or to establish the presence or absence of relationships between variables in the hypothesis. The Investigator's intention was to explore all possible associations with the expectation that

some will open up ground for further research. For further discussions of factors relating to hypothesis formulation testing, see Selvin and Stuart (1966), and Weiss (1968).

The Chi-square is sometimes referred to as the “goodness of fit” statistic because it is a measure of how much the observed frequencies differ from frequencies expected from the assumptions made in the null hypotheses (Carpenter and Vasu 1978).

According to Hamburg (1970), tests of the goodness of fit provide a means for deciding whether a particular probability distribution is appropriate to use, based on a sample of observations. Furthermore tests of independence constitute a method for deciding whether the hypothesis of independence between different classificatory variables is tenable. Both types of Chi-square tests may furnish a conclusion on whether a set of observed frequencies differs to a great extent from a set of theoretical frequencies that the hypothesis under which the theoretical frequencies were derived should be rejected (Hamburg 1970).

The formula for the X^2 is presented as follows;

$$X^2 = \sum \frac{(f_o - f_e)^2}{f_e}$$

Where f_o = observed (actual) frequency

f_e = expected (theoretical) frequency

X^2 = the Sum of the Squared difference between

Observed and Expected frequencies divided by Expected frequency. Sometimes the above equation is stated as follows;

$$X^2 = \sum \frac{f_o^2}{f_e} - N$$

Where N = total number of cases or observations.

The difference between f_o and f_e is squared in order to eliminate negative differences and the division of the squared difference by f_e helps take out any effects of different numbers of cases in a category of the row or column variables. This division also takes out the effect of having different distributions of row and column totals in different crosstabulation tables. According to Carpenter and Vasu (1978), the X^2 requires the following assumptions;

1. that there is a random sample.
2. that each case is independent of every other case; that is the value of the variable for one individual does not influence the value for another.
3. that each cell falls into one cell only.
4. that expected frequency is not less than one.
5. that at least 80% of the expected frequency is greater than or equal to five. Note that approximations of this kind were originally derived under the assumption that expectations are large. This has since been revised and as such smaller expectations are now being recommended. According to Lindgren (1976) "sometimes a rule of thumb is given that each expected frequency should be at least five but this is unnecessarily conservative" (p.424). Lindgren argues that if the sample size is four or five times the number of cells the approximation is good even if the expected frequencies are quite small. (See also Yarnold 1970).

According to Craft and Asking (1985), further assumption can be made about the use of the X^2 ;

1. that the two variables under consideration are independent of each other in the population and that any association observed in the sample is due to sampling error.

2. if sample association did not come from a population where the variables are independent, then the sample must have come from a population where the variables are in fact related.

To determine if the distribution of one variable depends or is significantly related to the distribution of another variable, crosstabulation were used simultaneously with the X^2 tests.

3.6 The Decision Rule

The Decision Rule was stated as follows;

If X^2 is smaller than 0.05 reject hypothesis. If X^2 is bigger than 0.05 accept hypothesis.

According to Weiss (1968), the decision rule is the rule for deciding on the basis of the test statistic whether to reject the null hypothesis in favour of the alternative. The null hypothesis is rejected *only if the data are clearly incompatible with it*. The decision rule, therefore, states how incompatible the data has to be in order that the null hypothesis can be rejected in favour of the alternative. The null hypothesis is the hypothesis that there is an absence of the phenomenon.

According to Simon (1969), a hypothesis is a single statement which attempts to explain or to predict a single phenomenon.

The purpose of hypothesis testing is not to question the computed value of the sample statistic but to make a judgement about the difference between that sample statistic and a hypothesised population parameter. However, the acceptance of a hypothesis does not prove that the null hypothesis is true, it simply means that there is not enough statistical evidence to reject it. The only way a hypothesis could be accepted with certainty is when the population parameter is known. Unfortunately this is difficult to achieve (Levin 1981).

Craft and Askling (1985), define a parameter as a numerical description of scores which an investigator determines to be all of the relevant scores for analysis, that is a total population of scores.

According to Simon (1969), the concept of parameter is tricky. Most social scientists other than economists do not use this concept or understand it that well. The concept could be regarded as a quantity that has some importance to a study but which remains unchanged in the cause of the study. More explicitly, Carpenter and Vasu (1978), submit that a parameter refers to the value of a variable which would be obtained if all members of the population were measured on the variable. It is, therefore, a fixed number and is generally unknown.

The hypotheses were tested at the 5% (0.05) level of significance which conforms with testing levels in the social sciences. According to Levin (1981), there is no single standard or universal level of significance for testing hypothesis. In some instances a 5% level is appropriate and in others specially for published research results tests are done at 1% level of significance. Although it is quite possible to test hypothesis at any level of significance it should also be born in mind that the choice of the minimum standard for an acceptable probability or significance level, is also the risk one assumes of rejecting a null hypothesis when it is true. The higher the significance level used for testing hypothesis, the higher the probability of rejecting a null hypothesis when it is true (Levin 1981).

According to Watson and McGaw (1980), one who uses a .01 probability level rather than .05 as a criterion for rejecting a null hypothesis reduces the number of correct null hypotheses that are likely to be rejected but simultaneously increases the number of incorrect null hypothesis which are likely to be accepted.

3.7 The Job Content Analysis Index (CAIn)

One of the objectives of this study was to design and test a research instrument for the measurement of Library Assistants' opinions and attitudes towards their employment work with the view of gaining insight about their perceptions of the job characteristics of their work and the meaning which they attach to such work. An intensive study of various research instruments was done in the process of developing the Job Content Analysis Index (here after referred to as the Content Analysis Index or CAIn for short). CAIn is, therefore, a product of a constellation and distillation of some of the major research instruments in industrial psychology and the sociology of work. Some of the leading research instruments which have had influence in the design and content of CAIn include; "The Worker Opinion Survey (WOS)" by Cross (1973), "The Job Diagnostic Survey" by Hackman and Oldham (1975), "The Measurement Of Job Characteristics" by Sims et al (1976), "The Michigan Organisational Assessment Questionnaire" by Cammann (1974), "The Manual For The Minnesota Importance Questionnaire" by Gray (1972), and "The Manual For The Minnesota Satisfaction Questionnaire" by Weiss et al (1972).

Other research instruments which have had influence on the content of the CAIn are "The Job Involvement of Concepts and Measurement" by Saleh and Hosek (1976); the "Scales for the Measurement Of Some Work Attitudes And Aspects Of Psychological Well-being" by Warr (1979), "The Job Description Index" by Smith, et al (1974). See also Smith et al (1969).

CAIn serves as a basic research instrument for the study of work attitudes, perceptions of job characteristics and the meaning of work. It addresses itself also to content analysis through the inclusion of such job dimensions as; Skill Variety, Task Identity, Task Significance, Autonomy, Activity On Present Job and the Meaning Of Work. Particular attention has been paid to contextual or environmental issues such as; the Library Itself, Pay, Promotional Oppor-

tunities, Supervision and Co-workers (People On The Same Grade As Me). Thus, CAIn has been designed to cater for both intrinsic and extrinsic work satisfactions.

CAIn is a structured questionnaire designed to allow for the analysis of job characteristics as perceived by Library Assistants. It investigates the part occupied by employment work on the scale of values within the Library Assistants' value systems. It yields the following data about Library Assistants;

1. their views opinions and attitudes about the meaning of their work.
2. their views opinions and attitudes about the job characteristics of their work.
3. their reaction to the job situation or organisational environment.
4. the level of their job satisfaction.

Since CAIn uses an ordinal categorical coding frame for questions of opinion, nothing can be said about how much "stronger" a given opinion is than the other except that it is "stronger". It is normally not regarded appropriate to use averages or means with an ordinal scaling research instrument such as CAIn.

CAIn is divided into eleven main job dimensions each of which is further divided into seven job elements with the exception of the last job dimension (The Meaning Of Work) which has eleven job elements. The job dimensions constitute what is regarded as job characteristics (Hackman and Oldham 1975) and are equivalent to what McCormick et al (1972), called "building block variables". These "building block variables" are useful in the characterisation and analysis of jobs. They are common denominator^s consisting of relatively unitary discrete job variables of some class which can be identified and quantified (McCormick et al 1972). The seven job dimensions or characteristics which form CAIn's building block variables are as follows;

1. The Library Itself; refers to the library organisation as a whole including staff, and general administrative policies. Measurement here is made of the responsiveness of the University library to some of the needs of its Library Assistant employees. In general it is the overall organisational work situation that is being considered.
2. Pay; refers to salaries, wages and other fringe benefits. Measurement is made of the 'satisfactoriness' of such pay as seen by the Library Assistants themselves. Thus, pay is seen as one of the ⁹bas_his of the incentive for hard work among Library Assistants.
3. Promotional Opportunities; refers to the upward mobility of the Library Assistants along the organisational scalar chain. The availability of such mobility is regarded as recognition for achievement and proficiency. Conversely, a lack of mobility is regarded as a denial or withdrawal of such recognition.
4. Supervision or Supervisors; refers to the general over-seeing of the Library Assistants by those senior to them. Supervision is also seen here as a major source of feedback. Consequently, this category is sometimes labelled "Task Feedback" which refers to the way of informing the employees about how well they are performing in their task responsibilities. The supervisors are normally expected to pass on to their subordinates information about their performance.
5. People Of The Same Grade As Me; refers to the co-workers, within the same organisational rung or 'cadre'. This category measures the interrelatedness of people at work and how harmoniously they work together. The degree to which jobs allow employees to have on the job relationships is also considered. Thus, the impact of interpersonal characteristics of job designs is accessed.

6. **Work On My Present Job;** is the measurement of activities which are carried out by the Library Assistants. The actual doing of the job tasks is regarded as the source of good or bad feelings towards work. The belief here is that feedback is most powerful when it comes directly from the job itself. According to Herzberg, Mausner and Snyderman (1967) some jobs can be routine or varied, creative or stultifying, or overly different. Therefore, the tasks related to the nature of the work can be rewarding or unrewarding. Thus, in this category it is measured the intrinsic as well as the extrinsic nature of jobs.
7. **Skill Variety;** refers to the degree to which a job requires the employee to perform activities that challenge his skills and abilities (Hackman and Oldham 1975). Skill variety refers also to the degree to which a job requires an employee to perform a wide range of operations in his job and/or the degree to which the employee must use a variety of equipment and procedures in his job.
8. **Task Identity;** refers to the degree to which a job requires completion of a 'whole' and identifiable piece of activity - that is, doing a job from the beginning to the end with a visible or identifiable out come (Hackman and Oldham 1975). The employee should also clearly identify with the results of his effort.
9. **Task Significance;** refers to the degree to which a job has a substantial and perceivable impact on the life of the employee and others around him.
10. **Autonomy;** is regarded as the degree to which a job gives the employee freedom, independence, and personal discretion in scheduling activities and determining how such activities will be carried out (Hackman and Oldham 1975). The employee is thus made to feel that he has a major

say in his work e.g., on selecting equipment to be used, and deciding on the procedure to be followed. The employee may also have a say in the decision about the content of his job.

11. The Meaning Of Work; refers to the general “work ethic” as it applies to Library work. It is regarded as the degree to which an employee experiences the job as one which is generally meaningful, valuable and worthwhile (Hackman and Oldham 1975).

It should be noted that the variables such as the Library Itself, Pay, Promotion, Skill Variety, Task Identity etc may be regarded as independent variables based on the work situation itself. The outcomes of work situations such as work or job satisfaction, work motivation, and labour turnover or absenteeism on the other hand can be viewed as dependent variables.

CAIn is based on the idea that a job is not a single unit or entity but a combination of a number of factors, dimensions and characteristics as stated above. Job satisfaction, therefore, is seen as the sum of job facets satisfaction across all the facets of a job (Wanous and Lawler 1972). It is necessary, therefore, to view work or job satisfaction as a multidimensional phenomenon whose determinants and consequences for each characteristic or facet are likely to be different from work place to work place. Thus, work or job satisfaction is considered here as a function of the interaction of the employee with both the job content and the job context or environment. As the employee operates within the jobs he is affected simultaneously or alternatively by both the job characteristics and the environment within which the job takes place. He then uses his value systems to determine the ‘satisfactoriness’ of the job as perceived through its characteristics.

As Asadollah (1978), observed work or job satisfaction is a multidimensional phenomenon whose satisfier and dissatisfier components represent polar ends of a continuum rather than two separate attributes. It will be recalled

that Asadollah was reacting to Herzberg's Dual-Factor Theory. Locke (1976) also submits that a job is not an entity but a complex interrelationship of tasks, roles, responsibilities, interactions, incentives, and rewards. As such, for one to understand the work attitudes of the employees, it is required that the job itself should be analysed in terms of its constituent elements or dimensions.

CAIn has as its theoretical base the general context of the Work Itself School. The belief here is that the measurement of work satisfaction should be undertaken in the context of the job itself. Hence it is assumed that meaningful work generates its own satisfiers thereby allowing the employee to be rewarded psychologically for the achievements gained through the job itself. Incidentally, the Work Itself (or Growth) School is derived from Herzberg et al (1959), whose research focused attention on the issues concerning the work itself. Their theory states that job satisfaction is higher when there is greater satisfaction with job factors such as recognition, achievement, advancement, responsibility and the work itself. Factors which relate to job dissatisfaction (e.g., pay, supervision, working conditions, organisational policies and job security) very infrequently act to increase job satisfaction. The latter focuses not on the job itself but rather on the characteristics of the context in which the job is done. Hence, the satisfiers (recognition, achievement, advancement etc) relate to the actual job and those factors which infrequently act as satisfiers such as pay supervision, working conditions, and so on, relate to the job situation. The main emphasis here is that real job satisfaction can only be provided by allowing the employee enough responsibility and discretion in order to enable psychological growth. It is believed that job satisfaction can be attained through growth in skills, efficacy and responsibility which are made possible by the availability of mentally challenging work (Locke 1976).

3.8 Reliability

CAIn was subjected to internal consistency reliability tests. According to Zeller and Carmines (1980) reliability concerns the degree of repeatability and consistency of empirical measurements. Repeatability and consistency can also be referred to as stability and equivalence. The stability of a measurement is normally evaluated by test-retest reliability correlations. In this case one correlates the same measure at different points in time. If the measures are perfectly reliable the test-retest reliability will be 1.00 (Zeller and Carmines 1980).

Equivalence focuses on multiple indicators of a concept measured at a single point in time, and each indicator is considered a separate but equivalent measure of the underlying concept. In this case the different scale items are treated as equivalent indicators of the underlying concept. The Spearman (1910) - Brown (1910) formula, which uses a split half correlation approach, is normally used to estimate the reliability of a test of any length extrapolated from the one for which a self-correlation is known (Cook et al 1981). One problem with this method is that it is possible to obtain different reliability estimates even if the same items in a measurement are administered to the same individuals (Zeller and Carmines 1980). This is partly because any test is unreliable to some degree and partly because changes may have actually produced real changes in the scores. Despite the above mentioned problems, it was decided to subject CAIn to the Coefficient Alpha test. This test is sometimes known as Cronbach's Alpha (Cronbach 1951). Coefficient Alpha is a general estimate of reliability which incorporates information about covariance between all the items in a measure (Cook et al 1981). It does not require the splitting or repeating of items or tests. It is believed to measure the internal consistency or equivalence of a research instrument (Zeller and Carmines 1980). Cronbach's Alpha is calculated as follows:

$$\alpha = \frac{N}{N-1} \left(1 - \frac{\sum \sigma^2(Y_i)}{\sigma x^2} \right)$$

Where N = Number of indicants or items

$\sum \sigma^2(Y_i)$ = Sum of indicants variances

σx^2 = Variance of the total composite

However, where a correlation matrix is used, as was the case here, the variance-covariance matrix alpha reduces to the following formula:

$$\alpha = \frac{a}{a-1} \left(1 - \frac{a}{a+2b} \right)$$

Where a = Number of indicants in the composite

b = Sum of the correlations among the indicants.

Coefficient Alpha is believed (Zeller and Carmines 1980) to be equal to the application of the Spearman-Brown formula (3.2) to the average of all possible split-half correlations. Coefficient Alpha is the most popularly used coefficient of internal consistency although alternatives such as Theta and Coefficient Omega do exist (Zeller and Carmines 1980). Note also that focus of attention in reliability assessments is on random error rather than the amount of systematic error. If there is no random error involved in the measurement of particular concepts the reliability is equal ^{to} 1.00. Reliability is reduced as the amount of random error increases (Zeller and Carmines 1980). Internal reliability, therefore, is influenced by the variance of item scores. High variance encourages high reliability and very skewed item responses yield lower coefficients of reliability. Scale length is also important. Given similar inter-item correlations, longer scales will yield higher reliability estimates than shorter ones (Cook et al 1981).

3.9 CAIn Scales

Descriptors	Satisfiers	Biographical
Library Itself	Pay	Age
Supervision	Promotions	Gender
Present Job	Meaning of Work	Position
Skill Variety		Qualification
Task Identity		Marital Status
Task Significance		Work Experience
Autonomy		

Table 3.1: CAIn Scales

3.10 Procedure

3.10.1 The Pilot Study

A pilot study to test the usability of CAIn was undertaken at the University Of Sheffield Library from the 28th April to the 7th May, 1987. The following were the objectives of the Pilot Study;

1. To test the intelligibility of CAIn.
2. To test the suitability of CAIn for use in the Main Study.
3. To iron out ambiguity and bias emanating from questions.
4. To gain insight about the extent of the problem concerning the meaning of work.

Owing to the pressure of work at the time, the Librarian at the Sheffield University Library selected six Library Assistants only to participate in the Pilot Study. The six consisted of permanent and full-time Library Assistants with over two years of library experience. They were selected from the Main Library and its adjacent branches. The questionnaire was sent to them by the

Librarian's Secretary and the Investigator did not have access to them except during follow-up interviews. This was necessary because it had to be established if CAIn could stand on its own without needing further explanation by the Investigator. After the questionnaire had been completed the participants sent it back to the Librarian's Secretary in sealed envelopes. The envelopes were later collected by the Investigator. After the data had been analysed, by the use of the SPSS^x programme, follow up interviews were conducted with all the six Interviewees who were originally anonymous. In other words the Investigator did not know who they were until he requested permission to interview them. The interviews were carried out between the 4th to the 15th June, 1987. The Interviewees were talked to at their work-place one at a time. Each was given a fresh copy of the questionnaire to look at while the interview was being conducted. The Interviewees were asked the following questions as suggested by Bell (1987) p.65;

1. How long did it take you to complete the questionnaire?
2. Were the instructions clear?
3. Were any of the questions unclear or ambiguous? If so could you say which and why.
4. Did you object to answering any of the questions?
5. In your opinion has any major topic been omitted?
6. Was the layout of the questionnaire clear/attractive?
7. Do you have any further comments?

The results of this interview were encouraging. The participants said that it took them about fifteen to thirty minutes to complete the questionnaire. They felt that the instructions were clear and the questions were not ambiguous.

There was no objection to any particular question except that some felt that the job dimension "Supervisor" was a bit misleading since some of them had more than one supervisor. As a result they suggested "Supervisors" instead. It was felt that those who had more than one supervisor would find it easier to answer this section if it was reworded that way. This turned out to be true as will be reflected in the report of the Main Study. It was also thought that some questions did not bring out what they were intended to. For instance, a statement like, "My pay satisfies my basic needs" was thought to be misleading in that what is a basic need to one might not be such to another. On the whole the participants felt that no major topic had been omitted and that the lay-out was good. They also thought that the content of the questionnaire was quite unexpected and well thought out. This remark was repeated also by those who participated in the Main Study.

The Pilot Study also revealed that Library Assistants distinguish between the work and the job itself. They appeared to feel that their work is not boring but the jobs were monotonous. Thus, the Library Assistant seems to perceive that work pertains to the circumstances and environment in which jobs are performed and the job itself constitutes content activities as listed in one's job description or work schedule. Work, therefore, constitutes the sum total of all the different job activities that have to be done in a given work situation. It refers to a situation of human engagement in production or service rendering in which certain kinds of jobs are undertaken in order to fulfil given organisational goals and objectives. As such, the realisation of organisational goals and objectives can only be done within a work situation. Therefore, the "Work-Itself" encapsulates the job as well as being the activity through which the employee finds self-expression. The work situation hierarchy could thus be put in correct perspective as follows; tasks are related to the elements which make up jobs, jobs comprise the components of work, and work depicts

the employees' relationship to their implements, pay systems and workmates (Davis and Taylor 1979).

The ^{mi}limitations of the work situation, in terms of lack of adequate pay, promotional opportunities, and lack of challenge and intellectual stimulation seem to deny the Library Assistant self-fulfilment. Challenge seems to be dependent on the substance of the job itself (job content) rather than on variety and autonomy. Money or pay appears to play a very important instrumental role as it was often perceived as being more important than the work. It would appear, therefore, that the meaningfulness of work is a function not only of the factors relating to the work itself or the job itself but also of other extrinsic benefits like pay, co-workers and supervision. From the point of view of the Library Assistants, work has three major meanings or functions.

1. The Social Aspect, where work is seen as a process through which people help others thereby keeping themselves busy and occupied. Work is, thus, perceived as a social activity from which one may not like to be isolated because it provides not only a social service but also social contact. It keeps the social group busy and occupied.
2. The Instrumental Aspect, where work though not necessarily always a means to end is considered not to be more important than the money. In other words work is an activity which is done for the money and the money is more important than the work activity itself.
3. The Intrinsic Aspect, where work is seen as limited in its ability to impart intrinsic values such as challenge and intellectual stimulation. Hence, satisfaction cannot be attained through the work itself because the jobs are perceived to lack mental challenge and stimulation.

These are some of the insights gained from the Pilot Study. As it will be observed, the results of the Main Study confirm some of the findings of the

Pilot Study.

3.10.2 Negotiating For Access

After piloting the questionnaire and finding it suitable for application in the Study, the Investigator requested access to 32 University librarians in the United Kingdom. Twenty five responses were received which constituted a response rate of 78%. However, only 13 of these responses actually granted access. This represents only a 41% response rate of all the Librarians written to. It will be observed that gaining access into some University Libraries in the United Kingdom is a serious problem for a student investigator researching the problem of the meaning of work. Some library managers were not convinced of the value of this research project and denied access on those grounds. Others demanded that the questionnaire be made shorter and denied access on grounds that it was too long, even though they were assured of the fact that it took only fifteen to thirty minutes to complete. Some who had granted access before later denied it on grounds that the study was more extensive than they originally thought.

On the other hand there are those who felt that they were working very much under pressure owing to staff shortages and they feared that only negative responses would be obtained if the study went ahead. Consequently access was denied. A similar view was given by those whose library organisation was undergoing or had recently undergone fundamental structural changes as a result of budget cuts. They feared that an investigation of this nature could add to their problems. There were those who for no apparent reason were just not willing for their members to participate in a study such as this. It is this attitude that this Investigator found rather surprising.

It would appear in this case that even if the respondents were interested in participating they would not have been allowed to do so.

Those who allowed access emphasised the fact that participation should be strictly voluntary. Although this sounds reasonable it poses a fundamental problem in research. A random sample which is based on voluntary participation does not escape the possibility that those who are willing to participate might have special interests in the research and that the views of those who do not want to participate might never be known. However, people cannot be compelled to participate if they do not want to.

The following are the conditions and guarantees given by this Investigator in order to gain access;

1. All participants were offered the opportunity to remain anonymous - as a result there was no provision on the questionnaire for them to write their names.
2. The participants were promised that the answers they gave will not be disclosed to anyone else in any form or manner that would permit identification of themselves or of the departments in which they worked.
3. The participating University Libraries were promised a copy of the results.

3.10.3 Data Collection

CAIn was used to collect the data. All the data was collected on site by the Investigator in all the 13 University Libraries which permitted access with the exception of two to whom the questionnaire was sent by post due to the fact that there were no more than six participants at both. It was felt that it would not be financially prudent to make personal visits to both places. The questionnaires which were subsequently sent by post were dully completed and returned.

Data was collected over a period of four and half weeks.

The Investigator personally administered the questionnaire at each of the University Libraries visited. He arrived at each library every morning between 9.00 and 10.00 am. First he explained the objectives of the Study to the participants who gathered in a seminar room (where available) and thereafter allowed them to study the questionnaire and ask questions before going away to fill it in. No Librarian participated in these meetings and as a result the participants felt free to ask questions. Some for instance wanted to know if the results would be published. Others wanted to know why the Investigator took particular interest in them and some expressed appreciation of the Investigator's efforts.

The participants then took the questionnaire away to their respective workplaces. Although the questionnaire takes roughly fifteen to thirty minutes to complete, the participants were allowed to keep it until 15:30 when the Investigator collected it from them. In the meantime the Investigator had spent all morning familiarising himself with their working conditions. Although in most libraries there was not much activity since it was vacation time the Investigator learnt a lot about some of the participants' routines.

The advantages of personal visits were that;

1. The Investigator was always available to answer any queries or questions about the questionnaire. In other words, the participants had immediate access to him whenever they needed certain questions clarified.
2. Contact with the participants helped to win their confidence in the objectives of the research project. This seemed to make them feel that their contribution was important.
3. The Investigator had the opportunity to explain the objectives of the Study to the participants on site.

4. The Investigator had the chance to monitor the progress of his investigation on site.
5. Call-backs were done on site whenever non-responses were spotted and problems were quickly resolved.
6. The Investigator had the chance to learn more about the participants and their work situation.
7. Some of the participants felt free, after completing the questionnaire, to discuss with the Investigator some of their own personal work experiences. This provided useful insight of the problem under investigation.

Although this method of gathering data is very fast and intimate, it is also extremely expensive. Those who wish to follow it should always bear this in mind. The pay-off, however, lies in the fact that the researcher is often left with a lot of time to analyse the data once it is in. This assumes that the researcher does not use the method as one way of beating a dead-line. Often there are no follow-ups, since most of the problems which arise can be dealt with on site. There are no long periods of waiting for the completed questionnaires to arrive back as is often the case with some postal questionnaires.

To the extent that this Study did not involve a random sample no claim to strict representativeness can be made. It should be borne in mind that all eligible Library Assistants in all the 13 University Libraries visited were allowed to participate. Therefore, randomisation was not necessary since the aim was to involve everybody who was there and willing to participate. In social inquiry, such an approach is not unknown. According to Moser and Kalton (1971), if a survey aims at a complete coverage, no problems of selection arise, while if it was confined to a few case studies, their choice is dictated by the availability and willingness of the persons to cooperate rather than by the principles of selection. Where the approach is akin to that of Zweig

(1948), where a large number of casual and informal interviews are made without rigorous sampling methods but with a combination of many personal observations of behaviour and habits, there are no formal problems of selection either. As this Study was an investigative and exploratory survey, it was felt that more would be gained by involving all eligible Library Assistants present.

According to Carpenter and Vasu (1978) in some instances sampling from a population is not necessary if greater virtue can be made by doing a complete census, specially when a researcher wants to analyse a population which is relatively small. That is, where a population is small a complete census is more appropriate than a sample. Other research studies in library and information studies which utilised a self-selecting sample include the following; Russell (1986), Scamell and Stead (1980), Stead and Scamell (1980), Asadollah (1978) and Plate and Stone (1974).

Other leading scholars in industrial psychology who followed a method similar to this Investigator's are Wanous and Lawler (1972), who collected data on site at 13 job locations. They administered a questionnaire to groups of employees to whom they explained the nature of their research before the employees began to complete the questionnaire. Like this Investigator, they did not mention to the participants the hypothesis and dependent variables which were to be tested. It was, nevertheless, emphasised to each individual participant that participation was voluntary.

In this Study it was explained to the participants that participation was voluntary and to the knowledge of this Investigator no participant who qualified to participate declined to take part. It is important to note that the data were collected from some of the leading University libraries in England and as a group they have tremendous influence in the profession.

Finally, the following notes and instructions appeared on the questionnaire.

1. Aim: This questionnaire is not an intelligence test; nor is it an attempt to

find out how hard you work or how well you do your job. It is an attempt to discover from you how you feel about certain characteristics of your job; for example, the work you actually do, your pay, your supervision and so on. Towards the end you will be asked what your work actually means to you.

2. Notes: Please read each statement carefully in turn. If you strongly agree with the statement, place a tick (✓) in the column marked "Strongly Agree". If you agree but not very strongly, tick the column marked "Agree". If you are undecided tick the column marked "Undecided". If you do not agree tick the column marked "Disagree" and if you strongly disagree, tick the column marked "Strongly Disagree". Please answer all the questions as frankly and accurately as possible.
3.) Anonymity: The answers you give will not be disclosed to anyone else in any form that would permit identification of you or of your department.

3.11 Data Analysis

A quantitative social survey was conducted, seeking scaled responses to items or questions and other data of a demographic or organisational character. The data was analysed in two distinctive parts. In Chapter Four both the quantitative and qualitative approaches have been adopted. The quantitative approach is based on the percentage counts of all the responses given by the participants and the qualitative is based on the comments or remarks given by the respondents. This gives a descriptive analyses of the work situations as perceived by the participants themselves.

The mixing of both quantitative and qualitative methods of analysis is recommended by Silverman (1985), McClintock et al (1983), Jick (1983), Louis (1982), and Smith and Robins (1982). According to Louis (1982) although

some scholars (Rist 1977; MacDonag and Schwirian 1981) disagree about the attempts to build bridges between qualitative and quantitative paradigms, other scholars (Zetterberg 1965; Campbell 1974; Cook and Cook 1977) have argued that qualitative research or data can help illuminate the theoretical and measurement issues in new areas of study while quantitative methods are appropriate for testing hypothesis. Louis (1982) asserts that “there is no simple dichotomy between methods that are qualitative and those that are quantitative, but rather, there is a continuum on which a variety of different methods may be located, most of which range between the far ends of the scale” (p.8). In other words qualitative and quantitative methods should be viewed as complementary to each other rather than as rival camps (Jick 1983). Thus, qualitative and quantitative methodologies are not mutually exclusive (Maanen 1983). Both qualitative and quantitative data have their place in organisational research the only problem is ‘where’ and ‘when’ to apply them in specific research contexts (Downey and Ireland 1983). The integration of qualitative and quantitative methods helps to overcome the “black box effect” which is a situation generated by quantitative approaches where too many null hypotheses have often been rejected or accepted. In this situation qualitative methods are employed to improve upon the analysis or to help explain situations which would otherwise be difficult to explain by quantitative methods alone. Thus, qualitative methods lend considerable support to quantitative data in terms of enabling the researcher to account for inexplicable findings (Louis 1982).

Some respondents in the main study felt that the questionnaire ought to have included responses such as ‘sometimes’ or ‘occasionally’. This Investigator believed that a five scale questionnaire provided adequate precision. It should, nevertheless, be acknowledged that those who might have preferred to answer ‘sometimes’ or ‘occasionally’ might have been alienated by the absence

of such responses. As one respondent said;

“All questionnaires seem to be devised so as to provide clear cut ‘black and white’ answers. There is no provision for ‘grey’ answers. I do appreciate that questionnaires would be much more complex if the ‘grey’ answers were allowed for but it would mean that the answers given were slightly more accurate.”

This whole issue is very much debatable as it will be observed that some respondents felt differently.

“Some questions are difficult to answer in terms set out. In some cases a yes/no answer may be better suited...”

The absence of such responses as ‘sometimes’ and ‘occasionally’ is regretted as scale sensitivity is an important criterion. One limitation of the five scale questionnaire has been its inability to allow for qualified statements to be given. The precision called for by the five scale questionnaire upon the respondent might be regarded by some as ‘unnatural’ hence some respondents protested that ‘the real world’ does not give ‘black’ or ‘white’ answers since there are also ‘shades of grey’ in between. The problem, however, with the ‘shades of grey’ concept is that it does not allow for definite answers to be given. The danger with this is that respondents might find it a convenient way to avoid answering embarrassing or searching questions.

This has been an invaluable learning exercise for this Investigator. Most of the responses appear to have been given quite honestly and they do not seem to be deficient in accuracy in terms of the extent to which the respondents were able or unable to express their inner most feelings. There is a tremendous overlap between the coded responses and some of the written comments which the respondents gave. It is for this reason that it has been found appropriate to

give the report, (as in Chapter Four) both in the quantitative and qualitative modes of analyses. The responses as a whole have been very good and in most cases very frank. Consequently they seem adequate for the general purpose of this Study. It must also be mentioned that some respondents found the questionnaire itself educative.

“...I have enjoyed filling in this Survey. I have found that the questions have made me think about the nature of my work, and that as an academic object has been on my part very worthwhile indeed.”

It has, however, not been possible to create scope for individual circumstances. For instance it was not envisaged that some respondents would have more than one supervisor and would be working in more than one department in a day or week.

CAIn has construct validity in that it has managed to perform according to theoretical expectations. The evidence supporting its construct validity is derived from the Work Itself and Job Characteristic Theories. To the extent that a second deployment of the questionnaire generated similar results, (not reported here) it can be argued that it is stable. The respondents were invited to make comments on the questionnaire and they did so with great clarity and alacrity which seemed to suggest that this research was of particular interest to them. Some replies were a little emotional and conveyed quite powerful reactions to questions about experiences of library work. Some of these emotions were not unexpected.

Chapter 4

Data Analysis

The data reported here was collected on site from thirteen University libraries in England. Neither the Scottish nor the Welsh University libraries written to allowed access. The distribution of this Study covers four English University libraries in the North, three in the Midlands and six in the South.

The Investigator administered the Job Content Analysis Index (CAIn), which he developed, to 132 Library Assistants (hereafter referred to as the respondents) in all thirteen university libraries with the exception of Kent and Surrey where the questionnaire was sent by mail as there were too few participants to justify a personal visit.

The results in this Chapter are presented through percentage counts of the responses given by the respondents for each item on the questionnaire. Both the qualitative and quantitative methods have been used in the analysis of the data. For the ease of presentation and interpretation, the percentages for “Strongly Agree” and “Agree” have been added together to give a total response of “Agree”. In the event where the percentage for “Strongly Agree” is larger than 25% that response has been reported as such. Similarly the percentages for “Strongly Disagree” and “Disagree” have been added together to give a total percentage of “Disagree”. Likewise, where the percentage for

“Strongly Disagree” is larger than 25% that response is reported as given. The percentage for “undecided” is read as given in all circumstances.

4.1 The Library Itself

Under this category is measured the respondents’ general perceptions of the Library’s responsiveness to the Library Assistants’ needs and the overall organisational climate existing within. The following is a table of the responses.

VARIABLE ITEMS	AGREE	DISAGREE	UNDECIDED
The Library looks after its Professional staff well.	71.3%	8.5%	20.2%
The Library looks after its Library Assistants well.	35.6%	53.8%	10.6%
The Library Looks after me very well.	35.3%	46.2%	18.5%
The Library treats me like a real somebody.	13.9%	69.8%	16.3%
The Library offers few opportunities for training.	70%	23.8%	6.2%
The Library has many restrictions and regulations.	28.1%	62.1%	9.8%
The Library has too much status distinction.	64.4%	23.5%	12.1%

Table 4.1: Perceptions About The Library Organisation

When the respondents were asked if the Library as an organisation looks after the Library Assistants well, 53.8% felt that it does not. When asked if “the Library looks after its professional staff well” 71.3% thought it does. However, 46.2% felt that it does not look after each individual Library Assistant very well while 35.3% thought that it does. A series of questions then followed where the respondents (69.8%) answered that the library does not treat them “like a real somebody”, and 70% perceived that the Library “offers few opportunities for training”. Although 64.4% felt that the Library “has too

much status distinction", 62.2% did not think that it had "many restrictions and regulations".

It would appear that the Library Assistants perceived themselves to be treated quite differently from the professionals. Judging from the 69.8% who felt that the Library does not treat one "like a real somebody" it could be said that Library Assistants are not getting the recognition which they think they deserve. It could well be the case that this opinion is accentuated by what the respondents indicated as "too much status distinction" existing between them and the professional librarians. They identified this, as the "great divide" which prevails in the Library. This gives the impression that there exists within the Library an "us and them" syndrome. This is regarded by some respondents as a "class structure".

"The worst thing about working here is the almost Victorian style class structure. Its almost a kind of apartheid but based on library qualifications rather than colour of skin. The gap between Library Assistants and 'professional' staff is huge and totally unjust. The whole idea of turning librarianship into a profession is absurd. Most jobs in the library do not require high academic qualifications - most reasonably intelligent people could do any of the jobs here ... I feel like a front line soldier in the First World War being given orders by high ranking generals sitting safely, miles behind the trenches in large chateaux..."

It would appear that the division ('apartness') between the professional staff and their counterparts is perceived as an artificial one. Some respondents who considered themselves professionally qualified but employed and working as Library Assistants felt that;

"...within the library an artificially wide distinction is made between 'academic' and 'non-academic' staff which is reflected neither

in personal qualifications nor in the demands of the job.”

Central to their complaints is what the respondents called the “two structure set up” or the “great divide” as mentioned above. It would appear that a structure which does not accentuate people’s differences along status lines is much preferred. As the Library becomes bigger and more complex, petty hierarchies are seen to develop within the main hierarchy.

“...The library has also become bigger and minor hierarchies develop within sections with the most recent getting less variety of jobs and less information about the whole...”

In a profession where some professionally qualified people are employed to work as Library Assistants, such comments as those made above have become common. Those affected seem to reveal some measure of frustration. They perceive that the distinction between them and the professionals is based merely on differing types of tasks rather than on levels of skills or professionalism.

“... many so-called ‘junior’ staff have qualifications and experience equal to those staff in ‘senior’ posts. The distinction is actually between differing types of work rather than between levels of skill or difficulty.”

It is apparent also that some of the respondents who are professionally qualified *are aware of the fact that some of the posts which they aspire to are no longer available.* They feel also that the present occupants of these posts would not have merited them under the current job market conditions.

“...The posts which we could reasonably aspire to are occupied in some cases by people who would not, nowadays, obtain them on their own merits against all-comers.”

Furthermore there is a feeling that some Library Assistants who are suitably qualified to carry out professional tasks are not given professional jobs to do because the Library appears to emphasise status distinction.

“...many of the non-professional staff could do many of the tasks carried out by professional staff. This reflects the good quality of the non-professionals. Some of the professional staff would not be seen dead at the desk, dealing with readers - they prefer to be in their own little world of cataloguing. Is this status distinction? I think so, of some kind.”

On the other hand, it would appear that the respondents feel that some professional and senior library staff have a tendency to protect their job interests by ‘concealing’ the true nature of their jobs.

“...There is an attitude among some departmental managers which seeks to conceal the nature of the work they do themselves in case anyone found out how ludicrously over paid they are.”

Another observed in quite strong language that;

“...There is a distinct ”closing of rank” by librarians any time a threat appears on the horizon and they become convinced by their own bullshit...”

Some of these comments seem to reflect a kind of frustration which is provoked by the fact that senior members of staff do not delegate much responsibility to their juniors. The failure of some senior members of staff to entrust their subordinates with responsibility appears to have engendered feelings of mistrust. The subordinate Library Assistants seem to feel that they are not trusted to carry out responsibilities efficiently and effectively. Some of them feel that their seniors are contemptuous of them and that if it were not for the barren job market they would leave their present employment.

“...The prevailing attitude among senior staff, with a few exceptions, is one of apparent contempt for ‘junior’ staff. In times of full, or at least fuller employment, this would result in a very rapid staff turnover rate, as things are it means mounting resentment.”

Some Library Assistants have indeed tried to leave but did not succeed in getting alternative jobs.

“...I stopped applying for jobs as I could not cope with the element of rejection - fear of unemployment.”

Thus, some respondents have made an interesting distinction between what they see as the failure of the Library as an organisation and that of the library management.

“...Generally “The Library” does not neglect its Library Assistants, but I feel they (Senior staff) do not take their individual qualities and talents seriously.”

Consistent with the feeling that Library Assistants’ talents should be taken seriously is the view that Library Assistants are a considerable ‘pillar’ in the library organisation. In this way the respondents underscore the fact that they are a valuable asset in the Library and as such they deserve better treatment.

“...Library Assistants are the hub of the library service - this is an important aspect to note.”

Failing which, the Library Assistants are likely to feel very much undervalued.

“...Library Assistants are undervalued as the library can operate without senior staff but not junior staff, as senior staff cannot do our jobs at all.”

There is also a feeling that the Library could do much better if it instituted rigorous, structured training programmes which include common courtesies, job procedures and public relations.

“...I believe training and motivation of staff are extremely important for the efficient running of the library service and essential for individual job satisfaction. The Library needs to develop a comprehensive training programme for Library Assistants. As Library Assistants work on the inquiry desk, training would improve the general feeling of frustration felt when working with certain members of staff and aid the library user a great deal.”

Given that about eighty two (62%) out of a sample of one hundred and thirty two had no library training, the respondents' call for more training is a significant one.

4.2 Pay

Measurement is made here of the 'satisfactoriness' of pay as an incentive for motivation. The following table illustrates the respondents' perceptions of pay.

It is here that the respondents' dissatisfaction with their employment is most apparent. Replying to the statement that "Library Assistants are quite well paid", 86.4% indicated that Library Assistants were not well paid, 75.8% were not happy with their pay while 87.8% thought that their pay did not encourage hard work. Many (64.4%) felt that their pay did not compare well with that of non-library jobs. Consequently, pay was considered inadequate for both, normal expenses (51.5%) and leisure needs (58.4%). The final verdict held that "Library Assistants deserve more", (84.7%).

The respondents appear to make correlations between status within the organisational hierarchy and pay. They appear to feel that the higher one is

on the organisational scalar chain the more likely it is for one to get more pay. Thus, it is felt that the status distinction and/or professional apartness which prevails in the Library is also emphasised in terms of pay. In other words, salary seems to emphasise people's status hence the distinction between professionals and non-professionals. It might be the case that Library Assistants see this as classification by financial rewards. (See Hatt, 1962; Miller, 1962; and Tumin, 1953).

“I think that some of the frustrations that I feel in my current position are due to the strongly hierarchical structure in the library over-all and particularly on the issue desk. Everyone in the library feels they are badly paid and status assumes, for some people, greater importance than perhaps it would in a better salaried situation.”

The Library Assistant appears to aspire for higher status because she believes that more pay will come as one ascends the organisational scalar chain. Emphasising the point that Library Assistants are the “hub” of library service, respondents felt that they should be paid more since they are the ones that keep the library running daily.

VARIABLE ITEMS	AGREE	DISAGREE	UNDECIDED
Library Assistants are quite well paid.	9.1%	86.4%	4.5%
I am happy with my pay.	16%	75.8%	8.2%
My pay encourages hard work.	4.6%	87.8%	7.6%
My pay compares well with non-library jobs.	16%	64.4%	19.6%
My pay is inadequate for normal expenses.	51.5%	33.3%	15.2%
My pay is inadequate for my leisure needs.	58.4%	29.5%	12.1%
Library Assistants deserve more.	84.7%	4.6%	10.7%

Table 4.2: Perceptions About Pay

“...It is the Library Assistants who keep the library running from day to day, even if we do not make major policy decisions etc. So, for that reason I feel we are underpaid. However, this does not rankle with me, or make me bitter, as the good relations with library users provides sufficient job satisfaction.”

It is not everyone, however, who is not bitter about the pay situation.

“...I believe my job is important to the day-to-day running of the library, and feel bitter that senior/academic staff do not recognise that”.

Owing to the much publicised pay dispute for the nurses, some respondents were gracious and sympathetic enough to say, although not withstanding earlier comments, that they were better paid than the nurses.

“...If you compare our job to such as a nurse on the pay which they get, and responsibility they have - I feel we are paid on a grade which is quite well...”

The Library Assistant's view seems to coincide with public opinion and the media in perceiving that the nurse has more responsibility. The Library Assistant does not appear to be perturbed by the fact that this recognition might legitimise low pay for her and higher pay for the nurse. It would appear that the Library Assistant feels lower in status than the nurse. This might also mean that the Library Assistant feels that her social responsibility is lower than that of a nurse.

“I agree that my pay is little compared to nurses - but I do not feel I am worth as much as a nurse ...”

And yet another added;

“Library Assistant’s pay, duties and responsibilities differ greatly to those of nurses. Therefore, I do not feel any comparison can be made ... ”

Thus, the Library Assistant justifies more pay for more responsibility or worth. It is also true that those in the higher echelons of organisation get paid on the basis of similar notions. The Library Assistant’s assertions, therefore, would appear to reflect learned societal images and values. For example, some felt that librarianship has a low image because the general public and government have a low regard for it.

“...I feel that librarianship is not very highly regarded by government or by the public and will always be badly paid.”

Although the Library Assistant would appear not to like the low image which library work has been accorded, she seems to have consciously or subconsciously accepted it. This then leads one to wonder if Library Assistants could ever get a similar political and public outcry concerning their pay as the one recently witnessed, in Great Britain, for the nurses. If this is not possible then the respondents’ observation as stated above has some validity.

Nosow and Form (1962), observed that some occupations have more respect than others because they are functionally more important to society than others, and they tend to demand longer training, and great sacrifices. Tumin (1953) would, however, refute this view on grounds that it justifies the persistence of inequalities in society and would argue that differential distribution of occupational rewards supports a given system of stratification even long after its alleged functional requirements have been met.

Even nurses, however, who are regarded as very important to society, face obstacles that are similar to those faced by Library Assistants. Devereux and Weiner (1962) argue that Nurses are systematically discouraged from displaying foresight, initiative, imagination, and feeling. Within a relatively clear cut

hierarchical system, the position of the nurses is a somewhat indeterminate one. This indeterminable status of a nurse's place in the hierarchical structure generates personal insecurity. Owing to the nurse's ill-defined professional and hierarchical position, the nurse is doomed to a great deal of frustration because she is denied adequate opportunities to replenish her ego resources.

Some respondents in this Study considered their pay in terms of its adequacy or inadequacy to support certain responsibilities in the home. Although one does not get paid according to one's family responsibilities, one's pay is important in that it can be used to acquire the day-to-day requirements in the home. So a relationship does exist between one's pay and one's domestic commitments.

“...It depends on what responsibilities you have, whether the pay is adequate for you or not. Some people have a mortgage to pay, so the money is not adequate, or if you hope to plan for a home of your own. If you haven't any commitments at all then the pay is very good.”

Those who are moonlighting or have a second job and those that are married and are enjoying either a second income or a husbands' or wives' salary as well, pointed out that for those who are single and wanting to start a family or a new home without the benefit of an extra income the pay they get is not enough.

“...my pay is adequate for me as I'm married. It would not be adequate for young single people or people who were just married or setting up a new home.”

Financial considerations, therefore, do affect peoples' attitudes to work specially if they have families to support or homes to build. Faced with this

social predicament some respondents adopted a philosophical interpretation of their situation. For this group of respondents it is not so much the pay that matters but the significance of the job.

“...I don’t feel that job satisfaction is dependent on pay - if one sees a task as worthwhile then the amount of pay received is irrelevant.”

Despite these noble utterances the practical side of things seems rather different. To others money is a very important factor in life since one needs it for paying the bills and for the general necessities of life.

“...money does not bother me as long as I can pay bills, but obviously I’d like a little more so as not to worry about the end of the month, especially as I do feel that Library Assistants do the bulk of the library work on a day-to-day basis.”

Such is the importance of pay. Although the Library Assistant may like to do the job for the love of it, she still has to contend with the fact that money is needed to buy the necessities of modern life. Where there is need to satisfy high order needs the jobs are found not to offer much interest and challenge. This often leads to frustration, specially when the promotion policies are also regarded is poor.

4.3 Promotional Opportunities

The Library Assistants’ perceptions of their upward mobility is measured here by asking them questions which relate to the promotional opportunities which they get in the Library. First, we look at their table of responses.

The highest percentages of dissatisfaction were recorded here than anywhere else in this Study with the exception of pay. Asked if “Library Assistants

have good opportunities for promotion”, 90.9% said that they did not. 43.2% registered “strongly disagree” for this factor. When this question was directed to the individual respondent, viz, “I have good opportunities for promotion”, 92.4% registered poor opportunities for promotion and 50.8% answered that they strongly disagreed with the statement that they have good opportunities for promotion. Asked if “there is a fair promotion policy”, 79.5% said that there was none, and 43.2% recorded “strongly disagree”. It was then asked if “the Library values experience over qualifications”. 54.5% were of the opinion that the Library does not value experience over qualifications and 73.1% felt that experience means more than qualifications. This result did not come as a surprise because most Library Assistants had extensive library work experience and quite naturally they would like that to be recognised and rewarded. Library Assistants, therefore, appear to prefer experience based promotion policies. Hence their final verdict was that there were limited career prospects for Library Assistants (89.2%) and that the jobs were dead-end jobs (68%). It would appear, therefore, that about 90% of the respondents were not very happy with their promotional opportunities.

VARIABLE ITEMS	AGREE	DISAGREE	UNDECIDED
Library Assistants have good opportunities.	4.6%	90.9%	4.5%
I have good opportunities for promotion.	3.8%	92.4%	3.8%
There is a fair promotion policy.	7.6%	79.5%	12.9%
The Library values experience over qualifications.	2.8%	54.5%	22.7%
I believe qualifications mean more than experience.	14.6%	73.1%	12.3%
There are limited career prospects for me.	89.2%	6.2%	4.6%
I am in a dead-end job.	68%	19.1	12.1% missing 8%

Table 4.3: Perceptions About Promotional Opportunities

The hierarchical establishment of the Library is once again criticised. It is perceived that one is not able to ascend the organisational scalar chain owing to the lack of necessary qualifications. This appears to be the cause of much irritation.

“...In the hierarchy that operates, Assistant Librarians and above are ‘looked after’ very well, Senior Library Assistants much less well and Library Assistants very badly. I/we have no opportunities for promotion. I/we have no career prospects. Employees without library qualifications cannot ‘rise’ above the ‘rank’ of Library Assistant.”

It would appear that where there is a hierarchical establishment, the Library Assistant measures achievement in terms of her ability to ascend the scalar chain through promotions. However, where promotions are not forthcoming the Library Assistant seems to lack that extra something towards which to aim.

“...Career prospects for the Library Assistants are zero. There is no promotion, and therefore, nothing to work towards.”

And further still another stressed that;

“...There should be some sort of promotion structure to give us something to work towards, instead of, as it is now, knowing as we are never going to get any higher than the first day we started our jobs.”

There is an argument among union officials of the National Association of Local Government Officers (NALGO) that even though University Libraries often have union procedure agreements on grading systems, Library Assistants

(unqualified) can, more often than not, never get above Grade 3 in spite of the fact that there is nothing in the agreement which states that professional qualifications are needed for the grades above. It would appear, therefore, that the respondents see no chance of a Library Assistant getting promoted to a level beyond that of Senior Library Assistant. Correlated with this is the perception that very little is being done to encourage them to take up higher qualifications. As one put it, this seems to “lower self esteem as we are made to feel unimportant”. This predicament is also seen in terms of “the present economic climate”. As a result of the budget cuts some posts which were left by those asked to take early retirement have not been filled. Where they have been filled by Library Assistants there has not been any salary up grading or adjustment in recognition of the extra responsibilities of the incumbent.

“...Due to cuts, senior posts have not been filled for over two years. Prior to that, there were senior posts which went, for example on inter-library loans when a senior left and the post was filled by a Library Assistant. They could have at least made it a Grade 4 or 5 Library Assistant post i.e. one with more responsibility and recognizing the skills involved with freer use of the points system of ILL work.”

There is a feeling among Library Assistants that they have, sometimes, been used to cushion the impact of the current financial difficulties. It is perceived that sometimes the library managers use the ‘threat’ of the ‘budget cuts’ to ‘force’ them to accept the status quo.

“...It is all too easy to use lack of finance as a good reason for not changing existing methods. If all the money necessary for the library were found I still feel other excuses would be found to retain existing methods, as the desire for change is not very strong. Some

innovative ideas put into action would freshen the atmosphere, and would be beneficial to the library and its users.”

Those who have had the actual job experience of the budget cuts have come to the conclusion that such cuts have had debilitating effects on their job satisfaction. They have witnessed their responsibilities diminish and their job satisfaction plummet as finances shrunk.

“...Due almost entirely to the cut-backs in education, I find my job less interesting and rewarding than it was three years ago. The funding having been cut in half now means that the binding department ceases to ‘bind’ any periodicals and very few books. What has now been implemented in place of proper binding is totally unsatisfactory and results in very little interest and job satisfaction.”

There are those who seem to see most of the drawbacks discussed above as having challenges of their own, especially the budget cuts and, as such, they do not believe that the budget cuts are necessarily a bad idea.

“Many of the unsatisfactory aspects of the work (low pay, lack of prospects etc) are heightened by the economic climate of the times, rather than being a specific drawback of library work itself. At the same time, the financial and staffing pressures on the library nowadays bring their own challenges - we all have to be more flexible, more aware of public relations, sometimes more inventive in ‘cutting the coat according to the cloth’; this applies even to the library assistant level...”

Because most respondents have lengthy library work experiences, they seem to believe that this is much more important than having qualifications and they emphasise the need to have experience based promotions.

“...In my opinion library work should be based on general ability and commonsense, with less emphasis on academic qualifications. After five years as Library Assistant I can think of no job - apart from subject specialisation (languages and sciences) - which could not be successfully carried out by a reasonably intelligent unqualified person with experience..”

Even though many Library Assistants would like to obtain professional qualifications circumstances do not seem to allow for this. It would appear that the Library is often reluctant to release or sponsor its employees to further their education or careers. Those who took courses at local Polytechnics found, in the end, that there were no posts available to which they could be promoted and no extra salary increments were offered either. Those who were awarded the B.A. in Librarianship (C.N.A.A.) by the Leeds Polytechnic discovered to their surprise that their libraries did not recompense^{them} for the extra qualifications which they now had. The result of this was that some professionally qualified people found themselves in situations where they had to accept posts at library assistant level. Accepting such posts was often seen as “putting a foot in the door” in case a better opportunity for promotion arose. Unfortunately, such hopes were never fulfilled.

“...First post available on completion was Library Assistant ... *accepted for convenience* (near home, important with the family to care for) and also seen as ‘foot in door’ with promotion prospects in mind - these never materialised.”

On the other hand, others fearing unemployment thought it wise to accept library assistant posts even though they were over-qualified for them since they had Bachelors of Arts and Masters in other disciplines.

“...I do the job because to have a job is something to be grateful for - not because I have always wanted to be in the library. But at the same time I enjoy certain aspects, I am bored by others, find some aspects interesting or stimulating and others dull and routine... I would rather have the job than be unemployed.”

Some of those who thought that they were over-qualified for what they did, listed the following reasons for accepting library assistant posts;

1. would rather have the job than be unemployed.
2. husband's transfer followed by lack of a teaching appointment for the respondent.
3. the “times we live in” - paper qualifications are necessary for most jobs but one could become a Library Assistant even though qualified as a teacher. There is often no need for experience in a library.
4. contact with library users has its own rewards.
5. in the “times we live in” people should not expect better concessions because they are better qualified.

It would appear that even though some respondents might be over-qualified, they have chosen library assistant responsibilities because the job market is unfavourable and they would prefer a low-level and low-paying job than to be unemployed. Thus, some of them have entered this situation knowing exactly what they were letting themselves into but preferred it that way than to be ‘idle’. The fact that some Library Assistants are simply glad to be having the jobs which they now hold and are willing to make considerable sacrifices to keep them is thus symptomatic of the influence of an economic recession (See

Hackman 1978). It would appear that a recession has the ability to lower motivation and to weaken the bargaining power of the employees, especially that of the trade unions (Kelly 1985). Chinoy (1964) observed also that when there is a depression or threat of unemployment, workers seem to report satisfaction with their work.

Some Library Assistants who are “sticking up with it”, as it were, appear to be those without library qualifications. Those with graduate training and/or teacher training seem to be considering leaving and going back to teaching.

“...I believe that the lack of professional development over the past nine years must be apparent when I am interviewed for other posts, consequently I am considering giving up librarianship and returning to teaching.”

This feeling of obsolescence might be due to processes of deskilling and lack of training. Note, however, that some stated that although they might be in a dead-end job this does not imply that the job is not enjoyable.

The ‘political’ side of this situation is also interesting. There seems to be a view among some Library Assistants that library management has vested interest in encouraging a high labour turnover by not training or paying well.

“...The Librarian is not concerned with junior staff and prefers to have a fast turnover of Library Assistants. This is so (a) [because] they don’t have time to become critical and (b) they can be paid the lowest rates.”

If this is true, the Library Assistant working under these conditions must feel very insecure as she may feel easily dispensable. Considering that there are many people in the labour market looking for jobs it might be perceived by some Library Assistants that it will not be difficult for management to

fill posts. Poor labour market conditions, therefore, wherever they prevail might help produce a subservient work force which is not likely to challenge authority for fear of victimisation, which may take the form of dismissals or lack of promotions and other fringe benefits.

4.4 Supervision

Supervision has been used here to measure the general feedback given by the supervisors to their subordinates as a way of informing them about how well they are doing.

VARIABLE ITEMS	AGREE	DISAGREE	UNDECIDED
Supervisors incorporate our opinions in decision making.	50.8%	34.8%	14.4%
Supervisors discuss problems with me/us.	62.2%	34.1%	3.7%
Supervisors advise me/us how well I am/we are doing.	36.4%	57.6%	6%
Supervisors stand for their subordinates.	55.3%	33.3%	11.4%
Supervisors interfere a lot in our work.	12.2%	77.1%	10.7%
Supervisors are usually too busy to attend to me/us.	17.4%	69.7%	17.4%
Supervisors are hard to please.	13%	70.2%	16.8%

Table 4.4: Perceptions About Supervision

The respondents were asked to indicate if, in their view, their supervisors *incorporated* subordinate opinion in decision making. Slightly over fifty per cent (50.8%) said that they did not. Others (62.2%) felt that their supervisors discussed problems with them, but did not advise them how well they were doing (57.6% their subordinates (55.3%) and that they usually did not interfere in their subordinates' work (77.1%). They created time to attend to their subordinates

(69.7%), and they were not hard to please (70.2%).

In general, it would appear that library supervisors are popular with their subordinates except for the observation that they do not seem to advise them on how well they are doing. This is a very important omission in job motivation. From time to time the subordinate needs to be given feed-back on her performance because it helps her to make the necessary adjustments in her performance or to attain a sense of achievement or recognition. As one respondent observed;

“...our performances are not appraised, so whether we work hard and conscientiously or are idle and negligent makes little difference.”

Some respondents felt that owing to the lack of adequate communication which prevails between them and their seniors they sometimes do not know whether or not their needs are appreciated.

“...many of the problems that exist in this library are caused by a lack of communication. Instructions work their way down the ladder of authority very easily but it tends to be a one way process. Supervisors and senior staff can be remote and insensitive to the feelings and needs of junior staff.”

It is argued on the other hand that some library supervisors lack managerial know-how in terms of organisational communication and performance appraisal and they are despised by those they lead.

“...I would just like to add one further thing - the questionnaire will probably not bring out just how much senior managers in the library are despised by some junior members of staff, for their absence of skills in personnel management, and their lack of interest

in the general well-being of those they are in charge of (although this is definitely not true of all of them.)”

Although it would appear from the results that Library Assistants are encouraged to voice their opinions, it seems that their views are sometimes not taken on board when final decisions are made. In the opinion of some respondents, it is important that consultation should not be token gestures without substance.

“...I feel that token noises are made to make us feel that our opinions are taken into account, but that most decisions are basically worked out by our supervisors before we are asked.”

There seems to be a distortion in the Library’s unity of command as each respondent appears to have more than one supervisor. As the Library Assistant moves from one division of the Library to the other, as is often the case, she meets different supervisory temperament. Consequently this has led to frustration as some supervisors were found to be “understanding” and others not so understanding.

“...I also feel that section S4 [of the questionnaire] was not specific enough - I have at least two supervisors, one who is very understanding, the other not so willing to get involved.”

Those who work in two or three different divisions find the divisions different in terms of staffing, work schedule, responsibility and supervision. However, the respondents seem to make a distinction between supervisors who are Senior Library Assistants and those of their counterparts who are Assistant Librarians. They appear to prefer Senior Library Assistants to supervise them because they believe that they are more attuned to their problems.

“...I work under 3 levels of supervision, each level of which provides varying frustration and/or help to me. Generally speaking my immediate supervisor (another Library Assistant) is more attuned to a Library Assistant’s problems and therefore both more approachable and more practically helpful.”

And another added that;

“...at the issue desk my immediate supervisor (an S.L.A.) is a very successful and skilful personnel manager, open to constructive ideas from anyone. In previous departments, this has not been the case.”

It would appear that a fundamental principle of unity of command is not being followed in University libraries. This principle requires that a subordinate should receive directives from one supervisor at a time, failing which confusion may result on the part of the subordinate. Further more, the principle of unity of direction would specify that each group of workers with the same objectives should be housed in the same division or department. In other words there should be one leader and presumably one plan for a group of activities serving the same objectives. The fact that these principles appear not to have been followed might suggest that such principles themselves are moribund or job rotation in University libraries has serious limitations. The latter would appear to hold water. Accelerated job rotation in libraries may subject Library Assistants to conflicting supervisory attitudes and demands which often lead to frustration. Subordinates should not rotate more than once in a short space of time. Rotation should be done quarterly, bi-annually and annually so that the subordinate is allowed time to adjust to new job conditions. This is good for continuity and better work rhythm. Note that job rotation does not solve the problem of unchallenging jobs. It does not

enrich jobs. It merely moves the employee from one unstimulating job to the other. There is need, therefore, to examine the Library Assistant's job content itself. This might require extensive longitudinal studies which focus on the true nature of jobs and making assessments of their structures. Librarians should be prepared to sacrifice some of their time and activity to allow such studies to take place. It should be noted that the studies themselves might be disruptive to the work process and as such proper planning and organisation will be necessary.

4.5 People Of The Same Grade As Me

Reference is made here to co-workers within the same organisational rung or cadre. This category measures the interrelatedness of people at work and how harmoniously they work together. Thus, the degree to which jobs allow employees to have on the job relationships is considered.

VARIABLE ITEMS	AGREE	DISAGREE	UNDECIDED
People at the same grade as me pull their weight.	77.1%	13%	9.9%
People at the same grade as me know their jobs.	89.4%	5.3%	5.3%
People at the same grade as me co-operate with one another.	88.6%	3.8%	7.6%
People at the same grade as me are pleasant to work with.	95.5%	-	4.5%
People at the same grade as me are often unhelpful.	6.8%	88.6%	4.6%
People at the same grade as me feel that professional are often inaccessible.	50.4%	35.1%	14.5%
People in the same grade as me work alone most of the time.	27.3%	65.9%	6.8%

Table 4.5: Perceptions About Co-Workers

Most respondents seem to have had less difficulty in answering this section.

Consequently, they have given a picture of a cohesive Library Assistant work force. Most respondents felt that people of the same grade as they pulled their weight (77.1%); knew their jobs, (89.4%); cooperated with one another, (88.6%); were pleasant to work with, (95.4%); and often they are helpful to one another (88.6%). On the other hand, respondents did not feel that they worked alone most of the time (65.9%), even though some felt that professionals were often inaccessible (50.4%).

Predominant in the respondents' comments is the fact that they enjoy contact with one another and with the library users more than they do with the professionals. Contact with one another is a dominant theme in this Study.

“...I particularly enjoy contact with students and with staff and the opportunity to answer queries and assist people who use the library. For this reason I prefer to stay on the issue desk (despite its rigid hierarchy) rather than work behind the scenes.”

Although it would appear that Library Assistants work very well together, some respondents did indicate that some of their colleagues do not work so hard.

“...The majority of people do work hard and do know their jobs but its irritating to work all day with some people who do neither.”

On the other hand those who said that they work alone (27.2%) found this section of the questionnaire difficult to complete because they could not identify closely with the jobs which other Library Assistants did.

“...I also found it very difficult to identify with the section on “people on the same grade as me,” and “autonomy”. When you work on your own with just a professional librarian alongside, it is sometimes difficult to equate with other Library Assistants in

another part of the library. You are aware of their duties but it is awkward to relate completely with them.”

On the whole, respondents seem to enjoy working with their colleagues and having contact with other people. In fact some felt that Library work is ‘better’ than most office jobs because such jobs do not have the advantage of contact with other people.

“...I love my work within my section mainly because I’m fond of the people I work with. We work in a good happy atmosphere which I know is appreciated by the library users.”

And another added;

“...I like the colleagues I have here, and enjoy the sense of belonging.”

This conforms very well with Maslow’s Affiliation or social Need theory. Maslow (1954) attested that humans at work aspire for social interaction or togetherness. It would appear that it is in the social sphere that the Library Assistant in University libraries finds attraction. Some have indicated that if it were not for this factor they would find their jobs very boring. Others indicated that some tasks are so boring that they would be “happy to do any task required to break the monotony”. In this case, happiness with one’s job is defined in terms of one’s ability to avoid monotony by doing as many tasks as humanly possible.

4.6 Work On My Present Job

As mentioned in Chapter Three, this category tries to measure the intrinsic significance of the jobs that are carried out by the Library Assistants.

Even though some respondents felt that activity in their present jobs was personally interesting, (59.1%); many (84%) thought that their jobs did not lead to a desirable future though they (the jobs) were marginally rewarding (45.8%). Furthermore, jobs did not provide chances for creative thinking, (60.6%), and some had too much routine, (49.2%). Some perceived that the work itself was necessary rather than enjoyable, (48.8%) and that the jobs were not boring (55%). Note, however, that 32% felt that the jobs were boring and 35% thought that jobs were not rewarding in themselves.

As in Weiss and Kahn (1960), the absence of gratification in the work itself is given a distinctive characteristic here. In other words, some Library Assistants perceive that work is performed not to be enjoyed but because it is necessary. Work, therefore, must be done no matter how badly one might feel about it. Although some respondents thought that Library jobs were not boring, the challenge which they get from such jobs appears to have short-term benefits.

“...I am only working here for a year before starting a University

VARIABLE ITEMS	YES	No	UNDECIDED
Work on my present job is personally interesting.	59.1%	33.3%	7.6%
Work on my present job leads to a desirable future.	6.1%	84%	9.9%
Work on my present job is rewarding in itself.	45.8%	35.9%	18.3%
Work on my present job provides chances for creative thinking.	29.6%	60.6%	9.8%
Work on my present job has too much routine.	49.2%	37.9%	12.9%
Work on my present job is boring.	32%	50%	13%
Work on my present job is necessary rather than enjoyable.	48.8%	39.7%	11.5%

Table 4.6: Perceptions About The Job Itself

course and whilst I find the work challenging now it would not be a long-term career offering as it gives low rewards and repetitive work over a long period of time.”

Some have had to take up the gauntlet, as it were, in order to create some form of excitement in the job without which the jobs are considered very boring.

“Its up to me to make what I can of the job, and what I find for myself to do, creating, changing and organising is interesting. What my ‘tasks’ are other than that, is boring. Some of it is so boring that it’s insulting that people think that’s all you’re capable of.”

And yet another added that;

“I’d like to ditch the boring stuff and concentrate on organising, but it won’t happen here! I try to make it challenging, but so often it is just boring”

Those who felt that they are capable of much more are frustrated by the fact that they are under-utilised.

“My job isn’t particularly boring or interesting. I keep myself busy to avoid becoming fed up. I am definitely capable of more and this can be frustrating at times”.

Some of those who work in coordination with external agencies seem to find their jobs challenging and enjoyable. Emphasis, nevertheless, is still being put on having contact with others, rather than on the intrinsic characteristics of the jobs.

“...work on my present job is most enjoyable as it entails contacts with booksellers and publishers and whilst this work is necessary, contact with others is always worthwhile and most interesting.”

Having contact with others, including students and members of the academic staff, seems also to provide added job satisfaction, specially if and when the assignments given are difficult ones.

“...I do get some job satisfaction when I have to deal with difficult or long queries from the bewildered students, and can help them. I think some students prefer us to deal with their problems (if we can) because we are not as intimidating nor do we expect them to know as much about libraries as some senior staff.”

Library jobs seem to be enjoyable if and when there is “more individual responsibility and more varied routines.” It is also not uncommon in University libraries to find jobs, as one respondent put it, which are “varied, that is from a reasonable level of satisfaction to contemplation of a nunnery.” Some of those working in the periodicals division, for instance, said that their jobs were varied, interesting and needing less supervision, whilst those in the circulation division felt that their work schedules were rigid and not challenging.

Those who left their careers for librarianship seem to be regretting this now. Some of them were teachers before but changed to librarianship after their husbands changed jobs.

“...I took the job in the library because the children had reached school age - I had attended a ‘married women’s course’ at College of Further Education. It was usual for them to do Teacher Training. As my husband is a teacher I felt the pressure on my time unfair to

the children if I did also. I applied for the library post ... I regret this now. I did not fulfill my potential.”

Whilst some do accept, what they called “the routine work and rigid rules and regulations” as “necessary in any library” others felt that the whole job situation is boring and monotonous. They did not like, in particular, the idea of being given menial tasks just to fill in the time.

“...The fact of being tied quite strictly to a time table is disturbing because every other job must revolve around that. Also rules regarding shelving are monotonous and often tiring, particularly at book return time. During vacation I feel the working atmosphere should relax a little but senior supervisors will hassle people and give out menial tasks to fill in the last few minutes before home time.”

And concerning work distribution, some felt that;

“...the burden of mundane tasks is not distributed evenly among library staff - the service desk carries most.”

There were some, however, who were content with the fact that even “within that routine there is scope for doing things in one’s own way”. There was a feeling here that some people are willing to be bored because they do not take it upon themselves to learn new skills.

“...One thing which your questionnaire can’t put in is how willing people are to be bored, learn new skills, e.g. typing into the computer, is considerably less boring if you learn to touch type. If you’re prepared to try something else it gives you variety. If you want to feel sorry for yourself or put on you can, but even doing jobs you know you’re not paid for can brighten the day.”

Another respondent emphasised the same point but in a different way;

"I don't know about other areas of the library but I imagine they're far more "supervised" and unable to use their initiatives or unwilling to use them as much as I do. Preferring to be led shall we say".

This appears to indicate that some Library Assistants require higher need satisfaction than others. As a result they appear to be striving to create for themselves meaning and satisfaction in jobs which others do not find meaningful.

This also could mean that by making a few adaptations here and there some of them are able to adjust to their job situation much better than others. This adaptation appears to take a Protestant Work Ethic like ideology which seeks to justify one's own need for making things 'pleasant' regardless of costs to oneself. Indeed some do find other ways of making ends meet albeit without the necessary improvements upon their work life.

"...The only thing that keeps me from going totally crazy in this job is my involvement with my Union - 'NALGO' ... Thankfully this University is quite good about giving time off to attend meetings, conferences, courses etc. At least here I have a chance to get my voice heard. With this I feel instrumental at getting things done. It is only my NALGO activities that are keeping me from seriously seeking alternative employment."

Some have tried to adapt but failed and others have endured the 'boredom' only because they are looking forward to be^{ing} sent for further training.

"... Although I find many aspects of my job boring, it is necessary experience particularly in my situation following a post-graduate course in librarianship. However, the majority of Library

Assistants do not have this kind of motivation. I often find it hard to motivate myself to work harder and enjoy my job but at least I have a goal to aim for and anticipate that I will eventually have a stimulating and interesting career in library and information work."

Some of the adaptations which the Library Assistants have to make, therefore, are not always necessarily in the interest of the Library. Take for instance their activities in NALGO. Here the main objective is to represent the interests of union members and not those of the Library. It would appear, therefore, that some Library Assistants get personal fulfilment in doing union jobs more than library jobs. (See also Graham, 1976).

However, it will be observed that in the adaptation process, the Library Assistant has learnt also to "take the good from the bad - what job does not". "Routine work need not mean dissatisfaction" because when "many aspects of the work are repetitive or very rigidly structured, these restrictions aid efficiency and can lead to increased satisfaction." Presumably the respondent is not necessarily talking here about increased satisfaction which is derived from the job itself but from work efficiently performed no matter how routine it might be. Secondly, satisfaction does not necessarily have to be always intrinsic: even contact with others has its own rewards. The fact that one is engaged in an activity of some kind at a time when others cannot find a job can also be satisfying. This, however, may not mean that the employee finds self-fulfilment in the job itself. It only serves to illustrate the level of attitudinal adjustment which the Library Assistant adopts in order to make the job appear more psychologically 'acceptable' to her.

The Library Assistant stated also that "working with the public and investigating enquiries makes up for the lack of excitement" in library assistant's jobs. It would appear that where employees of the lower echelons of library

organisation do not find intrinsic satisfaction with the job itself, they have compensated for this deficiency with extrinsic factors such as contact with other people. It might also be argued, on the other hand, that contact with others is an intrinsic part of public service jobs. Any job enrichment programme for this group, therefore, should take this fact into consideration.

4.7 Skill Variety

This category sought to measure the extent to which library assistant jobs allow for the performance of a wide range of activities or operations within the Library. There is also an underlining assumption here that the Library Assistant has the opportunity to use a variety of equipment or methods and procedures in the performance of her job.

VARIABLE ITEMS	AGREE	DISAGREE	UNDECIDED
I do different and interesting things.	54.2%	37.4%	8.4%
I am free to choose my own work methods.	62.1%	32.6%	5.3%
I learn new things in the execution of my job.	56.1%	34.1%	9.8%
My job demands high level skills.	25%	63.6%	11.4%
My job does not require high level training.	65.9%	25%	9.1%
I do the same tasks over and over again.	79.6%	18.2%	2.2%
I work at the same location almost daily.	86.4%	13.6%	0

Table 4.7: Perceptions About Skill Variety

Asked if they “do different and interesting things” respondents (54.2%) indicated that they did, although 37.4% thought that they did not. About five cancelled out “and interesting” from the questionnaire, and wrote that the things they did were “different things not necessarily interesting” ones.

Asked if they were “free to choose...own work methods,” respondents (62.1%) agreed that they did but 32.6% indicated that they did not. Asked if they learnt new things in the execution of their jobs, 56.1% said that they did but 34% said that they did not.

The respondents also registered that their jobs did not demand high level skills (63.6%); that the jobs did not “require high level training” (65.9%); that they “do the same tasks over and over again” (78.6%); and they “work at the same location almost daily” (86.4%).

It would appear that there is a high level of repetition in jobs for the Library Assistants. Although they do a variety of duties, it would appear, there is little in them that warrants high level skills and training. New things seem to be learnt in the execution of duties but such learning appears to involve personal relations and a few routines which are taught mainly to relatively new members. Women employees, in particular seem to have chosen library jobs not because they actually thought such jobs were attractive and interesting but because library work fitted in well with their family life.

“...When my youngest child commenced school I felt the need to earn extra money and get back into business again. I was involved in a commercial course (refresher)... when the library advertised for assistance. As a stop-gap I applied. As I became involved... using my secretarial skills (typing etc) and it fitted in with my family life, plus enjoying the work, I stayed... However, I do not think I would have stayed so long if I was part of a very strict rota'd department i.e. circulation...”

In some University libraries, working mothers are encouraged to work hours that are more convenient to them. Some work a minimum of twenty hours per week, others work only during term time and others during the evening and

week ends. This, however, does not seem to satisfy their need for more challenging jobs. Some would like to pursue a career in library and/or information work but, on the whole, they find that the jobs in the Library are monotonous and not fulfilling.

“...I very much want to pursue a career and I do not get some satisfaction from being able to use a few of my skills in my present job and I enjoy contact with our readers and my colleagues but, on the whole, I find the jobs monotonous and unfulfilling, and the majority of other Library Assistants, whether qualified or not, feel very much as I do.”

Those who are manning smaller divisions of the Library, such as periodicals, (most probably Senior Library Assistants and/or degree holders) seem to gain satisfaction in arranging and rearranging their own job activities.

“...I work completely unsupervised, and if I were to wait to be told what to do I'd be a skeleton by now! My friends and I who are lively and active find projects and reorganizing to do ourselves, and taking on big reorganization schemes is very highly motivating. That's why the job I do (periodicals) is challenging - because I make it into something. The actual job without my initiative would require little intelligence or originality, and there are those for whom the job is a bore - they haven't got any get up and go.”

Once again it would appear that the Library Assistant is determined to make necessary adaptations in her job to make it more interesting. She is not necessarily happy or unhappy but is making 'meaningful' personal adjustments that seems to give her the get-up-and-go.

According to Argyle (1972), interesting work provides its own rewards, but those engaged in boring work do their best to make it interesting, even though they differ greatly in their tolerance for boring work. It is postulated for instance that introverts are more able to tolerate boring work than extroverts and intelligent people are most discontent with boring work (Argyle, 1972; Vroom, 1964).

It is also possible that the respondents may over-value the significance of their work so that it looks 'good' in the eyes of others. As one respondent said;

"...There is a desire among Library Assistants not to devalue their work, e.g. one does not want to say that one's job does not need initiative and intelligence - because what would that make of the respondent"

It is also apparent that some did not exaggerate the value of their work. They simply reported that which they felt they liked or disliked about their jobs.

"The nature of my particular job means that I do some routine tasks over and over but also have plenty of time to do things I'm good at (e.g. I am at present preparing a training manual for the section I am in charge of and have had no interference with this and [I] also do lots of things which are not at all the same every day".

However, not all Library Assistants are in charge of sections. Given that Library Assistants seem to take active initiative in making their jobs more 'interesting' to themselves, a case can thus be made for involving them in any job enrichment programme which seeks to improve their work situation. Their work experience, if taken into account, might prove invaluable in such an exercise.

4.8 Task Identity

In employment work conditions, the employee should be enabled to do the entire or whole job so that in the end she is able to identify with the results of her efforts. This category, therefore, seeks to measure the degree to which Library Assistant jobs require the completion of whole tasks as well as measuring the Library Assistant's ability to identify with the end result of her activities.

VARIABLE ITEMS	AGREE	DISAGREE	UNDECIDED
My duties are very clearly prescribed.	62.9%	28.8%	8.3%
I work strictly to my job description.	31.6%	53.8%	14.6%
I am allowed to finish any work I begin.	79.4%	13.7%	6.9%
The tasks I do are related to each other.	81.8%	15.9%	2.3%
I merely follow instructions.	22.2%	71%	6.8%
I am not allowed to develop special skills.	39.4%	51.5%	9.1%
What I do does not count for very much.	8.4%	81.7%	9.9%

Table 4.8: Perceptions About Task Identity

The respondents perceived that their "duties are very clearly prescribed" (62.9%); that they were allowed to finish any work they began (79.4%); that the tasks they did were related to each other (81.8%); that they did not merely follow instructions from their supervisors (71%); and that what they did counts for very much (81.7%).

The respondents also registered that they did not work strictly to their job descriptions (53.8%); although 31.5% thought that they did. This seemed to suggest that Library Assistants were often assigned duties which were originally not prescribed for them. It could also mean that some Library Assistants did not have written job descriptions. It is noteworthy that 51.5% indicated that they were "not required to develop special skills." This implied that they

did not need special skills and that their jobs were interchangeable in such a way that they could be moved at will from one task to another without much disturbance to the work flow. If this is the case, it would appear to confirm the view that some Library Assistant^s do not have written job descriptions.

“I don’t have a job description - management don’t desire us to have one”.

And another said;

“...We feel that the University is unwilling to provide us with a job description and therefore we are sometimes asked to do jobs which should be done by qualified staff. We are not paid a professional rate for doing this work.”

Often it is required of the Library Assistants to perform certain tasks which they regard as normally not part of their daily activity.

“...Library Assistants here are ‘flexible’: we cannot refuse to do something that is not specifically in our job descriptions, if it needs to be done.”

This ‘flexibility’ should also be viewed in terms of the contracts which the Library Assistants have had to sign. It would appear that it is sometimes contractually binding upon them to be ‘flexible’.

“...Library Assistants have a clause in their contracts which requires them to be ‘flexible’ i.e. moved sideways. I had to honour that, but I am hoping that my own abilities and frustrations re: the present job will be recognised in the near future.”

Further inferences could be made about the Library Assistants’ obligation to be flexible.

1. Since some do not have job descriptions, they do not know what their 'normal' duties are and therefore have no grounds to refuse to do what they are asked to do.
2. With high unemployment Library Assistants might fear dismissal if they do not comply with the authorities.
3. Some have resigned themselves to doing 'any job' since they consider themselves fortunate to have jobs in the first place.
4. Some are contract bound to do, from time to time, as asked.

On the whole it would appear that library assistant duties are clearly prescribed for them even though they might be asked from time to time to do some 'odd' duties which they might think were not originally prescribed for them. They are usually allowed to finish what they started and in most cases it would appear that the procedure for doing the activities is often clearly stated and the tasks themselves are related to each other.

"I agree with question 3 about being allowed to finish any job I begin, but because of our daily timetable, this is not always possible. I cope with this by dividing my jobs into those I am quite happy for someone to complete and those I wish to complete myself".

It should be noted, however, that since there is often more than one supervisor per Library Assistant, things sometimes get confused. One supervisor may encourage, initiative and variety and thus fire enthusiasm while another may dampen interest by delegating chores that are mainly unchallenging.

"...Until this year, work was really good, interesting, varied, fun, stretching etc, but a new supervisor has changed this."

A streamlining of supervisory requirements may be necessary, so that, where possible, the lines of command are made more explicit and less conflicting.

Although the respondents can clearly identify what they do and think that what they do counts for very much, it would appear that what they do can be changed from time to time as need be even without consultation with them.

“Job description very vague - so can be asked to do all sorts of things”.

This implies that Library Assistants are not free to choose their own work methods and might not have the platform to negotiate for or suggest certain changes in jobs. Although they said that they are allowed to develop special skills, their jobs do not appear to demand special skills. On the whole the picture is encouraging for task identity, except that the tasks need to be enriched, so that they are made more interesting and intellectually challenging.

The Library Assistants' apparent conflict of interest between a seeming dislike for flexibility in task allocation and the desire for variety in work seems to stem from the fact that they seem to perceive being moved from one task to the other without proper regard to the job content. Although moving an employee from one task to the other might provide some variety, if the job content is poor there is no challenge or intellectual stimulation gained as a result. On the other hand, this might also suggest that the movement from one task to the other if it is done too frequently it might be unsettling and boring. It might also take away one's sense of commitment to the job since one might be moved before one identifies closely with the job. Library Assistants, therefore, might need variety of a more challenging nature rather than being moved around whenever something needs doing.

Industry and business organisations are now turning to target-setting and similar 'contracts' for staff. The reason for the change is that job descriptions

have been found to inhibit change and to prevent the ‘flexibility’ which is necessary if organisations are to be managed effectively. This, however, does not prevent managers from setting meaningful targets for their employees towards which to work. It also does not mean that people are moved at random without proper regard to the job content and the new responsibilities which they will be assuming.

4.9 Task Significance

This category aims to measure the degree or extent to which library assistant jobs have substantial and perceivable impact on the lives of other people as well as on their own lives.

VARIABLE ITEMS	AGREE	DISAGREE	UNDECIDED
My job is difficult and requires intelligence.	44.2%	42.8%	13%
My job influences the lives of library users.	73.3%	16.8%	9.9%
What I do is very challenging.	22.2%	63.4%	14.4%
I would choose the same job if I could start over.	32.6%	44.7%	22.7%
I am seeking an alternative job.	28.8%	50%	21.2%
My job is not suited to my abilities.	37.1%	46.2%	16.7%
I would switch to a non-library job even if the salary were just the same.	14.4%	59.8%	25.8%

Table 4.9: Perceptions About Task Significance

The respondents (44.2%) felt that the jobs were difficult and required intelligence, although 42.8% denied this. About five respondents cancelled out “is difficult” from the questionnaire and added that the “job requires some intelligence but it is not necessarily difficult.” This marks a weakness in the

line of questioning. A double sentence should not have been used. A considerable number (73.3%) indicated that their jobs influenced the lives of library users, and that they (59.8%) would not switch to non-library jobs even if the salary were just the same. Fifty percent indicated that they were not seeking alternative jobs, and 46.2% thought that the jobs were suited to their abilities.

Conversely, 28.8% said that they were seeking alternative jobs, 21.2% were undecided on the matter. 37.1% were of the opinion that the jobs were not suited to their abilities. Following from this 63.4% thought that what they did was not challenging and that they (44.7%) would not choose the same job if they could start all over. However, 32.6% registered that they would and 22.2% thought that what they did was challenging.

Although at some level of analysis the results in this section could appear to indicate a measure of job dissatisfaction it might also be the case that extra care was taken in answering questions and that alternatives have been carefully weighed. The fact that some have worked as Library Assistants for a considerable length of time, (from 10 - 20 years or more), means that over the years some have made deliberate decisions not to change jobs or to quit or they have tried to move and failed. This alone might have increased their personal commitment to the Library. It has been observed that when people decide not to change their jobs for what ever reason their commitment to those jobs is increased and that some people do not like to appear as though they did not do a good job at their career (Hackman 1978). Hence it is observed that respondents seem to strive to balance their responses here more carefully than they did for "opportunities for promotion" and for "pay". Using their extensive job experience, the respondents have, therefore, been able to observe that although their jobs might be challenging to a beginner, as one got more and more experienced the jobs became less and less interesting.

"...Although the job is difficult and requires intelligence, once

the Assistant becomes knowledgeable of the particular job then it becomes boring and repetitive.”

It would thus appear that the job content at this level lacks diversity and challenge. The problem facing the University librarian, therefore, is how to sustain the job interest of her Library Assistants under these conditions. Some respondents actually indicated that if they had more ‘meaningful’ responsibilities they would probably find their jobs more interesting, hence they felt that their abilities were not being fully utilised.

“...My job could be made more suited to my abilities if I was given more responsibilities and if my position were truly evaluated.”

This call for job evaluation should be seen in the light of the Library Assistant’s need for self actualisation or personal development. Secondly, there is an enormous desire for upward mobility. Given these needs, it would appear that the Library Assistant believes that if the jobs were evaluated and well-structured enough it would be possible to derive satisfaction from them as well as getting promoted. The frustration here is that even with better performance one still does not get promoted. As a result one does not achieve higher wages.

Realising that the Library emphasises qualifications over experience some Library Assistants began to think that they could gain upward mobility by advancing their education through private study and training. Some discovered, very much to their disappointment, that acquiring a further qualification did not automatically entitle them to upward mobility or higher pay. Consequently, they are stuck at library assistant grades even with their newly acquired professional qualifications. Some would have liked to switch to non-library jobs but have witnessed their skills getting gradually obsolete over the years and are now saying that having worked in the Library for so long it would

be better to stay because getting one's pension in the end is more important than changing jobs.

“...Although not unhappy in my work, I could switch to a more fulfilling job but at my age, prospects are getting limited, pension schemes etc become a more important factor... I am satisfied with the pension scheme and perhaps if I moved I would not obtain such a good one.”

Another one added that;

“...At my age I have to consider pension rights etc, since I have less and less years before I retire.... My previous qualifications have little value now - indeed they began to lose their value three years after entering the profession.”

Although library assistant jobs do not affect the readers' "social and emotional lives" they do "affect their studying". Significant importance is attached to this. This dimension appears to emphasise the academic aspect of library work more than the economic or personal rewards. The importance of work, therefore, is seen here in the light of its educational contribution in terms of facilitating for learning, private study and research. The relationship between the Library Assistant and the Library User is thus a very meaningful one in so far as it provides the necessary double feedback or symbiosis which both need, respectively, for self esteem and personal interest.

4.10 Autonomy

The category on autonomy was designed to measure the extent to which Library Assistants have freedom to schedule their work and to decide on procedures to be followed.

The respondents (68.2%) felt that they did their jobs without interference from others; that they had freedom to arrange activities as they saw fit (69.5%); that they were allowed to try out some of their own ideas (61.4%); that they had freedom to decide on work procedures (62.9%); that they were not dependent on their supervisors for guidance (59.8%); and that their responsibilities were not limited compared to public libraries (48.5%). However, 35.6% were undecided on this matter. The fact that so many were undecided would appear to suggest that the questionnaire should not have assumed that respondents would know the difference between their responsibilities and those of their colleagues in public libraries.

Conversely, some respondents felt that they did not have influence over what happens in their jobs (44.6%), although 41.6% thought that they had. Others (31.1%) thought that they were dependent on their supervisors for guidance and 28.8% indicated that they were not allowed to decide on work procedure.

In general, it would appear that Library Assistants have some measure of autonomy in their jobs except, albeit to a small but significant measure, that

VARIABLE ITEMS	AGREE	DISAGREE	UNDECIDED
I have influence over what happens in my job.	41.6%	44.6%	13.8%
I have freedom to arrange my work as I see fit.	69.5%	23.7%	6.8%
I am allowed to try out some of my own ideas.	61.4%	28.8%	9.8%
I have no freedom to decide on work procedure.	25.8%	62.9%	11.3%
I am dependent on my supervisor for guidance.	31.1%	59.8%	9.1%
My responsibilities are limited compared to public libraries.	15.9%	48.5%	35.6%

Table 4.10: Perceptions About Autonomy

they have little or no influence over what happens in their jobs. This apparent discrepancy might have the following implications;

1. that Library Assistants do not have influence over their job content. In other words, they have no freedom to determine the nature and character of their jobs.
2. that once the job content has been decided upon for them they can arrange or rearrange activities and procedures as they wish but they cannot change the job content itself.
3. that they can determine personal contribution or style of operation as long as these do not disturb the job content.

It could thus be inferred from this that although Library Assistants seem to have a say over what happens in their jobs such contributions may not be related to issues concerning their job content and job structure. A close examination of the statement below appears to reveal this.

“I actually do two different jobs. In one I work on my own and use my own judgement within strictly defined limits. In the other I do routine tasks and don't feel fully informed about the work of the department.”

It would appear that those who have the opportunity to do things which they have thought about enjoy their work. This under scores the significance of allowing personal initiative at work which is in itself a source of creativity.

“...I enjoy the freedom to do things I've thought of, so the conditions of the job here suit me and I would not give it up for more pay unless I got the freedom elsewhere too.”

This then marks the importance which the Library Assistant puts on individuation - the ability to operate as an individual exercising initiative and independence. The influence of this concept on the employee is demonstrated by the extent to which the Library Assistant is willing to forfeit some of the pay as long as she can have the freedom to think and to put into practice what she has thought about. Individual initiative, therefore, does not necessarily have to be of a major kind, it only has to be appropriate or worthwhile. This is the significance of job autonomy. The desire to want to think and then implement things, therefore, is not a reserve for the upper echelons of organisation as it is often popularly imagined.

Despite the relative autonomy which some Library Assistants seem to be enjoying there are those who have indicated that their activities are tiresome and that they have restricted autonomy.

“...It is my specific job rather than the idea of working in a library that I find tiresome. Only in small matters do I have any autonomy.”

The respondents have also revealed, on the other hand, an awareness of the interdependence and relatedness of library assistant jobs and have come to the conclusion that no job is completely autonomous.

“In a library few jobs can be completely autonomous. What we do depends on work in other sections and relates to it ... ”

It would appear that “experienced meaningfulness of work” is normally enhanced when a job provides opportunity for one to accomplish something by allowing for the use of one’s skills, talents and abilities which are personally valued, (Hackman and Lawler, 1971). Having high autonomy, however, does not necessarily mean that the employee has major control over her job. Caution should, therefore, be exercised when interpreting results about autonomy.

Hackman and Lawler (1971) argue that an employee might not have control over the outcomes of her work activity owing to some other environmental factors affecting the nature of the job. Unless these are known a verdict of autonomy may be difficult to give. It is fair, however, to say that Library Assistants appear to have some measure of autonomy even though such autonomy may not include the freedom to restructure their tasks or jobs.

4.11 The Meaning Of Work

This category, being the centre-piece of this Study, was given more elements than those in categories discussed above. It has eleven elements rather than the usual seven. It is designed to measure the extent or degree to which Library Assistants perceive their jobs as being valuable or worthwhile. It is treated here as a general assessment of the value which individual Library Assistants attach to their involvement in University library and information work.

The respondents were of the opinion that their work was not a burden for which they should be compensated with money (80%); that their work was not a source of constant stress (86.3%); that they did not work mostly to pass the time (89.4%); that their work gave them a sense of achievement (51.5%) (although 31.1% disagree). Others (43.2%) felt that they did not work in the Library because it was of service to the community (although 41.7% thought that they do). They also did not think that library work was intellectually stimulating (49.2%), (although 40.2% thought that it was). Finally, most did not think that they worked in the Library because it was non-profit making (69.7%). One respondent actually took the opportunity to point out that this last question was stupid.

“M11/11 is a stupid question which I felt like striking out of the questionnaire - it is not worthy of the rest of the questions...”

VARIABLE ITEMS	AGREE	DISAGREE	UNDECIDED
I do my work for the money as a means to an end.	47.8%	40.9%	11.3%
My work is a burden for which I should be compensated with money, status, etc.	12.3%	80%	11.3 7.7%
My work is a source of constant stress.	5.3%	86.3%	8.4%
I work mostly to pass the time.	7.6%	89.4%	3%
My work is more important to me than the money.	24.2%	60.6%	15.2%
My work gives me a sense of achievement.	51.5%	31.1%	17.4%
My work plays a central role in my life.	37.4%	54.2%	8.4%
I would continue in the same type of job even if I won the pools.	16.7%	68.9%	14.4%
I work in the library because it is of service to the community.	41.7%	43.2%	15.1%
I work in the library because it is intellectually stimulating.	40.2%	49.2%	10.6%
I work in the library because it is non-profit making.	10.6%	69.7%	19.7%

Table 4.11: Perceptions About The Meaning Of Work

Even so, it would appear that Library Assistants are aware of the value and significance of their work. They appear to be aware of the fact that their work is worthwhile. To a marginal level, however, they do not think that they work in the Library because it is of service to the community. This implies that they would work in the Library even if such work were not of service to the community as long as there was a job available. This again would underline the importance of having a job at a time when jobs are scarce. Furthermore, some were of the opinion that they "work for the money as a means to an end," (47.8%); that their work was not more important to them than the money (60.6%); that their work did not play a central role in their lives (54.2%) and that they would not continue in the same type of job if they won the pools (68.9%). This appears to stress the centrality of money in the meaning which Library Assistants attach to their work. Only to a marginal extent did they feel that library work gives them a sense of achievement. Those who did not emphasise the instrumental (financial) aspect of their work submitted that, although the work itself might be boring, the activities which they carry out are valuable extensions of academic work and, as such, they are worthwhile.

"...The work itself, although quite often routine and repetitive, is important to the academic work of students and staff in the service it provides and that is what I find satisfying."

And yet another added;

"...I have never queried my motives for working in a library beyond the fact that I enjoyed the work and the contact with colleagues and readers."

Most importantly it is the social significance of work which is held with the highest esteem among Library Assistants. This is further demonstrated by a

graduate who after completing a professional course in librarianship decided to do library assistant work because in her opinion that is where direct contact with the readers can be found.

“After taking a degree in history I began a Post-graduate Diploma course in Librarianship but realised early in this course that I was more interested in the duties of a “front-line” Library Assistant than in those of a professional librarian. I prefer the direct contact with the readers (which few of the senior staff in the library experience) to the more remote disciplines of cataloguing and classification”.

It will be noticed here that the prevailing orientation to work is now that of social contact. This orientation, however, is presented in many different ways. For instance, some respondents felt strongly that there should have been a question relating to the importance of one’s work to one’s social life.

“... A question which was missing I think, was one thus, “How important is the library work to your social life?”, as I think many (not myself) consider this as a major element of their work situation and could have answered “very important”. To these people this element makes up for some of the inadequacies of their job/pay.”

Quite rightly so, as another respondent did raise this point.

“I can’t see any questions relating to the relationship with the library users/readers or the satisfaction gained from contact with them - this is very important to me”.

The social dimensions of work, therefore, appear to compensate for the prevailing financial deficiencies experienced by the Library Assistants. Besides

being compensation for the inadequate pay, they provide what one respondent called, the "comradeship" of colleagues at work. This gives a frame to the meaning of work - as a means for social interaction.

"...I love coming to work because of the friendliness and even 'comradeship' which I enjoy here. There are lots of likeminded people around, and the variety of persons means that I can have contact with people on a number of different (and very satisfying) levels. The job itself is nothing to write home about, but I think that personally I would find that true of most jobs - it is the convivial atmosphere which makes this place such a fun place to be."

Although Library Assistants in supervisory positions seem to feel that the job itself is more important than the money - they, nevertheless, stress the fact that they would not find their work that much meaningful if it were not for the people they deal with.

"...The job is more important than the money because it is a challenge. Although some of the work is quite routine there are new things happening all the time - you are dealing with different students all the time. I could not do a job where there are not people to deal with, a behind-the-scenes job, unless there was a large financial gain."

There is of course the financial side of work which is crucial in this analysis. Most respondents do not expect fulfilment in their work and as a result they attach significance to the financial aspect of it. Here, pay is seen as compensation for the deficiency in self-fulfilment.

"...I am not expecting the job to be fulfilling - I am not ambitious - I have to work or else I'll have no money. I just need to

work for the money. This is not the kind of job I will be happy with.”

The irony of this situation is that money or pay does not compensate for anything else because it is inadequate. There are those who would argue that they work in the Library because there is a job to be had and that they need to occupy themselves one way or the other. These people seem to take the view that library work is generally ‘unfulfilling’, and they cannot see themselves doing library work for the rest of their lives because they do not want to be stuck in a profession which does not give them opportunity to vent their creativity.

“...To a certain extent I am working here because there is a job. If I did not take up an available job I would be stupid. I need to be occupied one way or the other. This is why I will not be here for the rest of my life. I am not interested in taking up a library degree. The library degree does not interest me enough. It is not stimulating enough. It does not give me an opportunity to vent into creating. I would rather go into designs.

It would appear that there are a few ‘entrepreneurs’ among Library Assistants. Some would prefer to be self-employed than to work in the Library. For them the challenge of work lies in creating things for oneself - specially if that work is an extension of a hobby.

“...I would give up formal ‘work’ and either work for myself (extending a present hobby) or go back to work on the family farm, where I work evening and week ends any how.”

Note that the respondent used the expression “formal work” and ‘work’ in parenthesis and did not do the same for work in the family farm. This could

mean that the Library Assistant rejects the notion of formal work (employment work) in favour of 'real work' (private work). Formal work is not 'real' work because it is not freely chosen. It is done within the framework of a contract and compliance is enforced by law. As such, it is not 'free'. 'Real work' is 'liberating' because it is not obligatory and it has no contract. It is done for oneself and not for someone else. It is freely chosen and it is an extension of one's hobby. In this way, it is central to one's life. On the other hand, formal work is done because it provides the money for paying the bills and, as such, it is not necessarily intrinsically motivating but it is needed to provide the basic necessities of life in a capitalist economy.

Despite the fact that some respondents need formal work to enable themselves to pay the bills they would be happier if they could get a job which is an extension of some of their leisure interests. Note that emphasis is being put here on mental stimulation rather than just interest.

“...My attitude to work generally (so far, not just this specific job) i.e. work is something necessary to pay for the bills and my real interests (I don't expect to win the pools), and I would prefer it if it was a job I was interested in, which coincided with my leisure interests. This is the kind of job I am aiming for. I did intend to go into librarianship, but not any more.”

Here is a person who thought that having a job as a Library Assistant would be close to following her leisure interests, viz; reading books, and so on and then found that it was not like that - and now wants to leave.

Work, therefore, should not only be intrinsically satisfying but should also coincide with one's personal life interests either in terms of enhancing them or supporting them. In this way work can be used as a medium of self-expression - an extension of the self to the other. The other being that which gives the self its form. (See Leather, 1983). This is the mirror-effect of the meaning of

work. It represents the psychological inputs of work which relate to self-esteem. The Library Assistant aspires for the kind of work which inspires self-identity, expression and fulfilment. Thus, work is central to life if it offers intrinsic satisfaction and is extendable to life outside its formality. Work, therefore, is central to life if it invokes both challenge and personal fulfilment. Those whose formal work has failed to give them these things have identified work which conforms more with their needs.

“...I do not feel that my being a Library Assistant is a useful way of defining me. Partly this is because I think I have more to offer as a worker than the job [which] I do now, and so the idea of defining myself by my present job seems belittling. Secondly, I have a very strong way of defining myself quite outside the library - (I write creatively). I hope this doesn't sound 'superior'.

And yet another respondent added;

“Library work can be enjoyable, but it is not the most important thing in my life. Those priorities would be my wife and pursuing personal interests like writing.”

It would appear that these respondents prefer to define themselves as creative writers or writers rather than Library Assistants. This is significant because it would appear to have something to do with the self image of the Assistant or the image which creative writing has in society vis-a-vis library assistant work. In other words, in society, some jobs are more prestigious than others. The more prestigious a job the more important it is in the eyes of the majority. There might also be a tendency among Library Assistants to desire to seek self-esteem by defining themselves through some activity which has recognition or prestige in the eyes of the general public. This also might

be an indication of the fact that the Library Assistant cannot identify with her present job. This lack of identification with one's work might have something to do with the fact that library assistant work is regarded as not playing a central role in life and as such it is believed that it is not intellectually stimulating.

According to Friedmann and Havighurst (1954), the significance of a job as interpreted by the employee varies in two ways;

1. it may differ according to the particular recognition the employee makes of the part which the job plays in her life e.g. as a way of earning a living, or as a source of prestige which one holds in a community.
2. the interpretation of the job experience may vary according to the type of evaluation the employee makes of her work. Thus, the employee may derive such feelings as success, failure, accomplishment, frustration, good fellowship, aesthetic pleasure, and boredom from her work. Consequently, she will welcome it as a joy or dread it as a burden.

In speaking of the meaning of work, therefore, consideration should be made of both the employee's recognition of the part a particular job plays in her life and of the type of affective responses she makes to it (Friedmann and Havighurst, 1954).

Thus it will be observed that the Library Assistant feels generally that she is giving more than the job has to offer.

"...I have the ability to do this job but I have other abilities which I am more interested in pursuing in terms of a career. If I am to spend so large an amount of time out of my life in a job, it should give me more than I feel I do get out of it."

How much a job has to offer might be a serious problem because it is difficult to measure, but inferences could be made about the sort of things

which an employee might be having in mind when making statements about work. In the context of the findings of this Study a job must offer challenge and intellectual stimulation, it must reinforce manifest personal interests, it must provide good salary and it must allow for social interaction over and above just being a way of keeping oneself occupied or earning a living.

For those who are able to find life interests outside library work (formal work) their “real life” starts when they leave at the end of the day. It is noteworthy that what they do in their private time is completely different from their formal work. That is, they do not continue with library related tasks in their spare time. For a better focus on this just one view from a part-time Library Assistant has been incorporated in the analysis otherwise no part-time responses have been included in this Study.

“The salary here would be inadequate to support myself. I work part-time because my main interest is [in] local politics and I am a City Councillor... My ‘real life’ starts when I leave here...”

Berger, (1964) observed that “real life” or one’s “authentic self” are centred in the private sphere or home. Life at ‘work’ therefore, tends to take on the character of pseudo-reality and pseudo-identity since the employee does not work where she lives such as the family farm or home where one does one’s creative designs or creative writing. Like the Investigator asked one employee one morning;

“You look unhappy this morning, why?”

And she replied;

“It is because I am at work. I am happy when I am at home.”

Owing to the fact that Library Assistants do not seem to derive self-fulfilment from what they do, some of them hope to find it in creative writing,

design work, farm work and local politics. Thus the Library Assistant has begun to search for meaning, self-expression and identity in activities outside the library.

According to Fox (1980) most people accept, in the main, a personal meaning which is congruent with the social meaning embodied in the design of work as well as the predominant meaning projected by public communications. Public opinion, however, emphasises not what work does or could do for the individual employee in terms of psychological development but what can be achieved in financial or monetary terms. Consequently, both the social meaning and the personal meaning tend to stress the instrumental and not the intrinsic value of work.

Thus, a view would be held that Library Assistants have learnt to emphasise the extrinsic rather than the intrinsic value of library and information work. But then the respondents have gone further than this. They have also emphasised the lack of intrinsic satisfaction in terms of the lack of challenge and intellectual stimulation in jobs. It would, therefore, be misleading to say that they have learnt all these things through public opinion and the media. The more accurate view would be to say that they have learnt these matters through the job itself. They have learnt to get on by adjusting and readjusting here and there with changing job situations. If they appear to emphasise extrinsic values more, it might be because those values are the most important to them at that particular point in time.

The "carrot and stick" hypothesis (Brown 1954) once thought moribund would appear to operate here. The main positive incentive among Library Assistants seems to be money and the main negative is the fear of unemployment. If it is considered that work is that aspect of human life which gives people status and it binds them to society, then unemployment is feared because it cuts people from their society (Brown 1954). Even so, it is erroneous

to assume that the sole incentive to work among Library Assistants is money or fear of unemployment. Some Library Assistants have indicated that they would continue to work even if the pay is not good because the rewards which they get from their work are of a social and personal nature.

“I encourage my own hard work! From my experience here it is very much an individual situation - some staff work hard even if paid a low amount, others work lazily even if paid a high amount. Therefore, I think hard work is often part of each person’s make up and the amount they are paid is not relevant.”

In conclusion, therefore, five aspects of Library Assistants orientation to work have been identified as follows;

1. The financial aspect: Most Library Assistants thought that library work is not more important to them than the money and that they work for the money as a means to an end. However, it would not be entirely true to give the impression here that library work does not provide anything else beside the fact that it is a means to an end. As it will be shown below, library and information work serves many other functions.
2. The social aspect: that library work provides contact with other people such as lecturers, students and the general public.
3. The intrinsic aspect: that library work should provide challenge, intellectual stimulation and that it should form an extension of one’s life interests. It would appear that Library Assistants feel that their work lacks these qualities.
4. The occupational aspect: that library work is an occupation. One works because one needs to be occupied - i.e. one needs to fill the time with an activity of some sort. More over one has a social obligation to engage in

social activities such as work because there is a possibility here that one might make a social contribution. As one respondent put it;

“I did win the pools about five years ago, not an enormous amount, but enough to enjoy yet I’m still here, I suppose that must indicate how much I enjoy coming to work.”

Note that the respondent says that she enjoys “coming to work” rather than she enjoys the work itself. It would appear that “coming to work” is a ritual or is a fashionable thing to do in society. One might not like to be left behind when other social beings go to make themselves useful at work.

5. The psychological aspect: that library work should form an arena for self-expression - here work should enable one to create things with one’s brains. In this way one is enabled to define oneself through one’s work. The general feeling is that library and information work, specially at library assistant level, has limited scope for this to occur.

According to Bennett (1981), orientation to work refers to the way in which people view their work. He defines the orientation to work as;

“an expression or reflection of how the individual views his work in terms of what he desires from it and the extent to which he expects these desires to be achieved or not.” (p6).

And according to Guest (1984);

“... an orientation is a persisting tendency to seek certain goals and rewards from work which exists independently of the nature of the work and the work context.” (p.20)

Bennett argues that orientations are neither fixed, nor completely flexible. They are about 'other things', 'other people', and 'oneself' and they change with certain variables as well as tie in with the following classification of man;

1. **ECONOMIC:** hence economic (instrumental) orientation. This orientation is concerned with money, material goods and security. According to Bennett, it tends to decrease with increasing age; to decrease with increase in income; to be lower for married man than for those that are single and to decrease as occupation becomes more advanced.
2. **SOCIAL:** hence social (relational) orientation. This orientation is concerned with relationships, friendships, and other people. It tends to increase with increasing age; to increase with increasing level of income; to be marginally lower for married men; to increase with increasing levels of qualification possessed and appears to be higher for those with brothers who are supervisors or managers.
3. **PSYCHOLOGICAL:** hence psychological (personal) orientation. This orientation is concerned with job interest, satisfaction and personal growth. It tends to increase with increase in age; to increase with advancing level of occupation; to increase with increasing level of income; seems to be lower for people with comprehensive and public schooling and seems to be higher for people with the General Certificate of Education (GCE) qualification.

In Chapter Five, six hypotheses are discussed in which the influence of certain variables such as age, gender, tenure and qualification have been tested. Social and economic orientations seem to dominate the Library Assistants' motivation to work. Their call for better promotional opportunities and pay is a significant example of the dominance of economic persuasion which, in

Foxian parlance as seen above, might be a result of social influences, political or socio-psychological.

Chapter 5

Hypotheses And Reliability

Tests

This second stage of analysis deals with the testing of hypotheses reliability tests and interpretation. It is hoped that by testing hypotheses more insight concerning Library Assistants' perceptions about their work will be achieved. However, because the data were collected among a self selecting sample inferences made in this chapter are valid only for the sample specified in this Thesis.

Crosstabulation analysis and Chi-Square (X^2) tests available on *SPSS^x* were used to analyse and test six main and five ancillary hypotheses. The hypotheses tested in this Chapter are based on some of the variables measured and tested in Chapter Three. All hypotheses are tested at 5% (0.05) level of significance. In other words, the null hypotheses are accepted at levels of significance equal to or greater than 5% and they are rejected at levels of significance smaller than 5%. As Weiss (1968) advises, when the data are compatible with the null hypothesis, there is no contest, as a result the null hypothesis is accepted and if the data are incompatible with the null hypothesis the null hypothesis is not accepted.

As argued in Chapter Three it is hoped that by testing at 5% level of significance the number of incorrect null hypotheses accepted will be small.

The following six main and five ancillary hypotheses were tested in this Chapter.

5.1 Main Hypotheses

1. Position Is Independent Of Length Of Service.
2. The View That Work Is A Means To An End Is Independent Of Qualification, Position, Gender And Age.
3. The Opinion That Work Is More Important Than The Money Is Independent Of Qualification, Position, Gender And Age.
4. The Belief That Work Plays A Central Role In Life Is Independent Of Qualification, Position, Gender And Age.
5. The Willingness To Continue In The Same Type Of Job After Winning The Pools Is Independent Of Qualification, Position, Gender And Age.
6. The Perception That Library Work Is Intellectually Stimulating Is Independent Of Qualification, Position, Gender And Age.

5.2 Ancillary Hypotheses

1. Respondents in user and non-user contact areas do not display a significant difference in the view that work is a means to an end.
2. Respondents in user and non-user contact areas do not display a significant difference in the opinion that work is more important than the money.

3. Respondents in user and non-user contact areas do not display a significant difference in the belief that work plays a central role in life.
4. Respondents in user and non-user contact areas do not display a significant difference in the willingness to continue in the same jobs after winning the pools.
5. Respondents in user and non-user contact areas do not display a significant difference in the perception that work is intellectually stimulating.

5.3 Analyses And Interpretation

5.3.1 Hypothesis One

Job Position Is Independent Of Length Of Service

Achieved level of significance $P = 0.0707$: Degree of freedom = 4.

The null hypothesis is accepted. This suggests that tenure does not necessarily guarantee a Library Assistant a higher position in the Library. It will be noted that there were considerably more junior than senior Library Assistants who had up to twenty years library experience. Thirty four (34) junior Library Assistants had up to 10 years library work experience, 27 had up to 20 years and 5 had above 20 years. There were five times as many junior Library Assistants as there were seniors. There were at least two senior Library Assistants who had only two years of University library experience. Since there were more junior Library Assistants with more library work experience than some of their senior colleagues, it could be argued that their complaint that there is lack of promotional opportunities in the Library is genuine. On the other hand, if the Library is not promoting internally it is appointing externally. Alternatively, it might have worked itself into a situation where it is no longer able to promote its Library Assistants to higher posts. This might mean that

the organisational establishment of the Library no longer has available posts to which the Library Assistants can be promoted.

5.3.2 Hypothesis Two

The View That Work Is A Means To An End Is Independent Of Qualifications

Achieved level of significance $P = 0.3102$. Degree of freedom = 2.

The null hypothesis is accepted. Both qualified and unqualified Library Assistants do not portray a significant difference in the view that they work for the money as a means to an end. However, there are more qualified (52.6%) than unqualified (38.9%) Library Assistants who hold the view that they do not work for the money as means to an end. Although this is insignificant, the unqualified (50.4%) are inclined to believe that work is a means to an end.

The View That Work Is A Means To An End Is Independent Of Position

Achieved level of significance $P = 0.4606$. Degree of freedom = 2.

The null hypothesis is accepted. Both senior and junior Library Assistants do not display a significantly different view about work as a means to an end. Position, therefore, does not have a significant influence on the view that work is a means to an end among Library Assistants. The senior Library Assistants (50%), however, emphasise the view that they do not work for the money as a means to an end more than the junior Library Assistants (39.3%). Although again this is insignificant, junior Library Assistants (50%) are inclined to believe that they work for the money as a means to an end.

The View That Work Is A Means To An End Is Independent Of Gender

Achieved level of significance $P = 0.0073$. Degree of freedom = 2.

The null hypothesis is rejected. Male and female Library Assistants have significantly different views about working as a means to an end. Female Library Assistants, though greater in number than the males, attach more significance to their work than the males. They hold the view that they do not work for the money as a means to an end while the majority of the men (90%) emphasise the fact that they work for the money as a means to an end. It might be deduced from this that most of the respondents who emphasised the social significance of work, in Chapter Four, were women and senior Library Assistants and those who emphasised the financial element of it were men and junior Library Assistants. It could further be inferred that where men are not in higher positions which offer intrinsic satisfaction they are in lower levels of organisation where they work mainly for the money. However, even among the women there is almost an equal percentage (49.9%) of females who believe that they do not work for the money as a means to an end as there are those (43.2%) who believe that they work for the money as a means to an end. This shows that even the females are divided in opinion about this issue.

The View That Work Is A Means To An End Is Independent Of Age

Achieved level of significance $P = 0.0099$. Degree of freedom = 10.

The null hypothesis is rejected. Library Assistants of different age groups hold significantly different views about working for the money as a means to an end. The older the Library Assistant the more significant work gets and the younger the more it is perceived in a more instrumental fashion. Those who are forty years old (63%) and over (76.9%) hold the opinion that they not

work for the money as a means to an end, while those aged up to thirty nine years feel that they work for the money as a means to an end.

Those who indicated that they do not work for the money as a means to an end, therefore, are likely to be female, senior, qualified and older Library Assistants (40-60 years) and those who emphasised that they work for the money as a means to an end are likely to be male, junior, unqualified and younger Library Assistants (16-39 years).

5.4 Hypothesis Three

5.4.1 The Opinion That Work Is More Important Than The Money Is Independent Of Qualification

Achieved level of significance $P = 0.3410$. Degree of freedom = 2.

The null hypothesis is accepted. Qualified and unqualified Library Assistants do not have significantly different opinions about the importance of work over money. A crosstabulation analysis revealed that both qualified (52.6%) and unqualified (61.9%) Library Assistants hold the opinion that their work is not more important than the money. The qualified Library Assistants have slightly changed ^{opinion} . On one hand they emphasise that they do not work for the money as a means to an end, but on the other they believe that their work is not more important than the money. This reflects an inconsistency in their responses which might also mean that although they might think that they do not work for the money as a means to an end, their work is not challenging enough for them to say that it is more important than the money. However, the Library Assistants in general identify more with the instrumental side of work than with the work itself. In their opinion it is the money that matters most.

The Opinion That Work Is More Important Than The Money Is Independent Of Position

Achieved level of significance $P = 0.2554$. Degree of freedom = 2.

The null hypothesis is accepted. Job position does not have a significant influence on the view that work is more important than the money. Both senior (60%) and junior (60.7%) Library Assistants hold the opinion that work is not more important to them than the money. This underlines the importance of money in their value systems.

The Opinion That Work Is More Important Than The Money Is Independent Of Gender

Achieved level of significance $P = 0.0896$. Degree of freedom = 2.

The null hypothesis is accepted. There is no significant difference in the opinion that work is more important than the money among male and female Library Assistants. Both males (90.9%) and females (57.6%) hold the opinion that work is not more important than the money. Again it will be observed that men take a more instrumental view of their work than the women.

The Opinion That Work Is More Important Than The Money Is Independent Of Age

Achieved level of significance $P = 0.1117$. Degree of freedom = 10

The null hypothesis is accepted. Age does not have a significant influence over the opinion that work is more important than the money. However, about 40% of those above forty years of age feel that work is more important than the money. This is consistent with earlier responses as stated above. Generally, Library Assistants of different age groups hold the opinion that their work is not more important than the money and those who hold this opinion more are likely to be male and unqualified Library Assistants.

5.5 Hypothesis Four

The Belief That Work Plays A Central Role In Life Is Independent Of Qualifications

Achieved level of significance $P = 0.5196$. Degree of freedom = 2.

The null hypothesis is accepted. Qualification does not have a significant influence on the view that work plays a central role in life. Both qualified (42.1%) and unqualified (56.3%) Library Assistants are of the opinion that Library work does not play a central role in life. However, more of those who are qualified (47.4%) than the unqualified (35.7%) believe^{ve} that work plays a central role in life. This might mean that some of the more qualified Library Assistants are able to find enjoyment in their work, they might have better job responsibilities, or they might have been in it long enough to consider the wider value of their work such as its social contribution above all else. The work itself might be seen to be dynamic enough to allow all these to occur.

The Belief That Work Plays A Central Role In Life Is Independent Of Position

Achieved level of significance $P = 0.0539$. Degree of freedom = 2.

The null hypothesis is accepted. Job position has no significant influence on the view that work plays a central role in life. Both senior (60%) and junior (53.2%) Library Assistants feel that their work does not play a central role in life. Senior Library Assistants express this feeling more than their junior colleagues.

The Belief That Work Plays A Central Role In Life Is Independent Of Gender

Achieved level of significance $P = 0.7645$. Degree of freedom = 2.

The null hypothesis is accepted. Gender does not have a significant influence on the belief that work plays a central role in life. Both males (63.6%) and females (53.8%) feel that work does not play a central role in life.

The Belief That Work Plays A Central Role In Life Is Independent Of Age

Achieved level of significance $P = 0.3837$. Degree of freedom = 10.

The null hypothesis is accepted. Age does not have a significant influence on the view that work plays a central role in life. Those who held the view that work does not play a central role in life are those who are unqualified, both senior and junior Library Assistants, males and females and younger (18 - 40 years of age) Library Assistants.

5.6 Hypothesis Five

5.6.1 The Willingness To Continue In The Same Type Of Job After Winning The Pools Is Independent Of Qualification

Achieved level of significance $P = 0.0057$. Degree of freedom = 2.

The null hypothesis is rejected. This hypothesis would also have been rejected at 1% level of significance. There is, therefore, a significant difference in the willingness to continue in the same type of job after winning the pools among qualified and unqualified Library Assistants. While unqualified Library Assistants (72.6%) express the opinion that they would not like to continue in the same type of job after winning the pools, 42.1% of those who are qualified think that they would continue in the same type of job after winning the pools. However, 47.4% of the qualified Library Assistants would prefer not

to continue. The unqualified Library Assistants appear more ready to leave their present employment given enough money to live on after work than their counterparts. This might be indicative of the prevailing level of job dissatisfaction among this group of library workers.

The Willingness To Continue In The Same Type Of Job After Winning The Pools Is Independent Of Position

Achieved level of significance $P = 0.7862$. Degree of freedom = 2.

The null hypothesis is accepted. Job position has no significant influence on the willingness to continue in the same type of work after winning the pools. Both senior (75%) and junior (67.9%) Library Assistants would not continue in the same job after winning the pools. However, as seen above, senior Library Assistants are to a marginal level more likely than their counterparts to leave their employment after winning the pools.

The Willingness To Continue In The Same Type Of Job After Winning The Pools Is Independent Of Gender

Achieved level of significance $P = 0.2001$. Degree of freedom = 2.

The null hypothesis is accepted. Gender does not have a significant influence upon the willingness to continue in the same type of job after winning the pools. However, while in general most men and women would rather not continue in the same type of job after winning the pools, the response was higher among men (90.9%) than among women (66.1%). Such a response among the males is quite consistent with their other views that they work in the library for the money as a means to an end, that work is not more important than the money and that work does not play a central role in life. It seems logical, therefore, that they should express the wish to leave after winning the pools. This could mean that the males are more dissatisfied in their jobs than

the females. This dissatisfaction, as seen in Chapter Four, is mainly about promotion, pay, and the work itself.

The Willingness To Continue In The Same Type Of Job After Winning The Pools Is Independent Of Age

Achieved level of significance $P = 0.0013$. Degree of freedom = 10.

The null hypothesis is rejected. This hypothesis would also have been rejected at 1% level of significance. There is a significant difference in the willingness to continue in the same type of job after winning the pools among Library Assistants of different age groups. Those aged between thirty and forty years registered the highest (92.3%) willingness not to continue in the same type of job after winning the pools. There is an equal reflection of 42.9% for willingness and another 42.9% for unwillingness to continue in the same type of job after winning the pools for those aged forty one and above. Those aged twenty to forty are more likely to leave their employment after winning the pools than those above forty. This finding is not at all surprising given that a younger Library Assistant is more likely to be searching for a higher paying job in the early years of her career and as a result might be more willing to leave than an older person who has pension rights to consider.

In conclusion, those who expressed the willingness to leave after winning the pools are likely to be unqualified, senior, junior, male, female and younger Library Assistants. Those who did not emphasise the willingness to leave after winning the pools are qualified and older Library Assistants.

5.7 Hypothesis Six

5.7.1 The Perception That Library Work Is Intellectually Stimulating Is Independent Of Qualification

Achieved level of significance $P = 0.6079$. Degree of freedom = 2.

The null hypothesis is accepted. Qualification does not have a significant influence on the perception whether or not library work is intellectually stimulating. Both qualified (57.9%) and unqualified (47.8%) Library Assistants perceive that library work is not intellectually stimulating. However more of the unqualified (40.7%) than the qualified (36.8%) are inclined to feel that library work is intellectually stimulating. Although this is an insignificant statistics in terms of the Chi-Square tests, it suggests that more qualified than unqualified Library Assistants might need jobs of a more challenging nature and intellectual stimulation.

The Perception That Library Work Is Intellectually Stimulating Is Independent Of Position

Achieved level of significance $P = 0.5579$. Degree of freedom = 2.

The null hypothesis is accepted. Job position does not have a significant influence on the perception that library work is intellectually stimulating. Both senior (60%) and junior (47.3%) Library Assistants perceive that library work is not intellectually stimulating. However, as seen above more senior than junior Library Assistants emphasise this view more. This suggests that senior Library Assistants might require more challenge in their jobs than some junior Library Assistants (42%) who are inclined to feel that library work is intellectually stimulating.

The Perception That Library Work Is Intellectually Stimulating Is Independent Of Gender

Achieved level of significance $P = 0.2216$. Degree of freedom = 2.

The null Hypothesis is accepted. Gender has no significant influence over the Library Assistants' perception that library work is intellectually stimulating. Although more males (72.7%) than females (47.5%) feel that they do not work in the library because it is intellectually stimulating this difference is not significant.

The Perception That Library Work Is Intellectually Stimulating Is Independent Of Age

Achieved level of significance $P = 0.1667$. Degree of freedom = 10.

The null hypothesis is accepted. Age does not have a significant influence on the Library Assistants' perception that library work is intellectually stimulating. Those aged between twenty one and forty think that library work is not intellectually stimulating. There are, nevertheless, as many respondents (50%) around fifty years of age who feel that library work is intellectually stimulating as there are those who feel that it is. In conclusion, most Library Assistants hold the opinion that library work is not intellectually stimulating even though those that are qualified, male, senior and younger emphasise this point more.

5.8 Summary Of The Hypotheses

Gender and age had a significant influence on the view that work is a means to an end, whereas qualification and position did not. The null hypothesis that the view that work is a means to an end is independent of qualification, position, gender, and age could, therefore, not be rejected for qualification and

position but was rejected for gender and age.

Position, qualification, gender, and age did not have a significant influence on the opinion that work is more important than the money. Thus, the null hypothesis that the opinion that work is more important than the money is independent of qualification, position, gender and age could not be rejected.

Qualified and unqualified, senior and junior Library Assistants felt that their work does not play a central role in life. Male and female and younger (below 40 years) Library Assistants also felt that their work does not play a central role in life. Consequently, the null hypothesis that the belief that work plays a central role in life is independent of qualification, position gender and age could not be rejected.

Age and qualification had a significant influence on the willingness to continue in the same type of job after winning the pools but position and gender did not. Thus, the hypothesis that the willingness to continue in the same type of job after winning the pools is independent of qualification, position, gender and age could not be rejected for position and gender but was rejected for qualification and age.

The qualified and un-qualified, senior and junior, male and female, younger and older Library Assistants felt that their work is not intellectually stimulating. Consequently, the null hypothesis that the perception that library work is intellectually stimulating is independent of qualification, position, gender and age could not be rejected.

5.9 Summary Of Other Findings

A general summary of the crosstabulation analysis gives the following additional information. There were more unqualified than qualified Library Assistants who were inclined to perceive that they work for the money as a means to an end, that work does not play a central role in life and that they would

not continue in the same types of jobs after winning the pools. On the other hand, the qualified Library Assistants were more inclined to perceive that they do not work for the money as a means to an end, that work plays a central role in life and that they would continue in the same type of jobs after winning the pools. Both qualified and unqualified Library Assistants, however, perceived that library work is not more important than the money. The unqualified Library Assistants held a more instrumental meaning of work and they were more dissatisfied with their work. However, despite these differences, fundamentally both qualified and unqualified Library Assistants were dissatisfied with the conditions of their work. It must be noted, nevertheless, that some of these differences, as shown in the Chi-Square tests, are not very significant.

As many senior (50%) as junior (50%) Library Assistants felt that they do not work for the money as a means to an end. Almost as many senior (60%) as junior (60.7%) Library Assistants felt that library work is not more important than the money. More senior (60%) than junior (53.2%) Library Assistants felt that work is not more important than the money. More senior (75%) than junior (67.9%) Library Assistants were of the opinion that they would not continue in the same type of job after winning the pools, and more senior (60%) than junior (47.3%) Library Assistants felt that library work is not intellectually stimulating. Although both senior and junior Library Assistants expressed dissatisfaction with their work, senior Library Assistants are more dissatisfied with their work than their counterparts. Both junior and senior Library Assistants, however, held an instrumental view of work. They perceived work as a means of providing money and, as a result, tended to see money as the most important outcome of work. It might be for this reason that they emphasise pay and promotional prospects as reasons for their dissatisfaction.

More men (90.9%) than women (43.2%) perceived that they work for the

money as a means to an end. More men (90.9%) than women (56.6%) perceived that library work is not more important than the money. More men (63.6%) than women (53.8%) felt that library work does not play a central role in life. More men (90.9%) than women (66.1%) felt that they would not continue in the same job if they won the pools; and more men (72.7%) than women (47.5%) were of the opinion that library work is not intellectually stimulating. Although both sexes experienced dissatisfaction with their work, men expressed the greatest dissatisfaction. Women on the other hand, found relative satisfaction with some aspects of their work. For example, more women than men felt that they do not work for the money as a means to an end. This suggested that women attach more significance to their work. However, this was undermined by the fact that women also believed that work is not more important than the money which suggested that they too are concerned about the instrumental side of their work.

Age had an interesting influence on the meaning of work. Those aged between twenty and forty years felt that they work for the money as a means to an end, whereas those aged forty-one and above did not share the same opinion. Those aged between twenty and forty felt that their work is not more important than the money. And those aged between twenty and forty-nine felt that library work does not play a central role in life. Those aged fifty and above perceived that library work plays a central role in life. Those aged between twenty and forty-nine felt that they would not continue in the same type of job if they won the pools, whereas some of those aged fifty and above expressed a willingness to continue working after winning the pools. Finally, those aged between twenty and forty perceived that library work was not intellectually stimulating while those aged forty-one and above felt that it was. However, there were as many (50%) of those aged fifty and above who felt that library work was intellectually stimulating as there were those who perceived that it

was not. As Library Assistants grow older they might no longer find library work intellectually un-stimulating even though their job situation does not change. This implies that Library Assistants make fine adjustments in their attitudes towards work as they grow older. It is not known exactly where and how these adjustments have been made. Perhaps peoples' expectations change with age. That is the discrepancy between what one expects and what one is able to obtain gets smaller with age. It is known, however, that people do made mental adjustments towards their work in order to reduce pain or discomfort (Fox 1976); and Herzberg 1959, 1968). It must be emphasised, as stated above, that although some of the differences have been shown through the Chi-Square tests to be insignificant, it is important sometimes to show that differences do exist no matter how small. This is more true to life than giving blanket no or yes statements.

5.10 Analysis By Work Place

The following work places or sections were grouped together in terms of High User Contact (HUC), Low User Contact (LUC) and Non-User Contact (NUC) areas and ancillary hypotheses were tested against them.

HUC	LUC	NUC
Information Services Inter Library Loans Reader Services	Reserve Area Periodicals Archives	Acquisitions Binding Cataloguing Collection Management

Table 5.1: User Contact Areas

There were 71 respondents in HUC, 20 in LUC and 36 in NUC and 5 were unaccounted for.

The Chi-Square test was employed (at 5% level of significance) to test the following ancillary null hypotheses;

- Respondents in the user and non-user contact areas do not display a significant difference in the view that work is a means to an end.

Level Of Significance $P = .14948$ Degree Of Freedom = 4

The null hypothesis is accepted. Most respondents in user and non-user contact areas hold the view that they work in the Library for the money as a means to an end. Those in HUC (56.3%) emphasise this view more than those in LUC (45%) and NUC (30.6%) who would appear inclined to hold the opinion that they do not work for the money as a means to an end.

- Respondents in the user and non-user contact areas do not display a significant difference in the opinion that work is more important than the money.

Level Of Significance $P = .14167$ Degree Of Freedom = 4

The null hypothesis is accepted. Most respondents in user and non-user contact areas are of the opinion that library work is not more important than the money. Those in HUC (69%) emphasise this more than those in LUC (50%) and NUC (47.2%).

- Respondents in user and non-user contact areas do not display a significant difference in the belief that work plays a central role in life.

Level Of Significance $P = .55492$ Degree Of Freedom = 4

The null hypothesis is accepted. Most respondents in user and non-user contact areas believe that library work does not play a central role in life. Those in NUC (63.9%) believe this more than those in LUC (50%) and HUC (47.1%).

- Respondents in user and non-user contact areas do not display a significant difference in the willingness to continue in the same jobs after

winning the pools.

Level Of Significance $P = .70630$ Degree Of Freedom = 4

The null hypothesis is accepted. Most respondents in user and non-user contact areas express unwillingness to continue in the same jobs after winning the the pools. Those in HUC (70.4%) are more unwilling than those in NUC (69.4%) and LUC (55%).

- Respondents in user and non-user contact areas do not display a significant difference in the perception that work is intellectually stimulating.

Level Of Significance $P = .08011$ Degree Of Freedom = 4

The null hypothesis is accepted. Most respondents in user and non-user contact areas perceive that library work is not intellectually stimulating. Those in LUC (55%) express this view more than those in HUC (54.9%) and NUC (33.3%). Those in NUC (61.1%) would appear more inclined, though not very significant, to perceive that their work is intellectually stimulating.

It had been expected that those in HUC areas would display a more positive attitude towards their work than those in LUC and NUC, there^{by} by emphasising the fact that they enjoy the contact which they have with the users. Since this has not occur^{ed}ed, it would appear that respondents enjoy the contact they have with their colleagues than that which they have with the library users. In all five counts of the ancillary hypotheses the respondents emphasise the lack of intrinsic satisfaction or stimulation in the work itself.

The fact that most respondents have expressed a willingness to leave their present jobs after winning the pools is also indicative of their dissatisfaction with the tasks. This might mean that they need a change in environment or in job content. It might also mean that the jobs do not offer enough attractions to offset the financial pull. This is confirmed by the fact that they felt that their work is not more important than the money. Conversely, the respondents

It is the biographical factors such as age, gender, position, and tenure which appear to have dominant influence on Library Assistants perceptions of their work.

5.11 Internal Consistency Reliability

Since X^2 tests were largely indicating linear relationships, correlations and multiple regressions are now employed here to obtain more precise estimates of the relationships and to use stepwise regression to permit the control of those variables (e.g. biographical) which have been shown to relate to the independent variables such as the Library Itself and the dependent variables such as the Meaning of Work. To measure how strongly associated CAIn scores were from different parts of the same instrument, reliability tests were done.

Correlation factors based on Cronbach's Alpha

$$\alpha = \frac{a}{a-1} \left(1 - \frac{a}{a+2b} \right)$$

were used for measuring the homogeneity of the scale items and for estimating their reliability. Norusis (1986) suggests that the following characteristics of the Pearson Correlation Coefficient must be considered in an exercise such as this.

- If there is no linear relationship between two variables, the value of the coefficient is 0.
- If there is a perfect positive linear relationship, the value is +1.
- If there is a perfect negative linear relationship, the value is -1 and a value of 0 indicates no linear relationship between the variables.

According to Zeller and Carmines (1980), positive correlation values mean that there is a positive relationship between the variables and negative values

mean that there is a negative relationship. However, if one pair of variables has a correlation coefficient say of $+0.7$ while another has a coefficient of -0.7 the strength of the relationship is considered the same for both. It is only the direction of the relationship that differs. The Alpha Coefficient helps to explain the strength of the correlation. That is if there is a good correlation Alpha tells us how good it is. On the other hand a correlation coefficient of zero, however, does not mean that there is no relationship between two variables because Pearson Correlation Coefficient only measures the strength of a linear relationship. It is possible, therefore, that two variables can have a correlation coefficient close to zero and yet have a strong non-linear relationship (e.g. curvilinear). Note also that if two variables are correlated it may not mean that one causes the other. Many other factors may influence the occurrence of a correlation coefficient. Until all possible factors have been tested one can never be sure why two variables are correlated (Zeller and Carmines 1980).

The following is a table showing some of the results of the reliability test.

5.11.1 Alpha Coefficients Of Scales For CAIn

VARIABLE ITEMS	NO. OF ITEMS	ALPHA
L12 - 17	6	.70
P21 - 27	7	.79
O31 - 33,36 - 7	5	.71
S41 - 47	7	.83
P51 - 56	6	.72
W61 - 67	7	.87
V71 - 77	7	.78
T81 - 82,85 - 7	5	.66
C91 - 97	7	.78
A101 - 107	7	.79
M111 - 121	11	.73

Table 5.2: CAIn Alpha Coefficient Scales

The reader should see Appendix E for the questionnaire where all the variables as listed in the table above are shown. According to Nunnally **Psychometric Theory** (1967), a scale has acceptable internal reliability if coefficient Alpha reaches or exceeds, 0.70. As the results in the table below show, all the scales except T81 meet this criteria. They can, therefore, be assumed to be internally homogeneous. However, some variables were found not very suitable indicators of the underlying construct e.g. "The library looks after its professional staff well". On reflection, this variable might not have been a very good measure for the Library Itself because it assumed that the Library Assistants would know if the professionals were treated well. As it turned out, it is possible that some respondents did not know. The variable "The library values experience over qualification" might have been confusing owing to the use of the word library instead of the management. The variable "I believe qualifications mean more than experience" together with its equivalent "The library values experience over qualifications" have also not shown very good measurement of promotional opportunities. There is the possibility that some respondents got confused by or did not quite understand them. Other variables such as "Work alone most of the time", "I am allowed to finish any work I begin" and "the tasks I do are related to each other" have high face validity but not enough suitability with the scales they were supposed to measure. Otherwise most variables on the questionnaire have measured what they were intended.

Although the scale Library Itself correlates with the scales; Pay, Promotional Opportunities, Supervision, People of the Same Grade, Work on Present Job, Skill Variety, Task Identity, Task Significance, Autonomy and the Meaning of Work, its strongest positive correlations are with Promotional Opportunities (.5332), Pay (.4746), Supervision (.4455) and the Meaning of Work (.3583). It has, however, a weaker correlation with Task Identity (.1182), Skill Variety (.1832), and Autonomy (.1932). And it has a small negative correla-

Figure 5.1a: Graphical Analysis
 Corr=0.645 Poly= 1.24 0.528

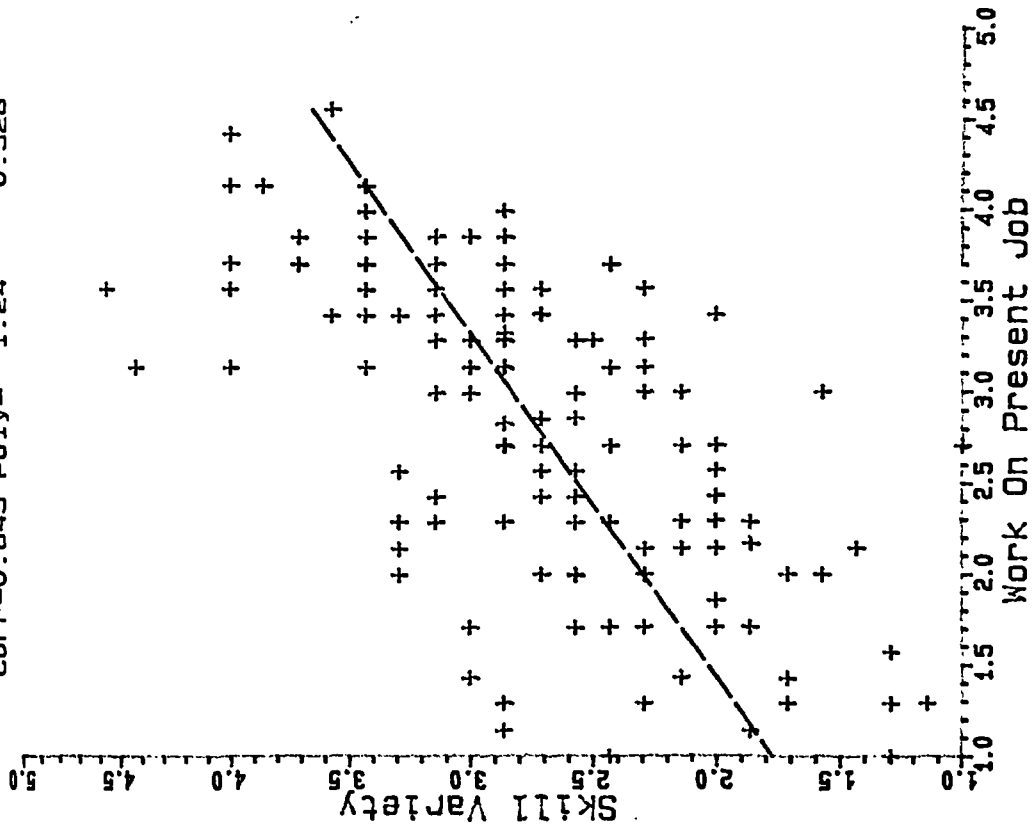


Figure 5.1b: Graphical Analysis
 Corr=0.461 Poly= 2.28 0.366

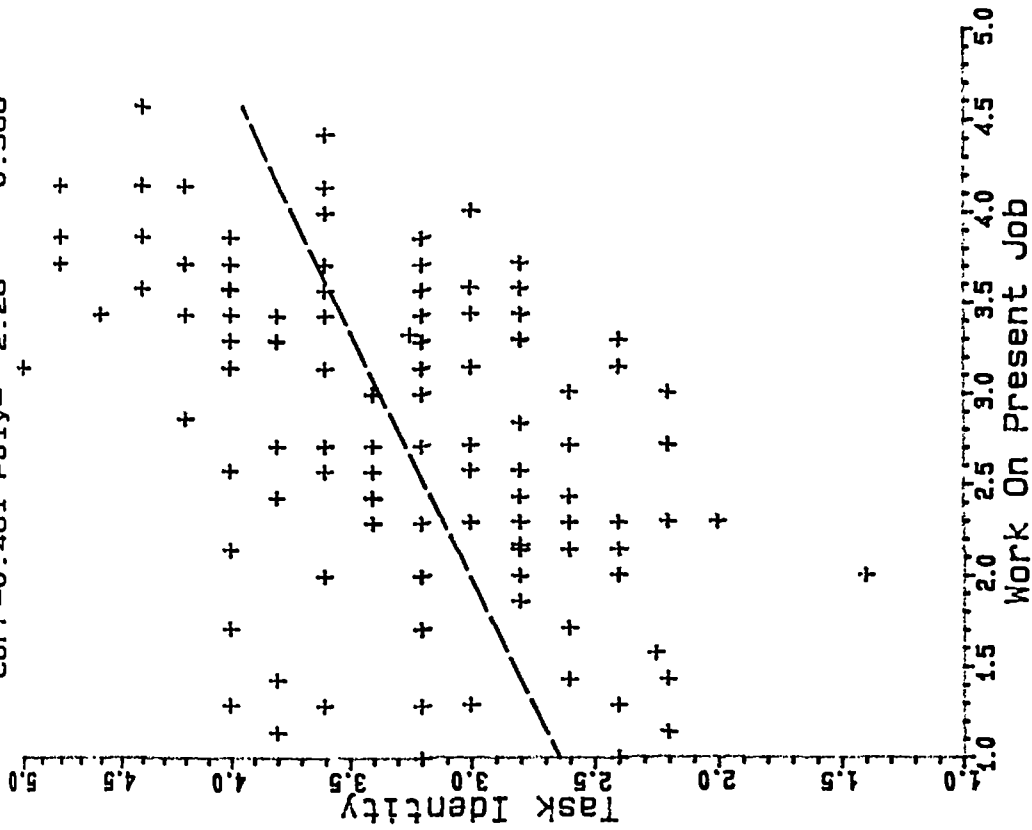


Figure 5.1d: Graphical Analysis
 Corr=0.439 Poly= 2.32 0.370

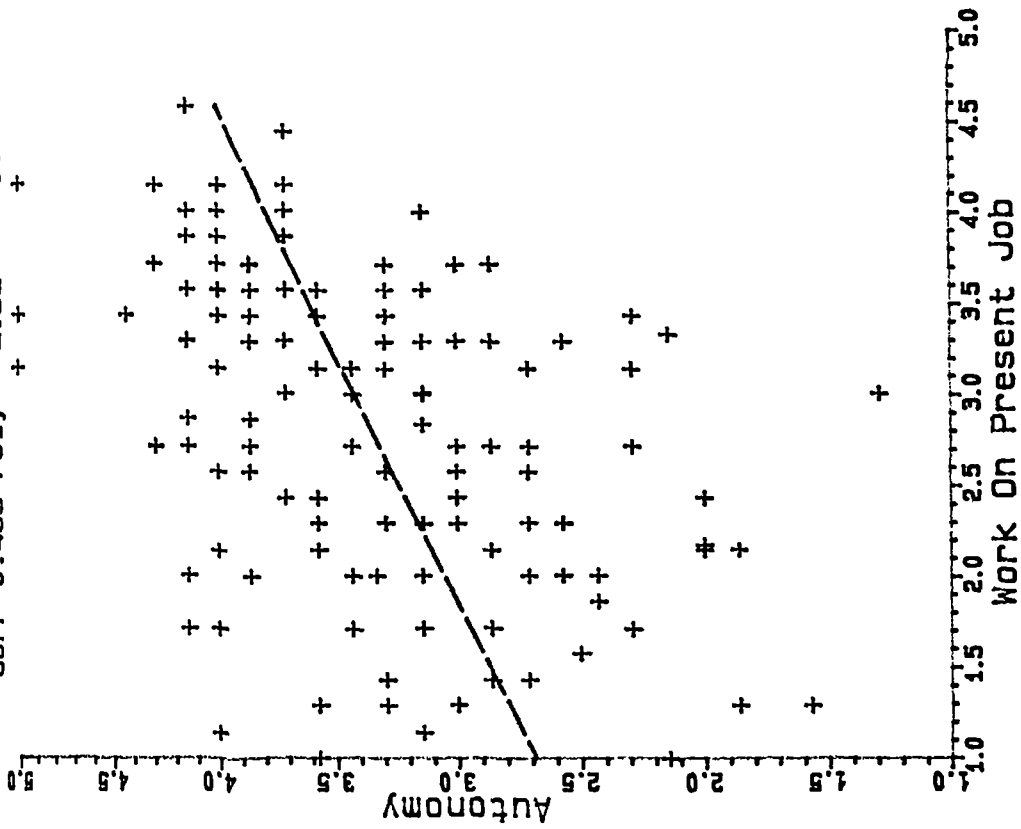
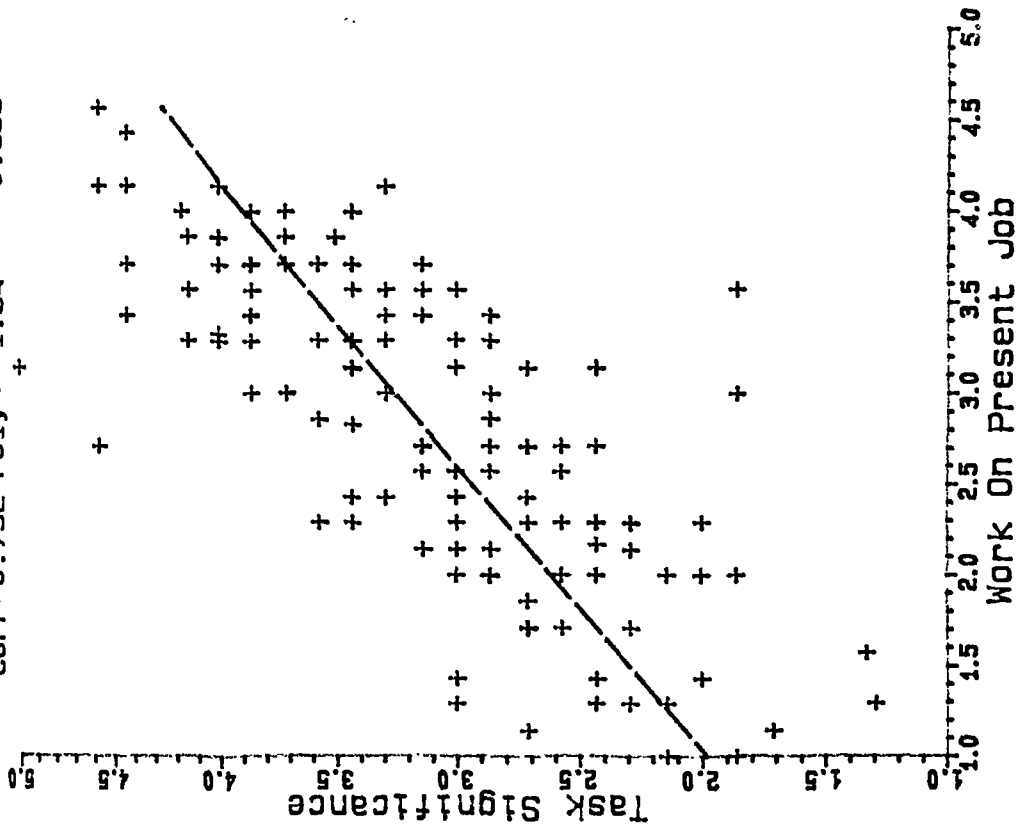


Figure 5.1c: Graphical Analysis
 Corr=0.732 Poly= 1.34 0.639



tion with Age (-.1391), Work Experience (-.1366) and Marital Status (-.1155). Pay has an insignificant negative correlation with Task Identity (-.0294) and a good correlation with Promotional Opportunities (.4477). This means that some of those satisfied with pay were not also satisfied with Task Identity but were nevertheless happy with their promotional opportunities. Those who were unhappy with the Library Itself are likely to be the young, those with less work experience and the unmarried.

Work on present job has a very good positive correlation with Task significance (.7318) (See figure 5.1c), the Meaning of Work (.6584) (See figure 5.1f), Skill Variety (.6458) (See figure 5.1a), and a good correlation with Task Identity (.4611), Autonomy (.4389), Supervision (.4271) and Promotional opportunities (.3791). Skill variety has good correlation with Autonomy (.6263), Task significance (.6251), Task identity (.5861), the Meaning of Work (.5014) and Supervision (.4214). It, nevertheless, has a weaker correlation with Pay (.0266) and People of the Same Grade (.0302). On the other hand, Task Identity has a good correlation with Autonomy (.6385), Task Significance (.5239) and the Meaning of Work (.4239) and has a negative relationship with Pay (-.0294). This means that those who are happy with Task Identity are also happy with their autonomy, the significance of their tasks and the meaning of their work but are, nevertheless, unhappy with their pay.

Autonomy is also positively correlated with Skill Variety (.6263), Supervision (.4389) and Task Significance (.4303).

The Meaning of Work has good correlation with Task Significance (.6591), Work on Present Job (.6584), Skill Variety (.5014), Task Identity (.4239), Supervision (.3949) and the Library Itself (.3583).

Work Experience is negatively correlated with the Library Itself (-.1366), Promotional Opportunities (-.0479) and Position (-.2125). This finding confirms that of the earlier X^2 test where job position was found to be independent

Figure 5.1f: Graphical Analysis
 Corr=0.658 Poly=0.151 1.03

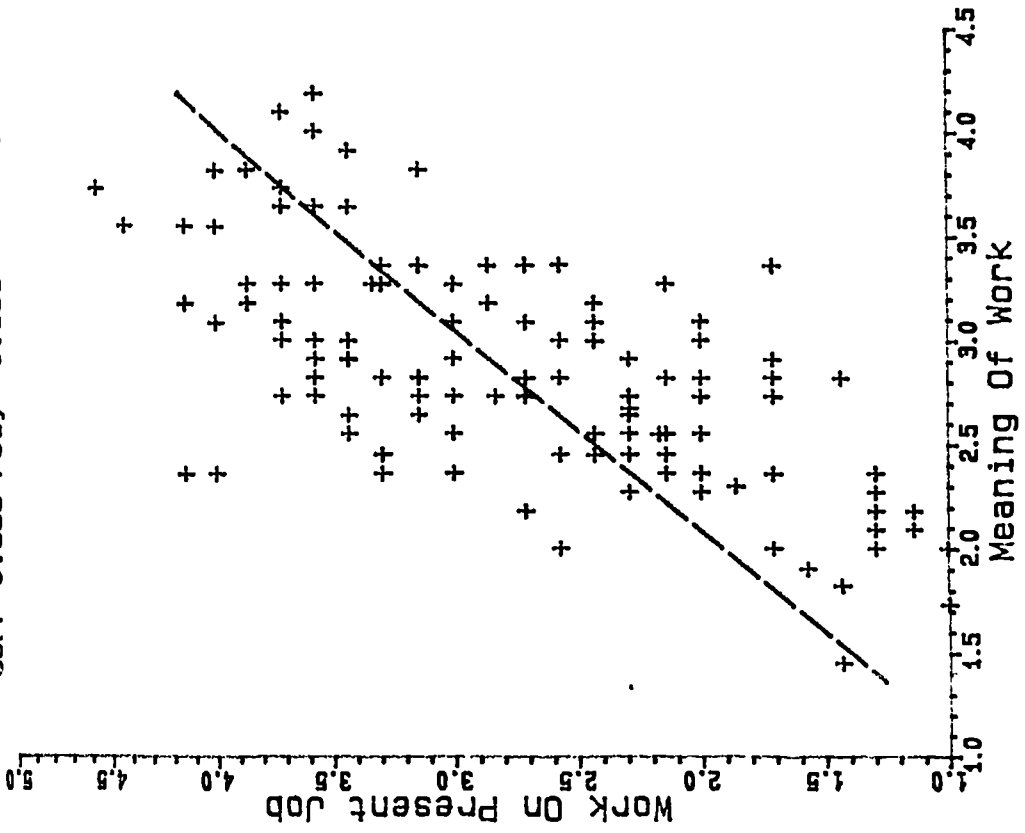
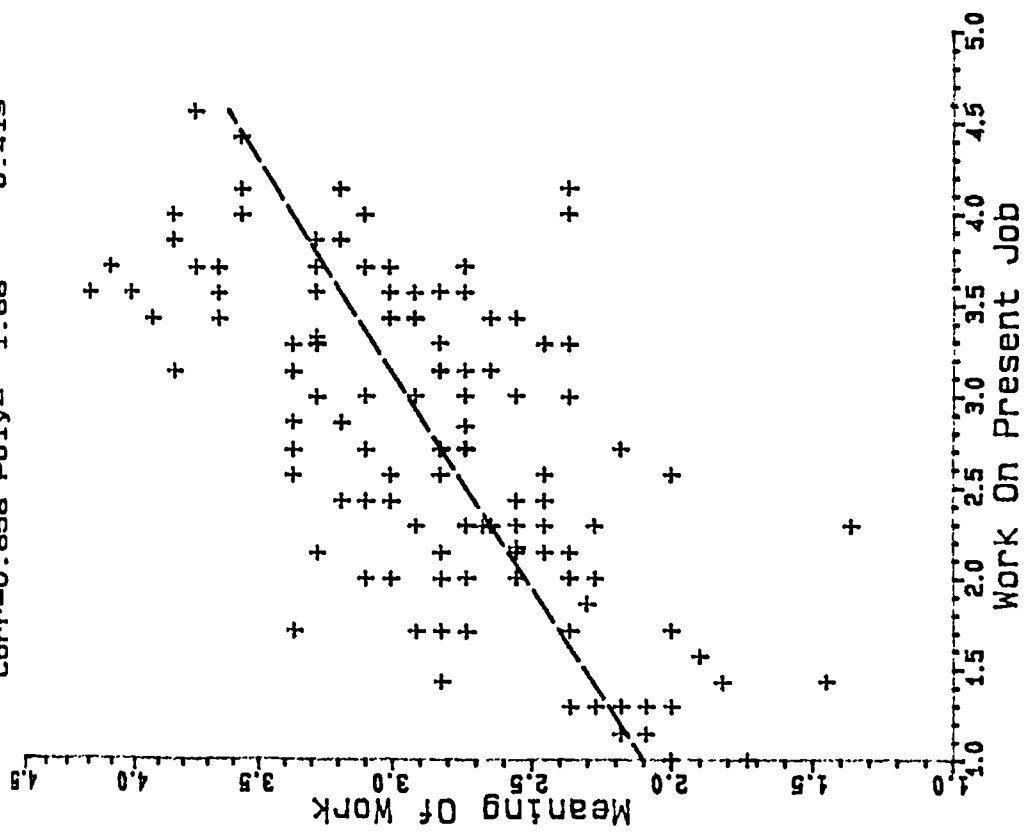


Figure 5.1e: Graphical Analysis
 Corr=0.658 Poly=1.668 0.419



of work experience. Further it can now also be said that even promotional opportunities are independent of work experience. It would appear, therefore, that the assertion made earlier that Library managers recruit and promote from without is a correct one.

Marital Status is also negatively correlated with the Library Itself (-.1155), Promotional Opportunities (-.0122), Supervision (-.2220), Autonomy (-.0833) and the Meaning of Work (-.0134). These are, nevertheless, negligible negative correlations.

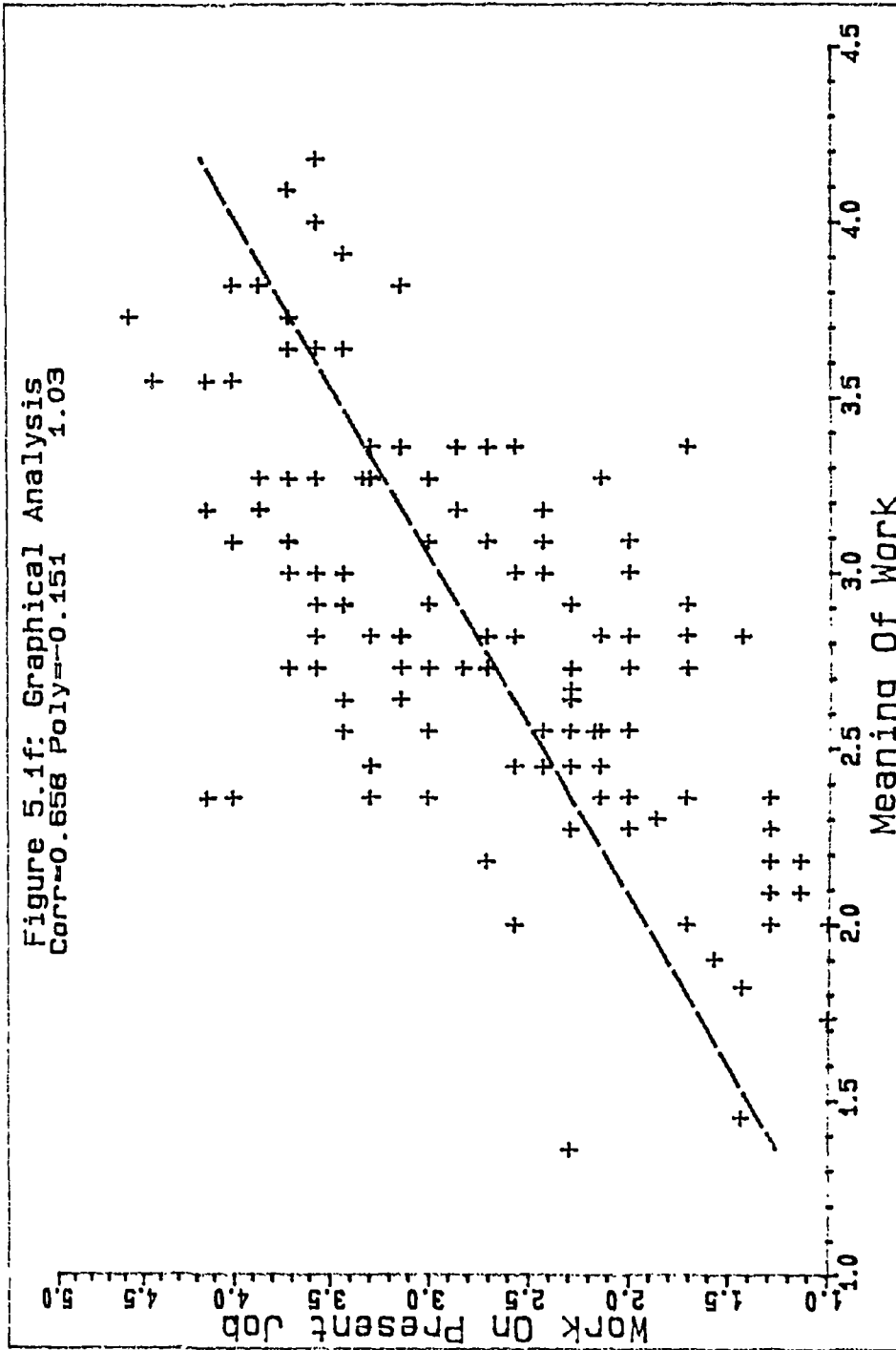
These results suggest that both positive and negative correlation are useful in predicting the influence of one variable upon the other.

The following illustrates how a set of independent variables can be used to predict one or more dependent variables.

5.12 CAIn Multiple Regression Tests

The first hypothesis sought to discover if the biographical or independent variables such as; Position, Age, Marital Status and Work Experience, can be used to predict the dependent variable Pay Satisfaction. It was discovered that the combined effect of all the biographical variables on Pay Satisfaction is insignificant at a Multiple R of .25823; R Square of .06668; Adjusted R Square of .03682 and Significance Coefficient of .0692. Note, however, that Multiple R is the absolute value of the correlation coefficient between the dependent variables and the independent variable. If the value is close to 1.00 the regression model fits the data well and if the value is close to zero the regression model does not fit the data well (Norusis 1986). However, from the above R Square we can explain only 6% of the variability in Pay by knowing any of the biographical variables.

The next step was to discover if the variable the Library Itself, had an influence on Pay Satisfaction. There was a significant relationship with Pay



Satisfaction at Multiple R of .55438; R Square of .30734; Adjusted R Square of .27941 and a Significance Coefficient of .0000. This means that the above work variable can be used to predict pay satisfaction and that it has a linear relationship with pay satisfaction.

Hypothesis two related to the question of whether the biographical variables could be used to predict the dependent variable Promotional Opportunities. The combined effect of the biographical variables did not show a significant relationship with Promotional Opportunities.

Multiple R = .18125; R Square = .03285; Adjusted R Square = .00190 and Significance Coefficient = .3785

However, when the biographical variables were statistically held constant and the independent variables, the Library Itself, and Work on Present Job introduced or entered significant relationships were found. The Library Itself produced the following; Multiple R of .55963; R Square of .31319; Adjusted R Square of .28549 and a Significance coefficient of .0000. And the variable Work On Present Job produced the following; Multiple R of .60036; R Square of .36043; Adjusted R Square .32923 and a Significance Coefficient of .0000. It can be said with some measure of confidence that some work variables such as the Library Itself and Work on Present Job can be used to predict promotional opportunities. In other words those Library Assistants who are happy with their promotional opportunities are more likely also to be happy with the policies and administration of the Library as well as the work itself.

Hypothesis three sought to discover if the biographical variables have a significant relationship with the Meaning of Work. It was discovered that there is some relationship but it was not very significant.

Multiple Regression = .26054; R Square = .06788; Adjusted R Square = .03805 and Significance Coefficient = .0648

When the variable Task Significance was entered and the biographical vari-

Figure 5.19: Graphical Analysis
 Corr=0.501 Poly= 0.883 0.644

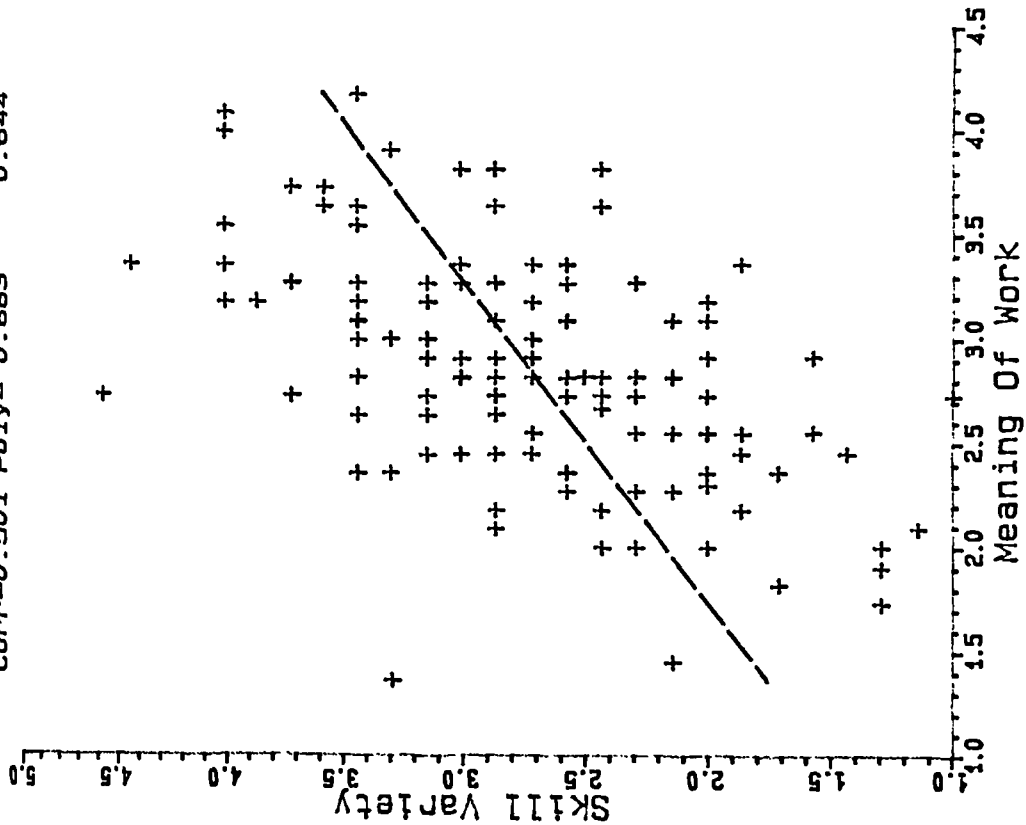
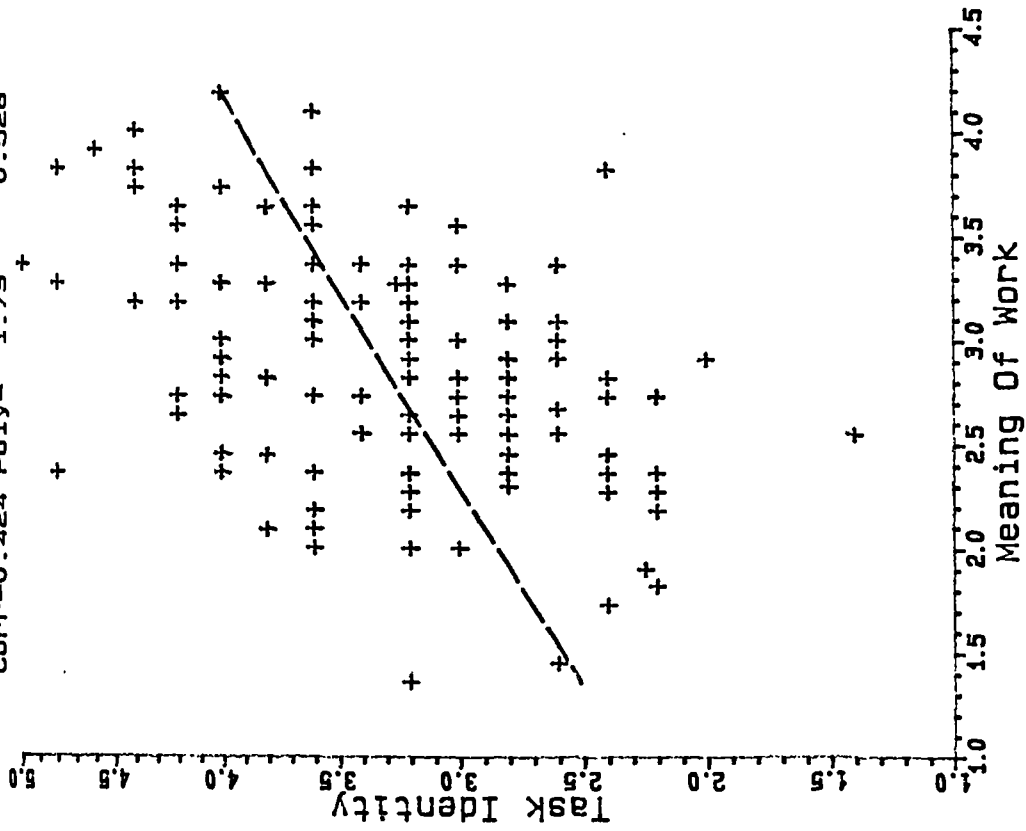
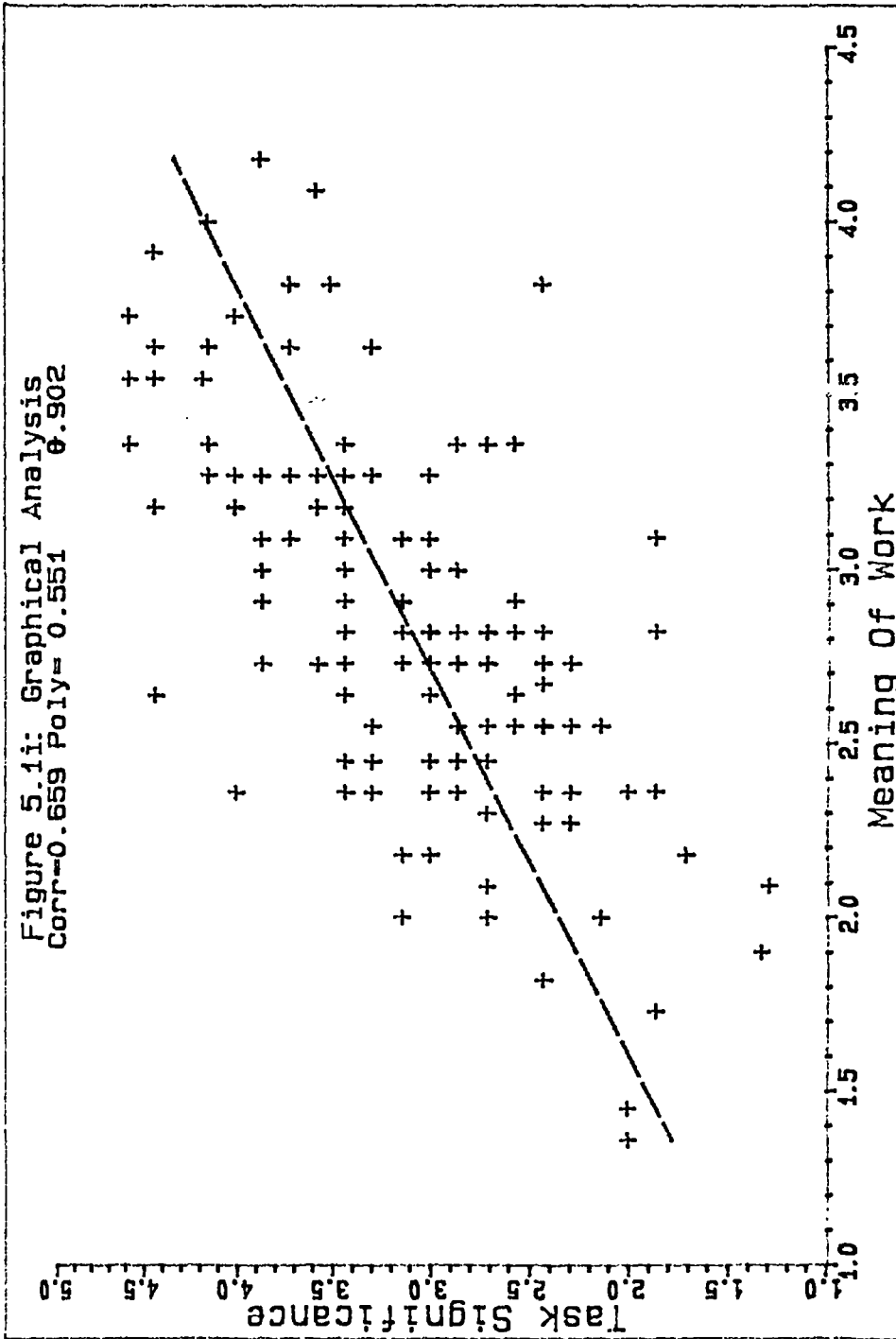


Figure 5.1h: Graphical Analysis
 Corr=0.424 Poly= 1.79 0.528



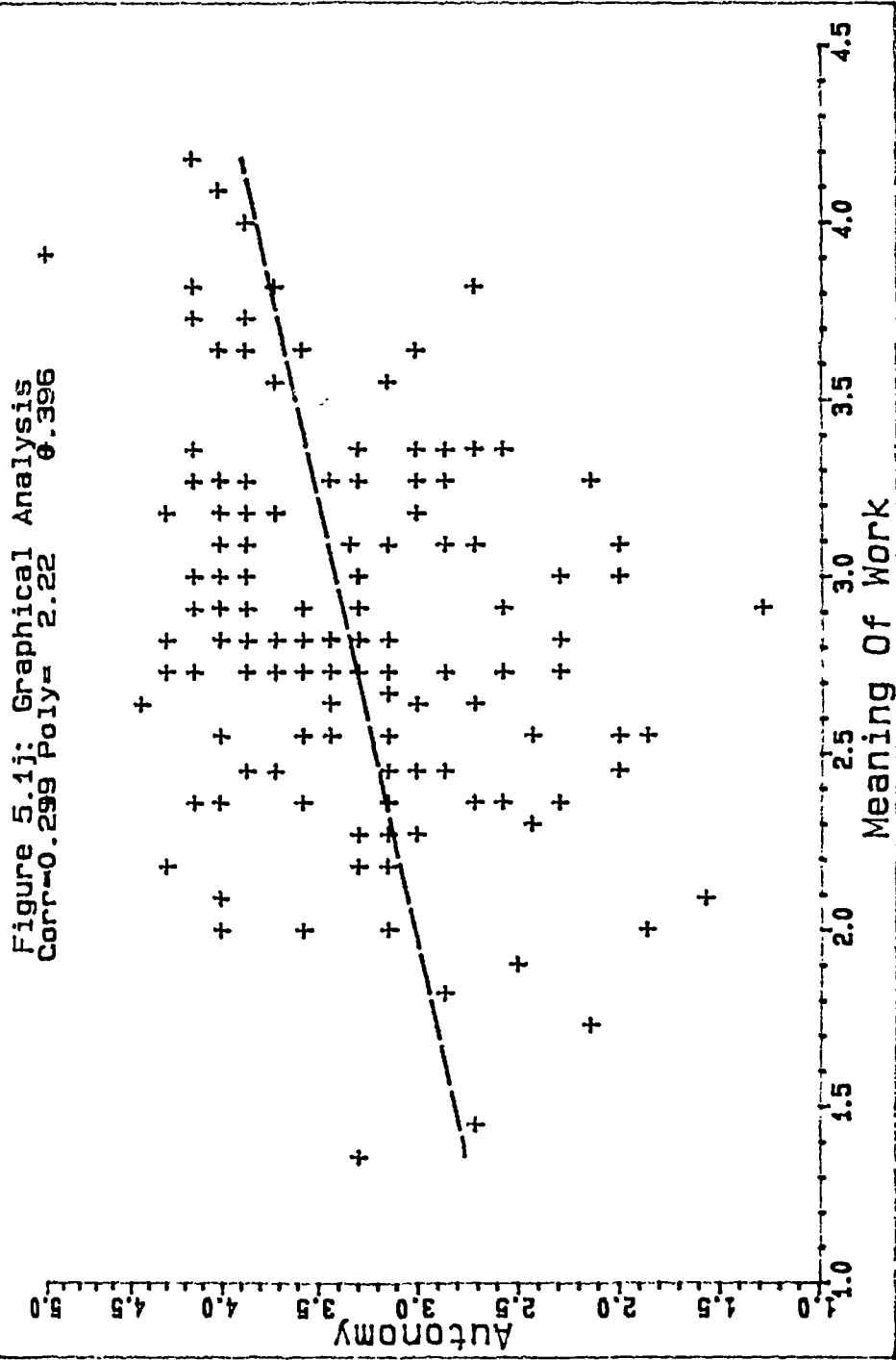


ables held constant, it was discovered that Task Significance had a strong relationship with the Meaning of Work showing a Multiple R of .69722; an R Square of .48612; Adjusted R Square of .46540 and a Significance Coefficient of .0000 (See also figure 5.1i).

Work on Present Job (See figure 5.1f) and the Library Itself also had significant relationships with the Meaning of Work. This means, therefore, that some work variables such as; Task Significance, Work on Present Job and the Library Itself have a linear relationship with the Meaning of Work and can be used to predict the same.

In the fourth and final hypothesis both Pay and Promotional Opportunities were combined and tested against the Meaning of Work and the following was discovered: a Multiple Regression of .41721; R Square of .17407; Adjusted R Square of .13378 and a Significance Coefficient of .0005. Although this finding suggests a weak relationship, a combination of Autonomy, Pay, People Of Same Grade, Promotional Opportunities, Task Significance, Supervision, The Library Itself, Task Identity, Work On Present Job and Skill Variety all produced a Multiple R of .73711; R Square of .54334; Adjusted R Square of .50496 and Significance Coefficient of .0000. This means therefore that all these variables can be used to predict the meaning of work. On the other hand, Age (Sig. T. = .00056) and Marital Status (Sig. T. = .0071) also have a significant relationship with the Meaning of Work.

The reader will note, however, that the Investigator has accounted only for about 50% of the variables which affect the Meaning of Work. There are factors (apart from measurement error) which have influence on the same but could not all be accounted for in a study such as this.



Chapter 6

Discussion

6.1 Professionalism

This section is about the professionalisation of librarianship and its consequences upon the Library Assistants. This has relevance also to the organisational environment in which Library Assistants' work takes place which in turn has implications for organisational climate. According to Payne, Fineman and Wall (1974), organisational climate refers to the organisation as a whole and it is derived from a person's description of what the organisation is like.

The Library as an organisation was portrayed by some respondents as a hierarchical institution which is not very sensitive to the needs of the Library Assistant. It was perceived to be failing to recognise some of their needs for better promotional opportunities, pay, task variety, status and intellectual stimulation at work.

Mainly menial tasks appear to be offered at the lower echelons of library organisation. Consequently, not much creative or challenging work is available to the Library Assistant. Professionals were perceived to be protective of their jobs and status and better looked after by the library organisation. According to Bundy (1966), people in higher echelons of organisation tend to act to

protect their position or status quo because they do not like change. Where change is imminent they act upon it in terms of how it affects their status. This leads to poor personal relations within the Library. As one respondent said;

“... Since it is right that there should be a structure for [Library] Assistants it is difficult to see what can be done about this. People do become protective of ‘their’ tasks. If more responsibilities were handed over to [Library] Assistants this might help or if senior staff took more care to see exactly what was happening ... work loads here increased through allowing less time for inter-communication with the result that work seems a little bit more tedious.”

Thus, the organisational structure of the Library appears to induce what Fox (1974) called a “low-discretion/high-discretion work syndrome.” A high-discretion work syndrome is typified by the existence of a group of people in the upper echelons of organisation who do high discretion work such as planning and thinking out work processes. A low-discretion work syndrome is marked by the simplicity of work operations performed at the lower levels of the organisation where employees exercise little or no inventive knowledge of their own. The upper echelons are believed not to trust the lower echelons to deliver work performance which fully accords with the goals and values they wish to see pursued and observed. This often leads to the close supervision of the lower by the upper echelons.

A condition of low trust relationship develops where the higher echelons do not trust the lower echelons to deliver high performance without directives from them. This condition usually develops between a senior member and an occupant of a lower discretion role such as a Library Assistant. There is in this relationship a condition of dependence where occupants of the lower echelons, owing to the structure and organisation of their work, depend on the

occupants of the higher echelons for initiative and direction. As observed by one respondent;

“All unqualified Library Assistants are still treated as a separate entity to qualified staff ... Hierarchy [high] posts [are] always well defended. As menial tasks are not suited to qualified staff - Library Assistants are now finding that they are doing more tasks to compensate.”

Others try not to be deterred by this.

“The hierarchy is firmly set, but I don't let it stop me from doing anything personally”.

This condition is related to the Scientific Management tradition of work organisation (Taylor 1911). (See also McGregor 1966). According to Fox (1974) the likely survival of Scientific Management bureaucracy in modern organisations depends upon the possible conviction among management that it offers indispensable techniques for the coordination of human action. As long as Scientific Management is perceived by many managers (including librarians) as the most productive, cost effective and efficient method, its principles will linger around. For example, according to Jones and Jordan (1987), there is evidence in the Neo-Conservative 1980s of a renewal of interest, in British libraries, in the 'virtues' associated with the Scientific Management approach. (See Dougherty and Heinritz 1982 for instance.) Routines and operational activities are on the increase and there is a renewed emphasis on control and productivity. O'Connor (1980) also points out that the British approach to library management relies heavily on the tasks and operations to the extent that it is “almost at times sinking to the level of work study and work measurement...” (p.39). And Edward (1975) argues that most library administrators

have retained traditional hierarchical forms of organisation rather than changing to alternative forms which allow library employees the opportunity and autonomy to offer professional service to their clientele. O'Connor (1980) suggests that what is needed is a more human-oriented approach and a focus on organisational activity which rises above operations.

In the perception of the Library Assistants, there is need to restructure library work so that more attention is paid to its organisation, to the job content, the intellectual input, interpersonal relationships and pay systems. Attention should be paid to internal mobility so that more scope is created for promotion and training. It is believed that training will help avoid obsolescence among staff.

“... My previous qualifications have little value now - indeed they began to lose their value three years after entering the profession. My apologies for such a long epistle, but there must be other mature partly qualified librarians who also feel that their job conflicts with the simple ability to survive.”

And another observed that;

“... the junior staff here are given very little encouragement to attend courses, and it is up to us to push and push if we really want to do a course.”

Most Library Assistants perceive that a less hierarchical library structure is preferable to a hierarchical one. They believe that this might help reduce the gap which exists between professionals and non-professionals. On the other hand, some perceive that the professionalisation of the library occupation has been responsible for the hierarchy which now exists in librarianship.

“... The trouble is that now it [librarianship] is a profession and all the seniors have large pay cheques and status. They of course do

everything they can to maintain the status quo. The idea that the junior staff are not qualified to undertake the management tasks is a myth perpetuated by the people who hold these management posts. What is required by librarians is experience, commonsense and an ability to communicate with people ...”

According to Hughes (1975) the professionalisation of any occupation aims to give professionals, their work and consequently themselves, value in the eyes of each other and the society. However, according to Berger (1964) this is a “pathetic confidence trick” because some of the occupations which aspire to the status of professions have been more strident in their claims to life, respect, and a healthy slice of the economic pudding. The library profession is no exception.

According to Bundy (1966) sub-professional levels were established to relieve professionals of routine non-professional tasks but this hierarchical system is now creating conflict because no matter how the sub-professional performs she may not join the professional ranks (and better paid group) even though the distinction between what the two groups do is thought to be arbitrary by the Library Assistants. In a profession where some professionally qualified people are employed to do non-professional library assistant tasks, the distinction between professional and non-professional work, therefore, appears to cause concern among some Library Assistants.

“Senior staff like to think that all staff see their work as being on a ‘professional’ level and expect Library Assistants to act as ‘professionals’, but they then tell us that we are not capable of making any decisions on our own ...”

Other areas which might generate conflict relate to the need for promotion, more pay, more challenge, more intellectual stimulation, more training of a

professional nature and better work organisation which provides scope for personal initiative and creative thinking. Although organisational conflict is not necessarily unhealthy, the problem might be how to manage it. Good conflict management, therefore, must seek first to minimise areas of possible conflict.

Hughes (1975 b) posits that inside most professions there has developed a tacit division of labour between the more theoretical and the more practical and once in a while conflict breaks out over issues related to these divisions. That kind of conflict is already apparent in University Librarianship in England. As observed in Chapter Four, some respondents feel strongly that some 'junior' staff have qualification and experience equal to that of senior staff but they are not accorded the same status. They observed that there is an artificially wide distinction between the professional and the non-professional library staff. And that this distinction is neither reflected in personal qualification nor the demands of the job (see Chapter Four).

According to Davinson (1982) professional librarianship in the United Kingdom appears to assume that non-professional staff are merely people inadequate in some way - educationally or socially- to be professionals and that professional status is the only status that ought to matter. He submits further that there is a strong streak of professionalism in this attitude.

It might be argued, therefore, that a conflict which might develop between the professionals and the non-professionals as a result of unfulfilled aspirations or demands for professionalism will not help improve the position or status of the Library Assistant. For instance, when Library Assistants joined trade unions in order to protect their own interests in view of the fact that the professionals were agitating for faculty status and professional recognition the professionals strongly objected to this move (Vaughan 1980). This illustrates the delicacy of the balance which has to be maintained between the needs of

the professionals and those of the Library Assistants.

In Australia, Levett (1981) observed also that the lack of diversity among the non-professional or paraprofessional staff reflected a relatively monolithic structure at the professional level which led to some form of stagnation at the non-professional level, with the professionals seeming to encourage the status quo.

According to Habenstein (1963), professionalism, therefore, is basically an ideology or a set of rationalisations about the worth and necessity of certain types of work which, when internalised, gives the practitioner a moral justification for privilege and when recognised by society legitimises penetration into the personal and social relations of people. Though this view might be criticised (Winter 1983) on grounds that it fails to recognise that personal and social needs of people might receive optimal satisfaction through concerted effort rather than through power-groups or bureaucratic organisations, Braude (1983) observes on the contrary that professionalisation occurs because, 1) the members of an occupation attempt to improve their image; 2) they try to transfer 'unwanted' duties from their occupation to others and 3) there is a continuous departure or sloughing off of persons at the most prestigious fringe of the occupation followed by a consequent severance of identification with the occupation by these persons. All these factors are power-group-oriented manoeuvres or characteristics, and they appear to confirm Salaman's view (1980) that professional or academic knowledge is not always neutral and value free because it is often used as a means of legitimising interests or aspirations of given groups.

In librarianship the move towards professionalism was spurred by the need to break with the stereotype or, more appropriately, to improve the the image of the librarian. The division between professional and non-professional work, therefore, is deliberate and was intended to relieve the professionals of routine

tasks and to ensure its perpetuity, non-professional education was also deliberately ignored (Baker 1987). According to Musmann (1978), it is possible that the librarians encouraged stagnation among Library Assistants because they feared that their own status was threatened by these low status clerical employees. However, the much resented stereotype seems to be here to stay (see Wilby 1985, Goode 1961 and Winter 1983). According to Esland (1976) occupations like teaching, social work, nursing, and librarianship would like to acquire the symbols of professions because this is a major element of their quest for status, internal control of work practice and higher financial rewards. (See also Etzioni 1969).

As the struggle for social recognition and status intensifies in librarianship the demarcation between professional and non-professional grades and tasks will continue to be emphasised. Consequently, Library Assistant jobs might become more and more menial in nature and in content as more professionalism entrenches the need for the hierarchy. According to Wilsher (1984) the Library Association's insistence on graduate entry to the profession gives little incentive for non-professionals to get involved in library work where there is little or no chance of adequate recognition for their efforts. As one respondent observed;

“... there should be a better career structure with goals and incentives, this would at least give you something to work towards instead of just pay day. [A] post graduate qualification in librarianship is needed if a person is to really progress in a library.”

While it is perceived that professional librarians have entrenched their position and status through the professionalisation of the library occupation the Library Assistants see themselves as the “hub” of the library service without which some libraries cannot run. In a profession where some qualified people do mainly non-professional duties it might no longer be sufficient to say

that a qualified Library Assistant cannot do the job of a professional because she lacks the basic science upon which the profession is built. According to Wilsher (1984) even the unqualified know their way around the library stock and are quite capable of dealing with the public as their professional counterparts. Moreover, the Library Assistants perceive as in Montgomery (1979) that there are no distinct tasks exclusive to professionals; that there is a blur between Library Assistant and professional duties.

“... The willingness of unqualified Library Assistants to work efficiently is generally exploited by management. They are only too happy to let you help out with jobs that only senior members of staff are ‘qualified’ to complete providing you do not expect parity of status or pay.”

While increased professionalism might improve the status of the professional librarian thereby increasing her status, social and work mobility, there is no evidence of it doing the same for the Library Assistant. Secondly, as long as the struggle for professionalism continues, the Library Assistant might remain, in the main, a casualty of that struggle provided deliberate effort is made to improve her training and status. And as long as the separation of professional and non-professional duties is perceived as a means by which the professionals achieve status, the Library Assistant is likely to strive for a change in the status quo. As will be shown below, the professionalisation of librarianship seems to have led to the allocation of menial tasks to Library Assistants. This too, as seen above, is already being challenged. According to Baker (1987), as librarianship increasingly saw itself as a profession it was felt more and more “that ‘professionals’ could not be seen undertaking what were considered to be menial tasks” (p.23). This also meant that the Library Assistant could not be a member of the Library Association because it was thought professions did not include non-professionals. Note, however, that

the Membership Services Committee of the Library Association in their report on para-professional membership (1988) acknowledged that there was a growing awareness of the value of para-professional or support staff in most library and information service. They recommended that a class of membership be established for paraprofessional and support staff members with a separate range of membership benefits. (See also LA's document on the Recruitment of Para-professionals into Membership of the Association Number CO.276 1988 and the Report for Library Association Membership Services Committee on Para-professional Membership Category Number MSC 331 April 1989).

Faced with a need to distinguish between professional and non-professional duties, therefore, the Library Association (1974, 1982) published the Descriptive List of Professional and Non-professional Duties in Libraries and the College Libraries Guidelines for Professional Service and Resource Provision, respectively. The purpose of these descriptive lists was to sort out those duties which were worthy of professionally qualified librarians and to leave the rest to the Library Assistants. (See also Russell 1985).

Professional duties were defined in the Descriptive List Of Professional and Non-professional Duties (1974) as:

“those whose adequate performance involves the ability to exercise independent judgement based on an understanding of the principles of library service - publications and information users and by the means by which they are brought into effective relationship. This understanding implies a wide knowledge of specific library techniques and procedures” (p.8).

This definition is deficient in several ways;

1. It does not specify what constitutes professional knowledge. It is not clear if professional knowledge can be acquired through formal or private

education, in-service training or work experience. Since it is possible that a “wide knowledge of specific library techniques and procedures” can be acquired through work experience and/or on the job training one is not told how the Profession will recognise this.

2. It is not clear what constitutes adequate performance and how it can be measured. It is also not clear whether a Library Assistant who has adequate library work experience and performs well can be accorded professional status.
3. What constitutes an understanding of the principles of library service has not been spelt out. It is important to know how these principles can be achieved. For instance can they be achieved through library school education, on the job training or work experience?
4. The “means by which publications and information users are brought into effective relationship” have not been defined and, therefore, it is not clear what they are and what happens after one has learnt or acquired some of them.

It would appear that there is a lack of clear definition of what constitutes professional and non-professional work. A rationale has also not been clearly established upon which the distinction between professional and non-professional duties rests. It is clear, however, that a distinction has been established between what could be termed managerial and operational activities or directive and executant functions. While directive functions are concerned mainly with control processes, executant functions are concerned with the execution of duties. A study of the Descriptive List of Professional and Non-professional Duties reveals that professional librarians are required to do mainly managerial duties which are directive in nature and non-professional

librarians do operational activities which are executant or operative in character. It is also observed that about 95% or more of what are termed professional duties are in fact mainly managerial activities both in content and in character. It is, therefore, not clear what constitutes real professional library work. Is it the managerial aspect of it, the operational or both? It is doubtful, however, if professional library work can adequately be defined mainly in managerial terms without reference to operational activities. As Coyne (1962) observed, the difficulty lies in defining precisely what is meant by professional library work and its relation to the management or administration of the Library. The Library Association, therefore, has not clearly tabulated the job specifications for the Library Assistants. Hence the Library Assistants perceive that they are usually asked "to do all sorts of things" some of which are not specifically in their job descriptions and since there is no clear definition about what their normal duties are most do not know. A clear job specification is needed to spell out in detail the skills, responsibilities and other requirements necessary for fulfilling given task assignments (Jaski 1970). These may later on be translated by practicing library managers into specific job descriptions for each individual library assistant role wherever necessary.

In 1984 the Library Association published the "Duties and Responsibilities of Library Staff" in which the duties of a Librarian were split into those requiring special skills and those requiring general skills. However, it is still not clear what a Library Assistant should do in order to acquire these skills if she desires to become a professional. It is also not clear what happens in a case where a Library Assistant has acquired some of these skills. In other words, the Library Assistant's mobility within the professional scalar chain has not been defined and as a result the Library Assistant has remained largely immobile. In the aforesaid article, professional work is defined in terms of the American Library Association's statement of 1976 on Library Education and

Personnel Utilization, part of which reads;

“Positions which are primarily devoted to the routine application of established rules and techniques, however useful and essential to the effective operation of a library’s on going services, should not carry the word Librarian in the job title...” (P. 307).

This raises the question, if a Librarian is not devoted to the routine application of established rules and techniques of the library, who is? It would appear, therefore, that the “Duties And Responsibilities Of Library Staff” article reinforces the original distinction between professional and non-professional duties as discussed above. It also explicitly states that a Librarian should not do routine duties and that any person who does such routines should not carry the title of Librarian. As long as managerial and professional functions of the library remain largely unclarified the controversy about what is professional and what is not is bound to continue and it might, as Edward^s(1975) remarked, weaken library services. It would appear, on the other hand, that managerial activities have been given precedence over operational or technical ones in the “Duties And Responsibilities Of Library Staff”. The professional is expected to spend more time on managerial routines than on operational ones and has very little to do with the executant library routines. This seems to confirm Baker’s observation (1987) that professionals do not want to be seen to be doing menial tasks because they fear that this might damage their professional status.

6.2 Work Structure

There is need, therefore, for a clear work structure for the profession. There is also a need to reform the apparent rigidity of the library hierarchy. (See also Edward^s1975, O’Connor 1980, and Shaughessy 1977). Although library

assistant work was perceived to be personally interesting, some respondents thought that it does not lead to a desirable future, that it does not provide opportunity for creative thinking, that marginally it is not rewarding in itself and marginally still, it has too much routine. Although not boring, it is necessary rather than enjoyable. A high level of repetition in the way certain tasks are done was reported and some tasks were perceived not suited to the abilities of the Library Assistants. As a result some respondents thought that what they did was not challenging.

All this points out to a possible poor work structure. It would appear that library assistant work is structured in such a way that maximum efficiency and effectiveness are achieved at the expense of the employees who might desire challenge, work enjoyment, and intellectual stimulation. There might be a need, therefore, to change the work roles, improve the job content and structure of library duties.

The Library Association's Descriptive List of Professional and Non-professional Duties as seen above ascribes to Library Assistants duties which are mostly menial in nature and appear devoid of challenge and intellectual stimulation. A change is required where some form of balance should be established between operational and managerial activities, academic (intellectual) and non-academic oriented work roles. Considering that some of the Library operations might not be abolished there is need for a more meaningful system of job rotation, where employees may move freely between highly operative and non-operative jobs, between physically strenuous and non-physically strenuous activities. As one respondent said in reaction to physically strenuous tasks;

“... Our hard work is not always (hardly ever) appreciated as it is sometimes felt by us that we are merely the labourers who shift things around considering most of us are of average built and are expected to push trolleys (jam-packed) sometimes alone, it is not

appreciated and I do not think that given the chance, senior staff (including male staff) would manage this at least twice a day.”

The fact that 60.6% of the respondents in this Study perceived that their work does not provide chances for creative thinking, that it is not challenging (63.4%) and that it is not suited to their abilities is indicative of the idea that Library Assistants need more meaningful responsibilities in their jobs. These responsibilities should include scope for have creative thinking, scope for personal development, scope for intellectual stimulation and challenge, scope for self respect and scope for achievement. Failing which job rotation might be recommended, specially in the light of the fact that 86.4% perceived that they “work at the same location almost daily”. However, it should be emphasised that job rotation does not enrich jobs. It only recognises that employees should not be kept for too long in jobs which are not challenging enough. It does not alter the job content or the job structure. It merely shifts the employee from one unchallenging job to the other. What is needed is a work structure which emphasises work roles, opportunity to learn new things, psychological commitment, freedom to choose own work methods, autonomy and opportunity to take on major responsibilities. All these might not be possible to do in a hierarchical work structure.

There is need to shorten the hierarchy, so that Library Assistants can interact more with their superordinates. Work roles need to be changed so that more scope is allowed for personal initiative, identification with the tasks, the wholeness of tasks, personal responsibility and autonomy. The supervisor’s role might have to change to that of a facilitator. (See Chapter Eight for an elaboration of this concept). It is hoped that this might help abolish what the respondents perceived as status distinction in the Library. The new work structure should allow for more social interaction, better communication systems, and exchange of experience and knowledge. The interaction between

professionals and non-professionals should not be based on excessive authority and control but more on advise, guidance, facilitation and delegation of authority and responsibility. There should be a marked improvement in the job content of both professionals and non-professionals, giving more scope for intellectual creativity and challenge. If the Library must continue employing professionally qualified people to do library assistants tasks, more scope for creativity and personal initiative will be required. There might also be a need to provide comprehensive job descriptions, where possible, to standardise the work roles of both professionals and non-professionals. Job descriptions could help produce more effective man power plans, staffing development, training programmes, and to monitor and evaluate performance (Jaski 1974). (See also Sergean and Mckay 1974). Where job descriptions are considered not necessary a constructive use of target-setting might improve work flow and efficiency by indicating clearly the work roles, the direction of the work flow and the work targets to be met. It might then be left to the employees to determine who does what, with what, how and when. There will be need to train staff so that they are better prepared to cope with rapidly changing work situations involved in target-setting. Where strategic contingencies exist each work role will need to be defined in terms of the goals to be achieved. Strategic contingencies are those events and activities both inside and outside the organisation which are essential for the attainment of organisational goals (Daft 1986).

6.3 Rewards

Work rewards refers to both the intrinsic and extrinsic benefits which the employees receive from their jobs (Mottaz 1986). The respondents showed a considerable level of dissatisfaction with their promotional opportunities and pay. The reader's attention has already been drawn to the problems imposed

by the organisational hierarchy. It would appear that the Library Assistants find it difficult to ascend the organisational scalar chain owing to the lack of internal mobility or promotional opportunities and training of a professional nature. Consequently, they no longer hope to earn more pay and promotions by working hard towards organisational goals since they perceive that work rewards do not encourage hard work and that the Library itself does not treat one like a real somebody. Although some admitted that they work for the money, they also voiced the opinion that they desired their jobs to have scope for mental or intellectual development.

“Obviously I work for the money, but I want something useful to do as well. It doesn’t develop me [this] library work but I try to use my talents where I can and as often as possible. Its not intellectually stimulating because its boring too often, but again the tasks I find for my self to do are intellectually stimulating because I wouldn’t find myself rubbishy jobs...”

According to Locke (1976) the origins of the desire for promotion include the desire for psychological growth (which comes as a result of greater responsibility), the desire for justice (which comes when one has earned the promotion), the desire for higher wages and the desire for status (p.1323). The Library Assistants’ desire for promotion, therefore, signifies their readiness to accept increased responsibility, challenge and intellectual stimulation.

Opinions about pay and promotions might also be related to the notion of equity. According to Finn and Lee (1972) equitable pay plays an important part in defining an employee’s attitude towards her work environment. Attitudes toward salary are one component of a generalised set of attitudes towards the work and the organisation. According to Homans (1961) the concept of equity is concerned with the allocation of rewards and penalties. Rewards may include factors such as pay and a variety of need satisfactions. Penalties

(costs) are engendered by the negative aspects of the job such as boredom and discomfort. Equity is achieved when the ratio of profits (rewards minus costs) and investments (age, seniority, or experience, skill and effort) for a given employee are proportional to the same ratio for other employees (Finn and Lee 1972). Inequity exists when investments (age, seniority, experience and skill) are not in balance with the rewards (pay, promotion and fringe benefits). A balance between rewards and investments leads to perceived equity and an imbalance leads to perceived inequity. (See also Ray and Rubin 1987 and also Pritchard, Dunnette and Jorgenson 1972 for an elaborate discussion on the effects of perceptions of equity and inequity on worker performance and job satisfaction.)

Not only does the employee compare the ratio of her pay with that of others, she also tries to create a balance between her job inputs (skills, experience, seniority, age, and effort) and rewards (pay and promotion). According to Schwab and Wallace (1974) pay satisfaction results when existing pay corresponds to desired pay and dissatisfaction increases as the two diverge. In other words, if an employee invests much of her skills, experience and effort in a job, she might expect commensurate remuneration in terms of pay and promotion. Equity Theory, therefore, is related to Expectancy Theory where it is argued that high effort or motivation exists when an employee perceives a link between effort, performance and rewards. In other words it is believed that employees display more effort when they perceive a link between their effort, performance and the rewards which they get. However, this theory fails to specify the kind of rewards necessary to improve performance or effort (West 1984). Wall and Nolan (1986) discovered, that as perceptions of inequality increase, job satisfaction decreases and perceived conflict increases. Greater inequality is associated with conflicts which are centered around people than with those centred around tasks. Less inequality is associated with integrat-

able styles of conflict management than with either distributive or avoidance styles.

Library Assistants also do compare their pay with that of other people inside and outside the library organisation. This appears to help put their financial needs into proper perspective.

“The pay, I think is not good - in fact I think that pay now for Library Assistants is worse proportionately than it was in the 60s when I joined. Yet even then it was poor compared to the jobs that my school fellows went into...”

And another observed;

“Library Assistant’s pay particularly in Universities is not rising in line with industry (commercial posts etc.). Nowadays more consideration is being given to qualifications rather than experience.”

According to Klein and Maher (1966) a key variable in determining pay satisfaction is the important group to which an employee compares herself. The significance of Klein and Maher’s observation is borne out by the fact that in the present Study 64.4% of the respondents registered that their pay does not compare well with that of non-library jobs. The respondents perceived that some Library Assistants have worked longest in the Library and therefore have more experience than some of their counterparts who are professionally qualified and as a result they would like their experience and skills, accumulated over the years, to be recognised.

“...what I am trying to say is, although my job may be routine it is how I make my living and I need to be appreciated. All it needs is for someone to notice something I have done and the

whole attitude towards my work changes. I feel that I'm doing something worthwhile and productive instead of just writing over dues..."

If the Library Assistants' experiences, skills, effort, and age are looked at in terms of investments as Homans (1961) suggests, then their demand for more promotion and pay seems logical. They might be feeling that any worthwhile investment should earn them dividends or rewards. Library Assistants do not seem to like the idea that the professionals who have less library work experience than they earn more. This appears^s to dampen their work motivation and self-esteem.

"The library and the University could do a great deal more to raise standards or provide job satisfaction with staff training, a proper career structure for Library Assistants, more communication and feedback and a fairer level of pay."

According to Pritchard et al (1977) extrinsic rewards such as pay or salary influence a variable called self-determination which in turn influences intrinsic motivation. In other words, pay may lead to self-esteem which in turn influences the employee's self-motivation. The lack of satisfactory pay may lead to a situation where there is little self-determination and consequently low self-motivation to work. Where pay is associated with hard work and performance, effort might be adversely affected in the long run. Since the Library Assistants consider themselves the "hub" of the library service, it would appear they also believe that they carry the burden of heavy work and would like to be rewarded for it. They seem to believe that work rewards should reflect something about one's experience and ability. Probably it is for this reason that they call for an evaluation of their jobs. They might believe that if the worth of their jobs and contribution can be established then the Library will be obliged to reward

them accordingly. The Library is required to devise mechanisms for measuring the value of jobs and the competence of the employees so that work rewards can be awarded accordingly failing which the level of job dissatisfaction might continue to rise. It should be acknowledged, though, that not everybody is dissatisfied with low pay and limited promotions in the Library. Some married women seem to perceive their pay as supplementary to their husbands' and they are not terribly unhappy about that.

“If I were the only earner with a mortgage and growing family my wage would be inadequate. As a second income it is adequate for normal expenses.”

And another one concluded that;

“my wage is a second income, my husband being the ‘bread winner’. My answers would be very different if I had to support myself on my wages.”

Porter and Lawler (1968) found that an employee expends more effort if she believes that such a behaviour will lead to the attainment of a reward and according to Schuster et al (1971), employees will expend more effort if they see pay as a satisfier. The employee is believed to perceive performance (work quality and productivity) as a more important pay determiner than effort. Thus, Schuster et al (1971) were led to conclude that effort is important primarily because it is believed to result in performance. The employee first perceives that her performance will lead her to the desired reward and then acts accordingly to get the reward.

It would appear that pay, performance and experience are important considerations for the Library Assistants. They believe that if one performs well and has extensive library work experience one should be rewarded. As illustrated in Chapter Four frustration often occurs when expected rewards are

not achieved. As some research has already demonstrated, (see Finn and Lee 1972) as long as the dissatisfaction with pay remains high among employees the propensity for them to terminate their employment voluntarily remains high. As already observed, 28.8% respondents said that they were seeking alternative employment and 21.2% were still undecided on the matter. These are relatively high percentages which should not be taken lightly as there might be a genuine desire for people to want to leave.

“... After obtaining a degree (not in librarianship) or further qualifications I would prefer not to return to the library, as the work carried out by qualified librarians is not sufficiently interesting and different from work by Library Assistants.”

Attention should be paid to the fact that 90.0% men and 66.1% women said that they would not continue in the same job after winning the pools. This seems to indicate a dissatisfaction with the job itself and/or the reward system. On the other hand, it might also indicate that more money gives people “freedom” to stay away from work. This, therefore, would emphasise the above mentioned observation that some Library Assistants work for the money, otherwise if they had the money they might not want to work. Given that 90.9% men and 57.6% women indicated that money is more important to them than the work this is also illustrative of the significance of money in their value systems. The fact that 59.8% of the respondents indicated that they would not switch to a non-library job for the same pay is also suggestive of the idea that given the perceived dissatisfaction with pay a similar pay scheme, albeit being in a non-library job, will not help alleviate their financial problem. This seems a logical argument.

Considering that pay dissatisfaction in libraries is also related to the fact that librarianship in general is one of the low paying occupations, (Ray and Rubin 1987; Jones 1986; Van House 1986; and Schiller 1969), it might be a

wise idea to consider the possibility of involving library employees and/ or their Union's representatives in the development of pay schemes and plans at local levels.

Lawler and Hackman (1969), discovered that participation by employees in the development of pay plans may have more impact on the effectiveness of the plan than the mechanics of the plan itself. The participating groups may be more committed to the success of the plans than the groups which do not participate in them. A point of relevance here should be noted. Lawler and Hackman's study was conducted among employees of low socio-economic class and all, like the Library Assistants in this Study, were working at low-level jobs. Most of them had never had the opportunity to contribute meaningfully to any decision making about their jobs. It will be observed, however, that in British librarianship individual participation in pay schemes and plans as suggested by Lawler and Hackman (1969) might not be possible owing to the fact that salary scales are agreed nationally. In this case Union representation is necessary with emphasis on local agreements. Studies on pay schemes and structures in University libraries, therefore, should be done. Failing which, as Lawler (1971) observed, pay schemes which are not based on research are faddish and assumptive. Lawler (1971) argues also that there is no reason to claim that pay satisfies lower needs only as in Maslow's Theory. Pay can be instrumental in the satisfaction of self-esteem, recognition and physiological needs. (See also Lawler and Porter, 1963). Self-esteem refers to the employee's self-judgement of worthiness (Jacob 1980).

More attention needs to be paid to the Library Assistants' promotional needs, not only because the highest level of dissatisfaction was recorded here, but also because promotion brings with it a higher salary, more recognition, status and prestige. Recognition allows the employee to be better satisfied in the esteem need area (Lawler, 1971). As one respondent said:

“... I would like more recognition by the senior staff and to break the barrier between qualified and unqualified [staff].”

And another felt that;

“... although I am consulted about small matters I often feel I’m only asked my opinion once decisions have been made regarding larger problems etc ... I feel I should be given more credit for what I know.”

6.4 Autonomy

Some of the results of this Study are interesting in that they seem to indicate relative autonomy for the Library Assistants. An impression is thus given that Library Assistants have a substantial influence over what happens in their jobs and that those who have more work experience have more autonomy than the others.

“All my responses in this section are as they are (indicating more autonomy) because of the length of time I have worked here and the amount of experience I have gained.”

However, as Hackman and Lawler (1971) have rightly observed, having high autonomy on the job does not necessarily imply that one has control over the work outcomes. Consequently, job autonomy could be best viewed as a necessary but not sufficient condition for the employee to have feelings of personal responsibility for the job outcomes. It would appear that not only do Library Assistants not have much influence on the job outcomes, they also do not have influence on the structure of their jobs and job content.

“One has scope to use one’s initiative, etc, but always within the confines of the particular job which has already been dictated by a supervisor. Although one’s work is on an individual basis it is still just one small cog in a big wheel, which gives little scope for diversity”.

A more participative approach in matters concerning job redesign where the employees are allowed to participate in the structuring of their own jobs and work systems might be necessary. (See Chapter Eight).

Perhaps task variety which is responsible for challenging the employee’s higher motivation is the one most likely to bring about the desired meaningfulness of work. The reader will note that the respondents indicated that their work is personally interesting (59.1%) and that it is not boring (55%). This, however, was contradicted by their view that library assistant work is not very challenging (63.4%) and that they do not work in the Library because it is intellectually stimulating (49.2%). Dickson (1971) identifies three key features which employees often consider as important in the job itself viz; predictability, variety and meaning. Predictability refers to the extent to which an employee is not confronted by unexpected events in her work. Variety is an important concept in job enrichment because where there is little variety in the work, employees express boredom and where there is too much of it they feel overworked (Dickson 1971). This might lead to low job satisfaction. It is believed that discretion and variety in a job situation relate to those variables which depend on the predictability of the whole work situation. However, Dickson (1971) argues that sometimes predictability might make jobs monotonous because it is the unpredictability of jobs which makes them interesting and challenging. It is debatable, however, how much of library assistants work is not predictable. A greater variety of tasks might not increase their job satisfaction unless such tasks form a unified, integrated and meaningful whole which is not always

predictable.

Herzberg (1968) confirms this view when he says that, it is in the exposure to the unfamiliar that evidence of psychological growth should be looked for. Hackman and Lawler (1971) also submit that variety which is challenging to the employee is that which is experienced as meaningful by those employees with desires for higher order need satisfaction. In other words, those employees who need more variety in their jobs are likely to be those who have higher aspirations.

“... I have been doing the same job since I started and I do find it very boring and routine, and frustrating as I know I am capable of much more but the opportunities aren't there ...”

And yet another said;

“The interesting things I find for my self to do and I do them as much as I can, but I still have other things to do. So I am free and also not completely free to do what I am good at. I'd rather do them (the things I am good at) all the time ...”

However, Hall and Lawler (1970) argue that jobs which are high on variety can be associated with low satisfaction because they tend also to be low in task identity and feedback. According to Turner and Lawrence (1965) the jobs which are high on task identity are characterised by; 1) a very clear cycle of perceived wholeness in the sense that the job itself provides a distinct sense of the beginning and ending of the transformation process. 2) High visibility of the transformation process to the employee. 3) High visibility of the transformation in the finished product and 4) a transformation of considerable magnitude.

A job which offers the above mentioned characteristics is believed to offer high levels of meaningfulness. However, Turner and Lawrence's definition does

not seem adequate for application to library conditions because of its emphasis on the words transformation and product processes. The concept of transformation process is alien to library work applications because library work does not involve the transformation of materials or products. Libraries offer services rather than make products. In libraries we can talk about the wholeness of the service rendered in terms of there being a perceptible beginning and ending of the service. A service can be visible in its delivery, completeness and effectiveness judged in terms of user demand and satisfaction. Library Assistants are able to perceive of their work as having a beginning and an end. What they do is identifiable even if it may lack challenge and intellectual stimulation. As one respondent said;

“My present job is boring, I am happy to do any task required to break the monotony. Agree if ‘visible outcome’ is a satisfied reader who has the information he/she needs. The service given counts for very much to the readers. It matters to me that I give readers good service.”

Appropriate studies might be necessary to investigate the influence of variety and predictability in library jobs. It might be a good idea to have all library employees participate in such studies. As Herzberg (1968) argued, challenging assignments are as much defined by what the employees put into them as by what has been put in for them. In order to evaluate the employees’ creativity it would be wise not to have built-in solutions or responses. In other words the employees should be encouraged to come out with the best ideas about how their jobs could be made more challenging. They should be encouraged to give appropriate information about their job situations and about the changes which they would like to see.

6.5 Meaning Of Work

Six main hypotheses on the meaning of work were tested. Each, with the exception of one, having four minor elements. The aim was to establish the position occupied by work in the value systems of the Library Assistants. The following observations have been made.

The hypothesis that "Job position is independent of years of experience" was accepted leading to the conclusion that tenure had no influence on the positions which the Library Assistants held in the Library. This finding is interesting in that it implies that University libraries appoint people from outside to fill senior positions at Library Assistant level. Failing which, they might not be able to give promotions owing to the non-availability of posts to which the Library Assistants can be promoted. In some University libraries there is not much internal mobility for Library Assistants because only the holders of the A[ssociate] of the L[ibrary] A[ssociation], and above can be appointed to the position of senior library assistant. As illustrated in Chapter Four, Library Assistants did not think that they could ever get beyond the position of senior library assistant under present employment conditions. They also did not have much desire in pursuing a career in librarianship as it was considered not interesting enough. Others indicated that they could pursue their careers elsewhere as information workers, but most of them, however, did not have the necessary qualifications to follow such careers. Consequently, they are, therefore, unlikely to leave the Library.

Library assistant work appears to carry the meaning of a dead-end activity in which one often finds it very difficult to ascend the organisational scalar chain as there are very limited promotional opportunities. Consequently, there is a feeling among Library Assistants that one could be better off self-employed doing designs, farm work, or politics. Some are considering going back to teaching. Others appear to correlate the lack of promotional opportunities

with the lack of recognition. Without recognition which is related to promotion, they feel that there is nothing for them to aim for. Although some have indicated that their work gives them a sense of achievement it would appear that they find achievement in the sphere of social interaction where they get the most satisfaction. They also get satisfaction from the successful completion of tasks rather than from promotion, pay and challenging work.

Although both qualified and unqualified, senior and junior Library Assistants held similar views about working as a means to an end, the males and females had different views about this. Where the males emphasised the instrumental value of work (they work for money) the females did so only to a smaller degree. This suggests that although money is important, work has other meanings or functions which are more important to the females than the money. Possibly the social significance of work is more important to the females than it is to the males. Wahba (1973, 1975) discovered that women librarians were more satisfied with the social aspect of their work than the men. It might be the case also that since librarianship is a predominantly female profession, the females see it as their chosen profession and as a result they have more allegiance to it than the males. On the other hand, men might be more 'salary oriented' than women. This might have a cultural significance. Culturally, if men were brought up to believe that they are the bread winners in the family, then money being a major source of providence, in a capitalist economy, becomes a very important motivator. Since traditions die hard, it could well be the case that men, in the present Study, though very small in number, might still be interested in money for the same reasons. On the other hand, Schiller (1975) argues that in the early years of librarianship, while salaries for library jobs were regarded too low to interest men, women were advised that they were above this concern. Women librarians were often encouraged to do the best they could on a moral plane because considerations

of reputation, personal comfort or emolument were considered of secondary importance to them yet men were warned about the financial inadequacies of library jobs.

It is also possible that men and women bring to work basic differences in their sex roles. Owing to their traditional sex-role socialisation women are believed to be more empathic and relationship oriented while men are more competitive and task oriented (Mottaz 1986). These differences may show in their orientation towards work.

For most Library Assistants, qualified or unqualified, senior or junior, male or female, older or younger, money is more important than the work. This finding led to the conclusion that Library Assistants working in University libraries in England emphasise the instrumental meaning of work more than its intrinsic value. This result is interesting in that it implies dissatisfaction with the work itself. In other words it is possible that the Library Assistants may wish to emphasise the point that since their jobs are neither challenging nor intellectually stimulating, they are doing them for the money. Their perception that the jobs do not provide chances for creative thinking might mean also that they do not find the job intrinsically interesting enough. According to Herzberg (1968), too much passivity along with feelings of determinism may suggest a lack of psychological growth. Psychological growth is associated with knowing more, having a clear picture or knowledge of the situation, having scope for creativity, and being able to tolerate ambiguity (Herzberg, 1968). The deficiency in intellectual stimulation is illustrated by one respondent who said that;

“...the routine desk work is challenging more to the stamina than to the brain, the more complex administrative tasks are challenging in many ways...”

And the other observed that:

“...The work I do offers no creative opportunities and the tasks to which I am assigned in this post bear no relation to my real abilities or interests apart from when I am able to assist people with library enquiries...”

Age has a significant influence on the meaning of work. Younger Library Assistants below the age of forty emphasised the instrumental significance of work more than those aged forty and above. Inferences can be made from this. As the Library Assistant passes forty years of age she might no longer have children who need looking after. She might already have saved a little. She might be earning more. She might be concerned about establishing herself in the job because she is planning to retire. She might already have a house of her own and striving for more money might no longer be a motivator. Indeed, the reasons are many and cannot all be listed here. On the other hand, it might also be true that the younger one is the more opportunistic. One might need more money because there is a new family coming. New children need cloths, food, and education. There might be a mortgage or a car loan to be paid for. All these need money. Thus, the need for money might become a strong motivator among the young Library Assistants than among the old. It is possible also that a younger person might overrate her contribution which might lead her to feel that she ought to be paid more. Whatever the case might be it seems clear that the younger the employee the more likely it is that she will take a more instrumental view of work whereas an older employee will have a less instrumental drive towards it.

According to Lawler (1971), psychologists have noted that pay decreases in importance at the age of forty. However, there is no definite explanation for this although one possibility could be that older employees are usually highly paid and might be occupying positions in the higher echelons of organisation and that, as stated above, some of their financial needs might already have been

satisfied. (See also Fox 1980). The other possibility is that as one grows older, money loses its material significance. One might value social relationships more than the money.

Most Library Assistants do not occupy high level positions in their libraries and they are not highly paid. The majority fall below forty years of age and are expected in terms of past research, as discussed above, to desire more money. The implication of their desire for more pay and promotion might be that the pay system itself is inequitable.

Pension considerations have a moderating effect on the Library Assistants' desire not to change jobs. What happens after they retire appears to have profound importance to them. They would like to have a steady flow of income after they retire. They fear that changing jobs at or after the age of forty might jeopardise their pension rights. For this reason, those aged forty and above have indicated their reluctance to leave. Some felt that the pension schemes at Universities are very good and others liked the work environment as well as the possibility of having a stable salary (albeit poor wages).

“...I stay for a number of different reasons because of my domestic situation I require a stable (if poorly paid) salary. The work environment offers a degree of security and friendly company.”

It would appear, therefore, that work is valued not only because it encourages social interaction but also because it offers financial security in terms of providing a steady flow of income during employment and after retirement.

It has been observed that most Library Assistants (68.9%) are likely not to continue in the same jobs after winning the pools. A particular note is taken of Morse and Weiss's finding (1962) that about 80% of their respondents answered in the affirmative that they would continue to work even if they inherited enough money to live on comfortably without work. Thus, Morse and Weiss's respondents put their work first before the money thereby underlining

the psychological importance of the work itself over the money. Morse and Weiss (1962) were led to conclude that work has meaning to people beyond being a means for economic support. By contrast, it will be observed that by expressing that their work is not more important than the money and that they would not continue in the same jobs if they won the pools, Library Assistants emphasised not the significance of the work itself but its economic value thereby underlining the perception that library neither challenging nor intellectually stimulating. It was expected that where employees are happy with the content of the work itself they would hold the view that work is more important than the money and that they would continue working even after they had won the pools. Such a response would have indicated the attraction of the work itself over pay or financial considerations. An indication by the respondents also that their jobs do not provide chances for creative thinking, challenge and intellectual stimulation suggests a deficiency in the job content.

Friedman and Havighurst (1962) observed in their study that employees of lower skills and socio-economic status are more likely to see their work as having no other meaning than that of earning money and/or a living. The responses in the present Study appear to confirm Friedman and Havighurst's findings in that the Library Assistants seem to appreciate library work mainly for its economic or financial benefits rather than for what it is or has to offer to the individual employee. The fact that the Library Assistants also perceived that work is not central to their lives suggests that library work is not central to their image of themselves. As one said;

“I don't feel that my being a Library Assistant is a useful way of defining me ... the idea of defining myself by my present job seems belittling ...”

Job challenge and stimulation are factors which are related to the concept of self-actualisation or psychological growth (Schneider and Hall 1972), and

as a result a low scale score for them may indicate a need for job enrichment (Hackman and Lawler 1971). However, a job enrichment programme is just as good as the management's attitude towards it. Managers need to encourage staff training and self development. A situation such as experienced by the following respondent might not be helpful.

“One would think that studying for an Open University degree (or similar) would be encouraged by management, but it is not as Library Assistants are intellectually kept down”.

The education and training of employees, therefore, is central to any job enrichment programme. There is, nevertheless, no blue print for an effective job enrichment programme. Each library situation is different and as a result necessary adjustments might have to be made wherever necessary. It is possible though that a job enrichment programme might succeed if key job characteristics such as; task identity, skill variety, task significance and the work itself were properly measured. The presence of these job characteristics is believed (Hackman and Oldham 1975) to bring about such psychological state as experienced meaningfulness in work. More meaningful work is required to enable the Library Assistants to use complex skills which are derived from good training programmes of a professional nature. To the extent that Library Assistants appear to have the freedom to decide on work procedures and to try out some of their own ideas it might be assumed that they also have the knowledge of results. However, an observation was made of the view that their supervisors do not give them the necessary feedback on their performance. If this is the case, it might then be argued that Library Assistants are often unaware of how well they are doing and as such they do not experience the psychological state of knowledge of results, except where the job itself might provide its own feedback.

Chapter 7

Conclusions And Summary

7.1 Conclusions

For the Library Assistants working in University libraries in England work enforces action and social interaction. It offers regular activity (not stressful) which demands given levels of physical exertion. The highest level of satisfaction was recorded for relationship with co-workers. It is here that the Library Assistants get their social interaction. Supervision received good ratings even though it was felt that supervisors do not often provide their subordinates with the necessary feed-back on performance. Respondents desired to be drawn more into the main stream of decision making systems. The work itself was perceived to be relatively low on core job elements such as content, meaning, variety, and task identity which are relevant for psychological growth and intrinsic motivation. Although the lack of challenge and intellectual stimulation in jobs appears to affect adversely the Library Assistants' need for creative work, a trade off is found in the social contact which Library Assistants seem to get in their work. Social contact, therefore, provides library work with a peculiar kind of significance. Although it is external to the job itself it appears to offer intrinsic satisfaction.

“... Whilst much of the day-to-day work that I do is repetitive and certainly not challenging, I particularly enjoy contact with the students and staff ...”

According to Fox (1980), it is a common feature among the so called ‘helping’ professions for people to identify strongly with the social aspects of their work.

“...people may derive meaning from a job situation in which the work itself is humble and repetitive or in some way disagreeable, trying or dangerous, if they are conscious of contributing to some transcendent cause with which they feel able to identify...” (p.171).

The “transcendent cause” with which the Library Assistants appears to identify manifests itself as the need to do something, for someone else, e.g. the students, lecturers and the general public.

“... I also think that my attitude helps in that I try to get pleasure and interest out of even the most routine tasks, because I understand their importance in the overall scheme, the tasks I do and the other staff I work with, then each day is different”.

On the other hand, the Library Assistant values the job because she thinks she owes it to herself to do it effectively.

“I do the job as effectively as possible within the confines allowed. However menial the tasks I do feel I must do my best if only for my own self respect”.

According to Vroom (1964), therefore, the desire to work cannot be explained solely in terms of its instrumental relationship to the attainment of money but can also be explained in terms of its consequences to the use and

development of skills, the attainment of acceptance and respect by others and the opportunity to contribute to the happiness of others. Thus, it could be argued, the service which is rendered and the work processes involved contain perceptible attractions. These attractions may include the level of pay, social contact, style of supervision, the work itself and promotional opportunities. In order for the job attractions to operate in a positive way circumstances which may be perceived disruptive to the achievement of the satisfactions associated with them must be minimal (See Turner and Milette, 1962). The 'unattractiveness' of library assistant work, therefore, is manifest not only in the inadequacy of the pay and lack of promotions but also in the lack of challenge, intellectual stimulation, feedback on performance and control over the work process. These deficiencies appear to lead to a lack of intrinsic satisfaction in the work itself and as a result they constitute considerable distractions or dissatisfactions.

As reported in studies of industrial psychology, (Morse and Weiss 1955, Weiss and Kahn 1960, Friedman and Havighurst 1962, Vroom 1964, Goldthorpe et al 1968) employees of the lower economic strata value the financial outcomes of their jobs because they do not always emphasise the central significance of their work. This appears to be true of Library Assistants as well. On the other hand, it is also possible, as Fox (1980) observed that, employees make such finer adjustments in their lives specially when they learn that their jobs make it difficult for them to extract intrinsic meaning from them. For example, the Library Assistants appear to adjust more for pay and promotion because their expressed need for intellectual stimulation, challenge and opportunity to use special skills and personal initiative has not been met. This, however, does not mean that the later^{er} are no longer important to them. The Library Assistants' extrinsic needs, therefore, are more likely to be met by pay and promotion while their intrinsic needs are more likely to be met by challenging

and intellectually stimulating work. As one respondent said;

“Having worked here for seven years I’d like a lot of more pay!
The pay doesn’t encourage hard work - hard work for me is for
other reasons”.

Those other reasons, as seen above, are other people and respect for oneself.

Money is an outstanding and powerful incentive among Library Assistants, specially men. It is important because, as Lawler (1971) observed, it can be used to obtain outcomes relevant to the satisfaction of most of the needs listed by Maslow (1955). It can buy food, security, social relations and esteem and in some cases it can satisfy self-actualisation needs. For example, pay which is a reward for outstanding performance, as in a promotion, might be more instrumental for satisfying esteem-needs than money which has been won at the pools. Pay is also related to the satisfaction of those needs for which it is instrumental such as paying for the bills, mortgages, and leisure. However, under-paying and physically demanding jobs may have disastrous effects such as absenteeism, low turnover, strikes and work avoidance or indifferent performance (Lawler 1971). As one respondent observed;

“No questions were asked about how physical library work is, I
feel there is a high level of absences in the library due to sickness.
I know that some people have taken days off work, just to get away
from the place ...”

According to Bennett (1981) the importance of pay and the amount of money required to induce effective performance is related to the meaning attached to money. This is borne out by the fact that most Library Assistants perceived that they work for the money in order to obtain other satisfactions such as buying a house and providing for one’s own children. For these employees job satisfaction is related directly to the amount of money earned. The

effectiveness of any payment system, therefore, depends on its consistency with the meaning which employees attach to the pay.

The view that work is an activity which should be paid for should not imply that the employee has no business in the structuring of jobs and as a result she is not paid to change the jobs but to get them done (Weiss and Kahn 1960). Given the fact that the Library Assistant invests much of her talents, time, experience, and knowledge in the job it would be wise to adopt the attitude that it is she who knows best about the job and as such she is better suited to make changes in it. The danger here, however, is that where the purpose of work is seen simply in terms of earning a living or money, as discussed above, both the employee and the employer tend to ignore the possibility of making the work itself a more meaningful experience (Parker, 1983). Even so, it is difficult to imagine what Library Assistants can do to make their own work more meaningful if management does not take the initiative. Management could build in decision processes which allow the Library Assistants to suggest changes.

According to Blauner (1964) the freedom to retain control over the pace of one's work (it might also be added content) is a kind of affirmation of human dignity and from this freedom follows all other work freedoms such as; freedom to control the quality of the product or service, freedom to control the quality of the work itself and freedom to choose how and when to do one's job. It could be argued that the Library Assistant desires some of these freedoms to be extended to her so that she is allowed some measure of autonomy to participate in goal setting and to share in decision making and responsibilities. This can be achieved through quality circle or team work approaches to work organisation. This Investigator believes that this might help sustain the Library Assistant's interest in library work. As one said;

“On the whole the library is quite a pleasant place to work in. There is a good relationship between the Library Assistants and I feel that our commitment to efficiency is obvious. However, the scope for developing an interest in the library is restricted because the daily routines override everything else ...”

Other respondents felt that the work itself is necessary rather than enjoyable because they “work out of necessity”. They work as a means to an end because work provides the money for paying the bills and as a result it is “necessary in order to live” otherwise if one had financial independence one “could find plenty of other things to do [because] in general there is no incentive to do more than is necessary.” It will be noted, nevertheless, that the Library Assistant does not dislike work. This might be the case, as Goldthorpe et al (1968) observed, because employees often find it difficult to admit that they dislike their work without threatening their self-respect since work is such an important determinant of self-image.

Although some of the duties may not be challenging, the Library Assistants recognise the fact that library duties are important and that someone has to do them. The library management is expected to recognise this and compensate for the deficiency by paying ‘better’ wages. The reason being, that if one is expected to carry out menial, non-challenging, and non-creative jobs then someone has to pay more to keep her in the job. The irony of the Library Assistants’ situation, however, is that even if they are not paid more most of them cannot transfer their services for the fear of not getting alternative employment. Many do not have the necessary skills and qualifications to enable them to get employment elsewhere outside the Library. Some, as seen above, fear unemployment and are grateful for the jobs which they presently have. As Vroom (1964) observed, it is important for most people to have a job than not to have one because working is often perceived to be instrumental to social

acceptance and respect whereas not working might be anticipated to result in social rejection and disapproval. Littler (1985), submits on the other hand that owing to mass unemployment employees are vulnerable to management power and control. Managers can force through previously unacceptable changes or policies owing to a climate of fear and uncertainty about jobs. This is illustrative of the Library Assistants' perception that budget cuts in libraries are often used to intimidate staff and that high grade posts have been filled by Library Assistants without giving them commensurate wages or promotion.

The Library Assistant's commitment to work, therefore, is not fostered by high pay, good promotional opportunities or challenging jobs but by the fact that most Library Assistants perceive that they do not have appropriate qualifications and as a result they may not get jobs elsewhere outside the Library. Consequently, they would rather stay where they are than risk to leave and chance job opportunities which might not be available. Others thought that they were too old to change jobs. As one said; "after a certain age it becomes difficult to change jobs, therefore, movement is virtually impossible". However, pension rights are also an important consideration.

According to Hackman (1978) when people decide not to change their jobs for whatever reason their commitment to those jobs increases. Sometimes they do not like to appear as though they did a bad job at their career. It can safely be concluded, therefore, that the Library Assistants are committed to their jobs for personal, psychological and financial reasons. They need the money to pay the bills and mortgages. They need it also for pension when they retire. Social interaction is another important reason for increased job commitment. One is able to share experiences and ideas with others at work. Finally, as it is not always very easy to get alternative employment, their commitment to their present jobs appears to have been increased as a result. As Brown (1954) argued, unemployment is a powerful negative incentive to work.

To the extent that library work has no tangible output it might be argued that Library Assistants are alienated from it. In other words it is presumed that Library Assistants might feel less motivated towards their work owing to a lack of perceptible end product towards which effort may be directed. This, however, is by no means a problem faced by the Library Assistants alone but by the library occupation as a whole. Most library workers work with information but do not do the initial processing, documentation, analysis, and implementation of raw data. This activity is left to the academics, authors and publishers. Essentially, library work is about repackaging and 'gate keeping' - allowing for the storage, circulation, interpretation and retrieval of records and documents without the first hand generation of knowledge itself. Most library work, therefore, is not about the production of records, documents and books. According to Runyon (1977) librarians "tend to see themselves as providers rather than producers, as conservators of the power of ideas, rather than as generators of new intellectual capital..." (p. 200.)

Given this background, therefore, it might be concluded that library work, particularly that of the Library Assistants, offers minor intellectual input and/or output. Hence the Library Assistants have complained about the intellectual limitations of their jobs. Library assistant work appears, therefore, to offer mainly extrinsic rather than intrinsic satisfaction. As seen above, for as long as these employees believe that intrinsic rewards or satisfactions are beyond their reach they will concentrate their demands on the attainment of those extrinsic rewards, such as pay and promotion which appear attainable.

According to Friedmann and Havighurst (1962) in speaking about the meaning of work, therefore, both the individual employee's recognition of the part her job plays in life and the type of affective responses she has to make to it, are being spoken of. Essentially it is the function of work which is being considered. For the Library Assistants one such function is that work renders

economic support, social interaction and occupation. The significance of social interaction at work is illustrated by the fact that those Library Assistants who have in one way or another lost contact with the general public or colleagues at work experience less job satisfaction as a result.

“I find my work less satisfying than it used to (a) because I have less contact with the public (b) I have different colleagues and feel less one of a team.”

On the other hand, the Library Assistants also seek value and significance in the work itself. They do not perceive of work only in terms of its instrumental and social significance. They see the possibility of making work an enriching experience. At work one can meet challenges, overcome obstacles, develop aptitudes and abilities and enjoy the satisfaction of achieving. Thus, established work has the significance of offering learning experiences and independent thinking. It forges a link between the employee's mind and the activity.

“Although I consult with my supervisor a lot, its often after I've done something off my own bat and do everything my way, which is nice. I'd hate it if people told me how to do something. It's not the way to manage (i.e. manage an organisation). They do not know how to manage and consult here, but that's another matter!”

During the course of her work experience the Library Assistant might have expected to find time to create things, and to find self-fulfilment through the job itself. When this did not occur she got frustrated and concluded that the work itself is not stimulating. According to Fox (1980 b), work which does not offer opportunity for creativity, decision, choice and acceptance of responsibility offers no opportunity for psychological growth. Given that the Library

Assistants perceived that their work offers very little intellectual stimulation, challenge and meaning, in Foxian parlance it could be concluded that library assistant work does not offer psychological growth and self determination. But it can not be perceived as 'useless toil' (Morris 1885) because it offers some amount of pleasure which is derived from the exercise of activity itself or expenditure of energy. It is meaningful in that it establishes the Library Assistant in her society by way of allowing her to be of service to others.

To understand the Library Assistants' job satisfaction, therefore, it is necessary to understand the function or meaning of work in their value systems. If an employee does not think that work is significantly challenging or intellectually stimulating, it is difficult to conceive of her saying thereafter that she is satisfied with the structure or content of the job. The meaning of work, therefore, tells us something about the significance of certain job activities to those doing them. Since Library Assistants have maintained that they work for the money as a means to an end, that their work is not more important to them than the money and that work does not play a central role in life, one is led to conclude that the Library Assistants do not work for the enjoyment of it but that they work because it is necessary to do so. It might be argued, therefore, that the general life interests of the Library Assistant are not related to their work. Where work is perceived as being central to life, work experiences are extended to affect other parts of life which do not necessarily concern employment. Talents and skills gained from employment work are often used to furnish life interests outside employment. For example, a priest's social visits after church may be an extension of his priesthood in as much as it is part of his social nature. A teacher's research interest is an extension of his teaching in as much as it helps to satisfy some of his natural interests in life.

According to Berger (1964) work can be divided into three folds in terms of its significance.

1. there is work which provides an occasion for primary self- identification and self-commitment of the individual - that is for her self-fulfilment.
2. there is work that is apprehended as a direct threat to self- identification and identity. This type of work is oppressive work.
3. between the above two, there is work that is neither fulfilment nor oppression, a sort of grey, neutral region in which the employee neither rejoices nor suffers, but with which she puts up, with more or less grace for the sake of other things which might be more important to her. In most cases these other things are typically connected with the employee's private life.

It is this third significance of work which seems to define the work of the Library Assistant. From what has been observed so far, the Library Assistant appears to put up with her work for the sake of the money. The work itself is neither oppressive nor fulfilling but it provides a salary about which the Library Assistant is also very unhappy.

“The job isn't particularly boring or interesting. I keep myself busy to avoid becoming fed up. I am definitely capable of much more and this can be frustrating at times”.

A word of caution here is necessary. Although it has been observed that where an instrumental view about work is held, the employee's reaction to the work experience tends to be in terms of demands for increased financial rewards, it should not be concluded that the activities of those like the Library Assistants who seek more pay and promotion originate only in materialistic desires. According to Sonnet and Cobb (1972) and Salaman (1980), it is possible that this might be an attempt on their part to restore the psychological deprivations which the social structure imposed upon them. It is true, nevertheless, that the Library Assistants are participants in a materialistic world

and as a result they are affected by materialistic desires, hence they might have the urge to redress their situation of perceived material deprivation by lobbying for more pay. This might explain their frustration when they cannot get the pay which they thought they deserved. Cherniss and Kane (1987) observed that those employees who believe that their intrinsic fulfilment comes from the job itself find the job characteristics such as autonomy, feedback, and challenge motivating but these motivators may not be equally effective for those who no longer look to their work for *most of their* intrinsic fulfilment. Where intrinsic motivation is found to be in short supply employees are believed to substitute with factors which are extrinsic in nature. That is, if employees are exposed to working conditions which are persistently frustrating and unrewarding their aspirations for intrinsic fulfilment tends to shift away from the job itself to other things which have mainly instrumental value. It might be the case, therefore, that the Library Assistants emphasise the extrinsic factors such as; promotion, pay, social contact and supervision, rather than the intrinsic factors such as; the meaning of work, variety and the work itself because they perceive that these are out of their reach.

On the other hand, issues relating to equity might also be included in this analysis. Pay satisfaction is believed to occur when existing pay corresponds to desired pay and dissatisfaction increases as the two diverge (Schwab and Wallace 1976). (See also Finn and Lee 1972). As seen above, Library Assistants perceive that their pay does not correspond with desired or expected pay. Whether or not this affects their performance will not be known until further studies have been done. However, Schuster, Clark and Rogers (1971) found that people will expend more effort if they see pay as a satisfier and studies by Pritchard, Dunnette and Jorgenson (1972) confirmed the theoretical predictions that underpaid employees are less satisfied with their pay than those who are equitably paid. They also observed that inequity, be it under-

payment or overpayment induces an aversive state, thereby causing reduced overall job satisfaction. Some of their results revealed also that the higher the expectancy the stronger the aversive state generated by a given amount of inequity. The concept of pay equity, therefore, requires that compensation should be determined by objective job evaluation techniques which analyse duties in terms of required knowledge, skill, effort, responsibility and working conditions. This understanding should be applied across all categories of workers (Ray and Rubin 1987).

It is acknowledged, however, that social contact might provide intrinsic satisfaction in professions such as librarianship which offer socially valuable services.

The view propounded by Maslow (1954, 1965), Argyris (1957, 1964), McGregor (1964), Herzberg (1957, 1959, 1968), and Fox (1980[b]), that the individual employee should not only be seen as seeking financial benefits (although this is important) but should also be seen as having potential for meeting challenges, exercising responsibility, developing independence, and freely expressing a range of talents and aptitudes is an extremely important one. Work is about the extent to which the individual employee is able to realise or define herself through job activities. It provides^s the individual employee with a firm profile of herself (Fox 1980) while at the same time generating goods and services. As one respondent said, work satisfaction does not depend on pay, it is the worthwhileness of the job itself which matters otherwise the pay is irrelevant.

7.2 Summary

It would appear that the Library Assistants are more dissatisfied with the following aspects of their jobs;

1. Opportunities for promotion
2. Pay
3. The library organisation itself
4. The work itself
5. The meaning of work
6. Skill variety And they seem to be satisfied with the following;
7. Co-workers
8. Supervision
9. Autonomy
10. Task identity
11. Task significance

As seen above, both motivator factors (such as the work itself, the meaning of work and skill variety) and the hygiene factors (such as co-workers, the Library Itself, pay and promotion) seem to group together as dissatisfiers. Unlike in the Dual-Factor Theory it would appear that at lower levels of organisation both intrinsic and extrinsic factors may regroup depending on the needs of the sample under investigation. In other words, it is possible that hygiene (extrinsic) factors such as; pay, promotion, and the Library Itself may group together with motivator (intrinsic) factors such as; the work itself, the meaning of work, and skill variety as dissatisfiers. On the other hand, motivator (intrinsic) factors such as autonomy, task identity, and task significance may group together with hygiene (extrinsic) factors such as co-workers, and supervision as satisfiers. It is worth noting that Asadolla's findings (1978)

Dissatisfiers	Satisfiers
Promotion (Hygiene)	Co-workers (Hygiene)
Pay (Hygiene)	Supervision (Hygiene)
The Library Itself (Hygiene)	Autonomy (Motivator)
The Work Itself (Motivator)	Task Identity (Motivator)
The Meaning Of Work (Motivator)	Task Significance (Motivator)
Skill Variety (Motivator)	

Table 7.1: Satisfier And Dissatisfier Factors

are in some ways similar to those of the present Study. Plate and Stone's findings (1974) are, however, contradicted. It will be acknowledged, nevertheless, that Plate and Stone investigated among Professional Librarians. The present Study, revealed that there are more motivator than hygiene factors grouping together as satisfiers and there is an equal number of hygiene and motivator factors coming together as dissatisfiers. (See table below)

It has been discovered in this Study that job position is independent of work experience. This finding suggests that library managers appear to prefer to appoint to senior positions, at library assistant levels, recruits from outside their libraries. This implies that library managers would rather employ someone from another institution or library organisation than promote among rank-and-file. Although external appointments might bring in 'fresh blood' as well as attract meritorious people, such a policy, where it prevails, can lower morale among staff who have served longest and diligently in the Library. The policy might attract the 'best' that there is in the job market but does not encourage internal upward mobility. There is, therefore, the possibility that those who have worked longest in the Library, without getting promoted, might feel alienated. Alienation might lead to low morale, high turnover and/or absenteeism. Although some respondents argued in Chapter Four that it is probably in the interest of certain libraries to encourage high turnover, such an exercise, wherever it might occur, is unwise because the Li-

brary is likely to incur increasing training costs in terms of staff time spent in the training of new recruits. Efficiency and performance might be affected as well since new recruits are likely to make many mistakes in the early part of their training and might also be slow workers in the first few months of their signing in.

The present Study has demonstrated that it is possible to ascertain for the meaning of work among Library Assistants by seeking their views and opinions about the tasks which they do. The meaning of work represents for some, a particular recognition which they make of the part which work plays in their lives. Most Library Assistants acknowledge the financial and the social significance of their work. Their interpretation of their work experiences demonstrated both the pleasure which they get, as in social interaction, supervision and autonomy as well as the frustration which they experience, as in the lack of sufficient pay, promotion and challenge. The special significance which work has upon the individual Library Assistant other than the fact that it is an activity involved in earning a living was investigated. The findings indicated that the Library Assistants perceive that work is not more important than the money and that it does not play a central role in life. This was attributed to the fact that Library Assistants find their work intellectually un-stimulating and un-challenging, and also to the fact that most Library Assistants work mainly to support themselves financially. However, they enjoy the "social side" of their work, other wise "the job certainly is not the central role of life" as it does not provide real work satisfaction. Social interaction has a substantial influence without which some Library Assistants would feel very unhappy.

"...I do enjoy working here, probably more for the social side if I'm honest. The job certainly is not the central role in my life as I do not feel any real job satisfaction. I'm sure more variety and

some contact with the readers would make a difference...”

The findings of the present Study would appear to suggest that there is no direct relationship between good supervision and satisfaction with the work itself although supervision and work correlate. Employees might be happy with their supervision and still be unhappy with the work itself. This would appear to suggest that it is the intrinsic (psychological) and extrinsic (environmental) inputs of the jobs acting together which provide for the experience of work satisfaction at the lower echelons of organisation. Conversely, it is also possible that the supervisor's control over the work flow *might have adverse effects on* the needs of the subordinate. Hence one respondent felt that;

“I depend on my supervisor for guidance because she controls the work flow not because I need guidance to do such easy work. We are not required to have personal initiative”.

To add to the debate by Wahba (1973 and 1975), D'Elia (1979), Rockman (1984), and Lynch and Verdin (1983) the present Study revealed that gender had fluctuating influences on those job characteristics which were extrinsic to the jobs such as pay but did not appear to make significant differences upon those characteristics which were intrinsic to the jobs such as intellectual stimulation. For example, whereas there was a significant difference in the view that work is a means to an end between males and females, there was no significant difference in the opinion that library work is more important than the money and that work plays a central role in life. This suggests that men and women are equally affected by the presence or lack of intrinsic job satisfiers but might not be equally affected by the presence or lack of extrinsic job satisfiers.

Mottaz (1980) concluded in his study of gender differences in work that there is no significant difference in work satisfaction between men and women.

He found that both males and females in higher level occupations reported significantly higher levels of work satisfaction than their counter parts in lower level occupations. His findings, therefore, suggested that overall job satisfaction is positively related to occupational level but is not related to gender. It should, nevertheless, be mentioned that Mottaz (1986) also reached the conclusion that men and women in lower level occupations may derive work satisfaction from different work rewards and that in lower level occupations males tend to view their jobs as providing greater intrinsic and extrinsic organisational rewards than the females at the same level. The females in particular viewed their work as providing greater social rewards. The present Study appears to confirm this latter point but does not support the view that men find their work both intrinsically and extrinsically satisfying. The males in this Study (though very few in number) appear to emphasise the point that their work is neither intrinsically nor extrinsically satisfying. It is acknowledged, nevertheless, that there is the possibility that the determinants of work satisfactions may not be identical for men and women.

Extending the findings of the present Study to those of Wahba (1973 and 1975), Plate and Stone (1974), and Scamell and Stead (1980), library work in general seems to offer low paying jobs, few promotional opportunities, insufficient job challenge and poor psychological stimulation. The personal aspirations of most library workers, therefore, appear not to be fulfilled in these areas.

However, the meaning of work is traceable through some of the expectations which Library Assistants have about their work. Library Assistants expect work to be challenging and intellectually stimulating. They expect it to be interesting enough to become a central part of their lives. Work is expected to have interesting and meaningful variety so that it is better able to sustain one in the same job.

Work, therefore, occupies a central role in life when one feels “real job satisfaction”. Real job satisfaction is derived from challenge, creativity, personal initiative and intellectual stimulation, and according to Dortmund (1988) “... it is our duty to see to it that not only no illness occur in the company, but that physical, psychosocial and social well-being are not impaired, but enhanced by personal self-realization” p. 235.

Chapter 8

Recommendations

The recommendations which follow are intended to answer the question, how can Library Assistant jobs be enriched so that their quality of work life (QWL) can be improved? (See Walton 1975 for a criteria for improving the quality of work life.) As defined in Chapter One, job enrichment is a concept which is concerned with the redesign of jobs so that those doing them are provided with greater autonomy, responsibility and meaning - the main aim being to improve individual contribution and commitment, and to encourage the growth of psychological needs (self-actualisation). Its other objective is to increase efficiency and productivity as well as trying to limit the 'dehumanising' effect of fragmented work. If the Library Assistants' quality of work life is to be improved, particular attention should be given to their work experience, qualification and training. Focus should also be placed on matters concerning promotion and payment, (that is the need for economic security, compensation and internal mobility) intellectual stimulation, (the need for creative work, independent judgement and discretion) and upon an endeavour to create a less hierarchical organisational structure which aims at promoting the need to participate in important decisions of the Library. (See Gyllenhammer, 1977 for a classic case of how Volvo redesigned work for their lower level workers.)

In the perception of the respondents, library managers need to create 'better' opportunities for the promotion of Library Assistants, 'better' pay schemes, training of a professional nature and to reduce the social, academic and structural gap which prevails between professional and non-professional staff. In other words library managers are expected to provide the means by which deserving Library Assistants can move up the professional scalar chain so that they might end up occupying professional posts. Library Assistants perceive that it should be possible to give those who gave up their jobs temporarily to further their education appropriate rewards after successful completion of courses. They feel that recognition ought to be made of the experience, skills and talents of those who have given a good part of their lives to the service of the Library. Recognition should be made also of effort, performance, commitment and achievement. And it should be possible to introduce skill, performance and experience based pay schemes, and to reward the person and not the grade which one occupies since it is the skills which one brings into a job that are important to the grade and not vice versa. The following structure recommended for the professional librarians (Welch and Dugger 1989) could also be extended to non-professional staff so that everyone in the Library is paid according to:

1. Base salaries (formulated according to academic rank)
2. Individual qualifications based on education and professional or work experience.
3. Components of each professional or non-professional position by work role, skill requirements, and responsibility.
4. The value accorded each component.

Such a salary structure is appealing in that it takes into consideration peoples' ranks, qualifications, experiences, skills and responsibilities. It re-

wards both status and achievement with more emphasis on achievement. It also rewards for special skills needed such as those which can be assigned high marketability or productivity values and unique expertise or experiences such as performance enhancing skills and/or knowledge (Welch and Dugger 1989). Such an approach requires a thorough analysis of all library positions, procedures and responsibilities.

Those charged with the task of evaluating others will be required to make written reports which will also be made available to the subordinates so that they can make their own responses before the reports go forward for further consideration. A bar system may be built into the salary scales so that after a given period the employee will reach a bar which she will not be able to cross unless it can be proved that a certain level of performance and/or academic achievement has been attained.

According to Daft (1986) work rewards systems govern the degree to which work groups cooperate or conflict with one another. Where an incentive system rewards members for accomplishing group goals (as in cooperative groups), coordination among members is improved, productivity is greater and the quality of the group product is better. But when the individuals are graded according to their personal contributions to the group (as in competitive groups), they communicate less with each other and more frequently in conflict. Members try to protect themselves and to succeed at the expense of others in the group, and quality of the group productivity is lowered.

It is recommended, therefore, that further studies should be done in order to investigate particular issues concerning pay and promotions. Given this, it is felt that any further discussion about pay and promotions without a thorough investigation might be prejudicial to the needs of the Library Assistants and/or the library. It is, nevertheless, noted that some respondents reported that some Library Assistants moonlight to compensate for the low pay which they

get. According to Jamal (1986) people often moonlight or hold multiple jobs because their salaries or wages are too low to meet regular (normal) expenses, they might also want to save more for the future, pay off debts, buy something special or they may simply enjoy the work in a second job. The danger arises when the employees actually like their moonlight jobs more than their regular ones. And where this occurs commitment to the regular jobs may suffer. Moonlighting is symptomatic of a chaotic or partially chaotic work history, lack of mobility and/or felt economic deprivations (Jamal 1986). All these lead to higher absences among moonlighters (Jamal and Crawford 1981). (See Hill 1984 for a discussion on absenteeism among library staff). It is also possible that those Library Assistants who reflected a higher need for more pay and promotion also have higher economic expectations than others or else they might feel more economically deprived than others. Whatever the case might be, further studies are needed to determine the nature of the problem of pay, promotions and moonlighting among library and information workers.

What now follows is an endeavour to tackle the problem of improving the organisation of work by employing job redesign techniques. This investigator feels that there is a need to reassess the work roles and responsibilities of library and information workers. As a result, he recommends that an Autonomous Work Group (AWG) approach be adopted in the redesign of jobs in *University* library and information work.

8.1 Job Redesign

According to Kemp, Clegg and Wall (1980) job redesign encompasses work reorganisation or restructuring techniques such as job rotation, job extension, job enlargement, job enrichment, autonomous work groups and the 'humanisation' of work. All these are "a reaction against the traditional method of organising work whereby jobs have become simplified, fragmented and repeti-

tive and where the employee is constrained from exercising initiative, control or the use of intellectual skills” (Kemp, Clegg and Wall 1980 p.5). Job redesign aims at providing greater task complexity through more variety, autonomy and completeness of tasks. Thus, job redesign is a strategy central to the QWL movement and as such it seeks to change the job characteristics or dimensions in order to enhance the well being of the individual employee. According to Fisher (1981) even in times of austerity it is possible “to reduce costs, increase productivity, and at the same time improve the quality of work life for all the employees...” (p.42) by introducing work teams.

The Autonomous Work Group (AWG) approach, which is being recommended for adoption here, is the most powerful of all the above mentioned work design techniques. In this approach, groups are allocated tasks and given discretion over how the work is to be done. In other words the groups are permitted to be self-regulating and they work without direct supervision. This marks a fundamental departure from job rotation, job enlargement and job enrichment principles (Buchanan 1987) which do not advocate the reconstruction of organisational work structures. Grounded in the philosophy of the Work Itself approach, AWGs are based on the principle of increased levels of autonomy, responsibility, open communication and information sharing (Ondrack and Evans 1986). Proponents of this approach believe that simplified, short cycle, repetitive and low discretion tasks are detrimental to the employees’ well being and motivation (Wall 1984) and that they ought to be changed by introducing permanent AWGs. According to Dortmund (1988) if it is assumed that the operators of machine tools have in general had thorough training, there is no reason why in the age of new technology they should not be entrusted with the responsibility of programming their machines themselves because it is not the technology that has changed but the work process. Work systems design principles, therefore, are based on the assumption that most

individuals desire a more fulfilling work life (Martell 1981).

It is advocated by these scholars that once the AWGs have been introduced, there ought to be a fundamental shift of responsibilities from the supervisory roles to the newly established teams (Kemp, Clegg, and Wall 1980) and that group work should be specifically designed in order to inspire the use of a variety of skills which require the employees to exercise autonomy (power) in undertaking 'whole tasks' which are complete and worthwhile in their own right (Wall 1984). The AWGs should be self-regulating and must have internal task control over multiple skills and identifiable tasks on a relatively permanent basis. The over-riding idea is to design the tasks in such a way that a sense of completeness or 'wholeness' is given (Pearce and Ravlin 1987).

For the fear of loss of control over the subordinates and the work flow supervisors are known to have resisted such employee involvement schemes and job enrichment programmes (Klein 1984, Little and Warr 1976). Often this resistance has led to the collapse of such projects. (See Sirota and Wolfson 1972 for a discussion of the obstacles which might hamper job enrichment programmes.)

Library managers will, therefore be vigilant here so that they deal with problems relating to resistance timely because loss of control over the work process can be bewildering to senior staff. As Featherstone (1979) observed:

“The initial reaction of the professional team ... was one of bewilderment because we had cut their umbilical cord. They no longer had any staff to push around; if the roof was leaking it was someone else's responsibility; there was very little in the way of actual routine ...”

Some librarians, have of late, tried to introduce team based organisational structures in their libraries (Hinks 1977) with the aim of maximising the utilisation of professional skills, aptitudes and interests. It would appear, however,

that the work-team approach was conceived within the framework of the Descriptive List of Professional and Non-professional Duties as discussed above. According to Major (1979) the work-team approach was conceived as a solution to the problem of giving professional service to scattered small service points. It placed emphases on professional rather than routine work. Once introduced the non-professional took over the administrative tasks involved in the running of the library, "thus freeing the professional librarians from the seductive tyranny of routine procedures ..." (p 1). The approach was believed to improve the job content of the professional librarian. In this approach the non-professionals were placed in day-to-day charge of service points and they assumed responsibility for the basic services which did not require professional expertise. Professional and non-professional duties were thus, "fairly rigidly divided". Since the non-professional staff reported to a senior library assistant, the professional librarian was left free from supervision of staff so that she concentrated on professional duties (Major 1979 b). Featherstone (1979) placed the benefits of the work-team approach slightly outside the limitations of the Descriptive List of Professional and Non-professional Duties, thereby marking a significant *departure from its regulations, by demolishing the demarcation* between the professional and the non-professional. He perceived that the approach required a greater involvement by all staff in policy formulation. This, as a result eroded professional and departmental boundaries. He went further to suggest that the introduction of work-teams was a direct response to an unhappiness with the traditional hierarchical system. Franken (1982) also argued that team formulation might cause the dismantling of existing hierarchies. Work-teams were, therefore, considered very strong on Management By Objectives (MBO) because they formulated objectives, cost them out and did some activity analyses. The emphasis was on the exploitation of the stock or information rather than conservation or passive work. Staff had greater

freedom to select their own priorities and to allocate resources accordingly. Work-teams, therefore, tended to be result and objective or project-orientated rather than routine-orientated. According to Holroyd (1976) team-work will more than ever be the keynote to the future management of large library institutions with the delegation of responsibilities through the supervisors, specialists and library assistants.

It is this Investigator's view, therefore, that a failure to include the Library Assistants in work-teams would be inequitable. If it is believed that work-team systems are based on the fundamental assumption that most individuals require psychologically fulfilling work lives (Martell 1983) then it can be argued equally that Library Assistants need the same. Any redesign of jobs in the Library which does not include everyone else is inequitable and, therefore, limited in scope. Job redesigns should consider organisation wide roles of the employees and should touch every aspect of library and information work. Emphasis should be put on work or occupational roles rather than on the functional approaches of acquisitions, cataloguing, reference etc. The aim should be to promote individual initiative, involvement, control, autonomy, achievement, feelings of acceptance and self-esteem and to reconcile the technical needs of the library organisation with the social needs of its employees (Martell 1981) as well as to break the barrier between qualified and unqualified library staff. To exclude the Library Assistants from participating in work redesign schemes or projects is to deny them a voice in the formulation of policies which affect their quality of work life. Given the fact that people are the most important resource in an organisation, library managers should pay particular attention to their needs without discriminating on the basis of status or qualification. As Musmann (1978) observed, attitudes among professional librarians which appear to imply that non-professional work is not important are likely to alienate the Library Assistants both psychologically

and behaviourally.

8.2 A Case For AWG

According to Featherstone (1979) the work-team approach has the advantage of utilising professional expertise in a way which is impossible in the traditional system. It instils a greater sense of purpose, involvement and commitment. Junior staff share their work with senior staff, all-round training is mandatory and staff development becomes a spin off from team-work.

An important tenet of the QWL paradigm, therefore, is the view that power should be shared with the lower echelons of organisation (Mohrman et al 1986) and that to achieve this the orthodox organisational structure of work needs to be redesigned because it is no longer considered sufficient to increase the employee's psycho-sociological motivation without restructuring organisational work (Saval 1981).

In the present Study the Library Assistants reported what they called the "Great divide". This concept refers to a condition of intensive hierarchisation and demarcation of work along professional and non-professional lines. Such a divide was perceived by them as a hindrance to internal mobility and organisational communication. They thought that it tends to boost professional status at their expense. As a result some of them desired a change in the organisational structure of the Library.

On the other hand, some researchers and writers in information and library work (Wahba 1973, Russell 1986, Lynch and Verdin 1983, Lynch 1974, Sergean, Mckay and Corkill 1976, and Martell 1981) have also called for the re-design of library work so that greater job satisfaction among library employees can be achieved. In their perception the library has over the years retained a traditional hierarchy (Edwards 1975) and as a result its structure has changed very little since the last century and that if the library should run effectively it

needs a 'proper' design (Bastiampillai and Harvard-Williams 1987). O'Connor (1980) observed also that library management has relied more on task and operations rather than on human factors and according to Jones and Jordan (1987) British libraries are renewing interest in Scientific Management principles. According to Torrington and Chapman (1979), the traditional Scientific Management approach or the Rational Economic Man concept, adopts a job centred philosophy which suggests that individual jobs should be specified by management quite independently of particular job holders, for the satisfaction of organisational goals.

Schofield (1975) argues, therefore, that library managers should concentrate effort on professional development, employee communication and most importantly on the organisation of work so that it offers challenge. According to Shaughnessy (1977), library organisations should be redesigned both in structure and function to enable them to use the new technology humanely. The individual employee should be given a feeling of increased responsibility for the job as a whole, as well as some measure of autonomy. The enrichment of jobs should foster task identity and at the same time giving employees the opportunity to use more fully their skills and abilities and to be challenged by their work.

“In view of the technological changes and environmental turbulence affecting libraries, and the psychological response of librarians to their work, immediate steps towards job design seem necessary” (Shaughnessy 1977 p 272). (See also Presthus 1970).

These factors, therefore, establish a case for the redesign of jobs in library and information work. Increased employee expectations, as seen above, also suggest that more attention should be given to the possible benefits of job redesign principles both to the library organisation and to the employees. (See Also Shaughnessy 1977 for a discussion of a socio-technical systems approach

for the design of library jobs and Musmann 1978 for the application of socio-technical theory and job design in libraries.) According to Musmann (1978), a successful job redesign depends upon finding satisfactory solutions which accommodate the organisation's needs, its technology and the desires of the employees.

Theoretically it is believed that AWGs identify work problems and develop proposals for their solution - thus tapping their potential for creative thinking. All employees of an organisation should, therefore, be given equal opportunity to participate in AWGs. The main objective is to further the organisational goals of quality control, productivity and employee morale (Steel and Shane 1986). Since job redesign is that branch of job enrichment which focuses on job complexity, it is believed by some scholars (Clegg 1984) that it has the effect of enhancing the psychological well being (usually job satisfaction) and performance of the employee. It is also believed that the organisational approaches propagated by Smith (1776), Babbage (1835), Taylor (1911), and Gilbreth's (1911) motion studies, neglected social and psychological aspects of human behaviour and that these approaches fragmented jobs under the general guise of specialisation (Walker and Guest 1952, Herzberg et al 1959, and Davis 1957, 1966). Job fragmentation is defined as the lack of obvious relationships between tasks which form the employee's job (Dickson 1971). Taylorism in particular is believed to find its clearest expression in fragmented and deskilled forms of work (Ramsay 1985). It is Herzberg et al (1959) who argued that to overcome the problem of job fragmentation, job enrichment could successfully be employed to improve the job content by giving the employees more responsibility, autonomy and scope for achievement through the creation of opportunities for employees to plan, organise and control their own work. These ideas eventually led to the present concept of job redesign where it is believed that the creation of AWGs or work-teams with greater responsibility for

their own self-management creates opportunities for cooperation and flexibility which enables the organisation to adapt more readily to change. The advantage of the AWG approach is that the employee's confidence is increased by recognising some of her important skills (Bailey 1983). Job redesign strategies, therefore, mark the convergence of content (Walker and Guest 1952, Maslow 1954 and Herzberg et al 1959) and process theories (Vroom 1964, Porter and Lawler 1968, Hackman and Lawler 1971, Lawler 1973 and Hackman and Oldham 1975, 1976). As mentioned above, content theories attempt to describe human motivation in terms of needs, drives and goals, the assumption being that employees work to satisfy needs and they apply drive or effort towards the goals which provide them the means of satisfying both psychological and physiological needs (Torrington and Chapman 1979). The need to use one's mind is called psychological growth and is believed to be satisfied by actions relating to increasing one's knowledge and creative faculties (Locke 1976). Hence it is argued that jobs should be designed in a way that allows employees to freely express their higher level needs. On the other hand, process theories are concerned with issues of equity or perceived fairness of outcomes of work in relation to inputs, work related goals and expectancies. (See Janz 1982 for a laboratory study of expectancy and performance relationships and also Jaques 1967 on equitable payment.) Individualist and cognitive features influencing personal motivation are also emphasised (Torrington and Chapman 1979) in process theories and distinctions are often made between intrinsic and extrinsic motivation. Intrinsic motivation pertains to job characteristics which are inherent in the job itself such as, responsibility, skill, variety and autonomy. Extrinsic motivation pertains to aspects of a job which are peripheral to the task itself such as, pay, promotion, administrative policies and work conditions (Warr 1987).

AWG, therefore, should be introduced with three process criteria in mind;

variety, coordination and commitment. The variety of inputs provides essential raw materials for effective decision making. Coordination determines effectiveness in highly interdependent groups and the commitment of group members to the accomplishment of group goals provides the direction and motivation behind coordinated variety (Pearce and Ravlin 1987). It will, however, be noted that the need to accommodate individual differences might be the most difficult exercise in most job enrichment programmes (Hulin 1971). According to Dortmund (1988) although one cannot superimpose one's own concept of man upon the employees of an organisation who have their own pluralistic values, different forms of work should be offered to individual employees, ranging from the individual work station and all forms of new work structures to well-designed assembly lines.

Socio-Technical Systems approaches designed at the Tavistock Institute to focus on work-groups (Trist and Bamforth 1951, Emery and Trist 1960, see also Trist 1981) have emerged as the most preferred work design techniques for AWGs. (See Ricking and Booth 1974 for a systems application in libraries.) These approaches aim at the joint optimisation of human (social) and organisational (business) needs. They can further be translated into AWG principles encompassing tasks and goals which are identified by groups and achieved by cooperative performance (Torrington and Chapman 1979). By changing the way the work itself is organised or arranged, it is hoped that both individual and organisational goals will be brought together so that employees are provided with additional challenge, responsibility, and feedback (Hackman 1975[b]). The most interesting thing about this approach is that the impact of technology, the demands of the market, and the needs of the employees upon the organisation are simultaneously considered so that the social and technical aspects of work systems are jointly optimised and brought into accord with environmental requirements such as the economy, culture and demography

(Wilson 1972).

8.3 The Triple-Tier Organisational Structure

Owing to the fact that University libraries are recruiting mostly younger, well educated and sometimes (increasingly nowadays) professionally qualified Library Assistants, time has arrived to take a hard look at the organisational structure itself and consider if it is suited for this type of work force. Essentially, as noted above, the library structure is perceived by some Library Assistants to be hierarchical, status oriented and Taylorite. The results of the present Study also illustrated that younger and 'better' qualified Library Assistants apart from being dissatisfied with promotion, pay, lack of challenge and intellectual stimulation they are dissatisfied with the organisational structure of the Library itself. Some expressed the opinion that they felt under utilised and un-challenged within the present structure. Hence there was a reaction against jobs which had become increasingly simplified, routinised and devoid of intellectual stimulation. This might be indicating, as Sergean, Mckay and Corkill (1976) observed, a poor fit between the employees and their jobs. Consequently, some Library Assistants felt that they had more to offer than their jobs allowed. Thus, some displayed personal and higher level needs which the Library appeared not able to satisfy. Others explicitly stated that their work did not play a central role in their lives. This implied that their work did not offer enough intrinsic satisfaction and that it was not a source of identification and commitment or involvement. The jobs appeared, therefore, to bring neither the challenge nor personal fulfilment which the Library Assistants need to boost their work motivation.

If it is agreed that there is a work design problem like this Investigator believes there is, the task of a job redesigner, therefore, will be to investigate the problem further with an aim to try and plough into library work some

of the required elements of challenge such as, intellectual stimulation, variety, responsibility, commitment and autonomy. This warrants a new kind of organisational structure - one which is less hierarchical, less status inspired and one that offers less fragmented tasks. If it is assumed that most Library Assistants are capable of managing their own work and they have enough education to help them carry out complex tasks. Giving them more responsibility, therefore, might help stimulate their creative faculties, thereby encouraging experienced meaningfulness of work.

In order to achieve this (at the risk of being prescriptive) a Triple-Tier organisational structure is recommended. Why Triple-Tier? Because it has only three layers - the first being that of Director then team coordination and team facilitation. (See diagram below). The unit of organisation will be the subject area or field. The aim is to provide flexibility and responsiveness to the user and to promote greater staff involvement and interest. According to Holbrook (1984) comprehensive teams of subject specialists are ideally the best way of organising academic library services and he recommends that where they already exist they should be fully maintained.

Those interested in the merits of the subject specialisation approach should also read Bastiampillai and Havard-Williams (1987), Avafia (1983), Haas (1977), Johnson (1977), Wilkinson (1983) and Woodhead and Martin (1982).

At the level of Facilitation will be the AWGs (professionals and non-professionals) who will work together within a subject area or academic discipline such as Social Sciences, Humanities, Science and Technology, and Education etc. Each Library Assistant within a group will be expected to undertake entire activities required in processing library documents. For example, groups will be expected to take responsibility for collection development i.e. selection of reading materials within a subject, (this might require some measure of academic or other training), cataloguing and classifying reading materials, includ-

ing audio-visuals and periodicals. There will not be any separate treatment of library materials according to format. According to Wilkinson (1983):

“... the degree of subject expertise, responsibility, and accountability necessary to an increasing societal recognition of the importance of the library’s information services can only exist where the subject specialization of librarians, rather than their knowledge of format per se or their line function, is reflected in the basic administrative structure of the library.”p 33-34.

Emphasis, therefore, should be put on information rather than form of material. According to Johnson 1977, where the subject approach remains effective today, it has not been locked into inflexible physical arrangements. This approach abolishes the functional structure of the Library organisation. It is logical, therefore, that selection should be done by the AWGs because it is here that the subject content and departmental or faculty needs are assessed and met. Each AWG member will be held accountable for efficiency and performance. All library employees will be held personal responsible for the outcome of their work. It should be noted that in industry, team members are allowed to screen select and train new members (Hackman 1978). With time and appropriate training there is no reason why this should not be possible in library and information work.

Each AWG or work-team should have a Facilitator who will be a subject specialist, normally a professional or library assistant. Having been trained in the subject/s the Facilitator will advise, support, devise training programmes for the group, ensure that all cataloguing, classification and selection conform with established group and library policies. Otherwise the teams should be allowed opportunity to be responsible for their own work quality as in quality circles. Although the AWGs may inspect their own work, for the purposes of

determining quality and efficiency the Facilitator will satisfy herself that everything is going according to plan. She will also liaise with subject departments or faculty to determine their information needs.

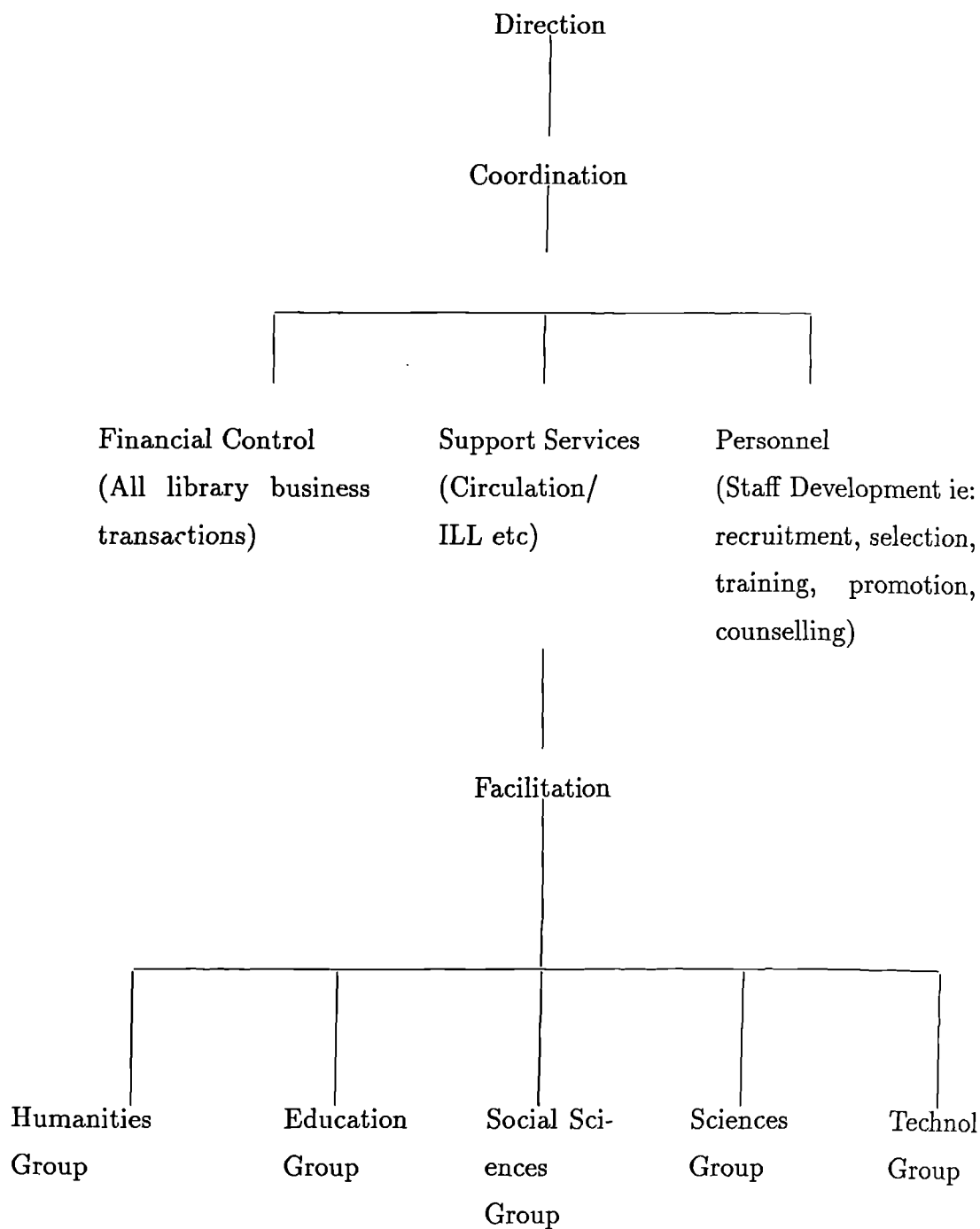
The Facilitator will be required to know her subject well since she will be expected to have qualification in it or in a group of subjects. She will have the current awareness of courses taught in relevant departments or faculty. All reference cases on her subject area will be handled in her department by the AWGs. All professionals will be required to do research and publish in professional and/or academic journals. They may, where their library work load allows, teach or lecture in relevant subjects specially those related to information retrieval, organisation and reference. This is intended to give the professional librarians and information worker a better claim to academic status.

It should be emphasised that subject orientation does not mean that the Library should be divided up into fixed physical subject areas. All library materials should be integrated, where possible, to reflect the interdisciplinary nature of human knowledge through the available library classification systems and it should also be borne in mind that the emphasis is on information rather than on the format or material on which the information is recorded.

The duty of the Facilitator will not be to give directives but to facilitate. This implies giving the AWG the necessary support needed to get on with the work. It also means providing them with the necessary supplies to enable their activities to flourish. The Facilitator will link the AWGs with the external 'world' - the faculty, the students and the general public. As Wilkinson (1983) observed, "the 'foreman' concept borrowed from the industry model in which the higher levels of management are assumed to possess much of the knowledge and experience of the workers they supervise simply cannot hold" (p.26) in an AWG subject oriented approach. The facilitator's role will be one

of "boundary management" - that is of coordinating relationships between the groups and their work (Cordery and Wall 1985) rather than of giving directives and close supervision. However, the coordination of team work might prove to be difficult. With modern technology net-working of work places should be able to overcome problems of coordination. Facilitative Council meetings could also be used as sounding boards for work coordinations. Team work should be able to produce flexibility and responsiveness to change. It should involve all employees in decision making and it should provide a structure in which all employees have opportunity to do jobs which make full use of their capabilities.

Subject orientation should be seen as a way of providing self esteem and intellectual stimulation to both professional and non-professional librarians. This Investigator sees this as a channel through which Library Assistants can be trained in given subjects and later allowed to ascend the professional scalar chain after attaining professional training and/or experience. Hence it is believed that this approach will improve their QWL by emphasising not only on efficiency and performance but also on social interaction, personal involvement, challenge, intellectual stimulation, variety of tasks and personal initiative. AWGs may range from two to fifteen members depending on the size of the library or subject area. The AWGs approach, therefore, requires a flatter organisational structure with fewer hierarchical levels. Groups at each rung will come together quarterly or monthly or whenever necessary to discuss their work problems and how to solve them. This is believed to increase the possibility of involvement, commitment, consultation and accountability. Coordinators will be specialists in financial accounts, administrative work, and personnel or managerial matters. All library business and financial transactions will be dealt with and cleared by the Financial Control office. The Financial Coordinator (a specialist in accounts and finance) will coordinate



(The Triple Tier Organisational Chart)

and advise the group on how to carry out duties of a financial character. She will make sure that financial procedures are followed. All dispatch orders for the reading materials selected by subject area groups will be made from this office and all orders received from the suppliers or publishers will be cleared here and directed to the subject groups for processing. All transaction records will be kept in the finance office. The Financial Coordinator will liaise with the suppliers and publishers as well as with all Facilitators and Coordinators about their financial needs. She will approve all payments, coordinate with the University Bursar, and advise the Director on all financial matters concerning the library. The acquisitions department will, as we know it today, be abolished and in its place the Financial Control office will be established.

The Coordinator for Support Services will coordinate activities in the following sections; Circulation (Issue Desk), Short Loan, Inter- Library Loans, Shelving and Cleaning. She will be a professional librarian or senior library assistant but will not necessarily need to be a subject specialist. Owing to the routine nature of Issue Desk work, groups here may be rotated in all sections of the library. This might give them variety and might allow them to enjoy participating in the subject groups of their choice. They might have to make rota for themselves. In the end all groups should be versatile in all types of library work.

The Coordinator for Personnel will coordinate staff development i.e. recruiting, selection, training, promotions and counselling. She will be qualified in personnel management as well as being a professional librarian but will not necessarily have to be a professional librarian. All library personnel, salary and wage records will be handled in this department but all main records of this kind will be kept in the University Registrar's and/or Bursar's office. The Coordinator for Personnel will advise the Director on personnel matters, departmental staff needs and will liaise with the Registrar and/or Bursar's office

about contract, salary and wage matters. She will, in consultation with the Director, determine personnel policy, conduct and discipline. In the absence of the Director she will act in her place as Acting Director.

The Director will be the chief coordinator of the library as a whole and coordinator of library policy, regulations and rules. She will represent the library at University Council and Senate etc depending on University policy. And will chair regular Facilitative Council meetings composed of all the Coordinators, Facilitators and Elective Group Chairpersons. The Facilitative Council will discuss general library policy, large scale planning, establishment, training needs and group problems, needs, plans and programmes. The Elective Group Chairpersons will be elected periodically and will chair group meetings, keep records of the decisions made by the groups and represent their group members at Facilitative Council Meetings. Group Chairpersons will report group progress, needs and problems to the Facilitative Council. Once every six months or whenever required the Director will chair an all staff general meeting. The Critical Establishment of the Library, therefore, will consist of the Director, Coordinators, Facilitators, Elective Group Chairpersons and the AWGs.

8.4 Guiding Principles

The following guiding principles should be taken into account when restructuring library and information work.

1. Aim at reducing the 'divide' between professionals and non-professionals by making the structure flatter.
2. Improve group responsibility by allowing for more group, control and discretion.

3. Improve work content and meaning by increasing variety, task identity (whole unit work), and autonomy. Expand the level of skills required for the job by allowing regular training. In Herzbergian parlance this is called horizontal loading.
4. Modify or change previous work methods, sequences and procedures by allowing groups themselves to initiate the changes and to control the pace of work. This is what Alber and Blumberg (1981) call providing method content. It involves allowing employees the discretion to perform according to their wishes as long as organisational objectives are being met.
5. Allow groups to plan, direct, coordinate and control their own work activities with the aim of generating opportunity for advancement and psychological growth. In Herzbergian theory this is called vertical loading.
6. Ensure that management endorses and is committed to the AWG idea. Such support could be measured by the degree to which groups are allowed to manage their own work.
7. Take steps to ensure that group members are keen or willing to work in groups by discussing the matter with them or circulating a questionnaire.
8. Ensure that the new structure is recognisable, simple to identify, understand, work out and implement. Groups should be involved in the formulation of the new structure.
9. Ensure that the new structure is subject oriented so as to allow all groups to participate in subject areas of their choice.
10. Ensure that the new structure is flexible enough to allow for future structural changes. In other words, room should always be left for future or

further organisational restructuring.

Alber and Blumberg (1981) identify four main “building blocks” of a job enrichment programme which this Investigator finds useful and should be borne in mind when restructuring jobs.

1. Work Content; pertains to the tasks involved in performing a job. Decide on the kind of tasks which are likely to motivate people and also how much activity should be built into the work itself.
2. Method Content; refers to the procedures used in doing a job. One may have to leave this to the groups themselves to establish. It might be necessary to check if procedures as established by groups conform with organisational policy and objectives.
3. Personal Content; includes the opportunity to participate in the planing, directing, and controlling of the activities to be done. It is believed that if groups are left to plan, direct and control their own work, they might improve their organisational commitment and identification with the tasks.
4. Organisational content refers to a change or modification in the organisational structure. Once the library has made it a point to restructure jobs it follows that from then on there will be regular reviews of organisational work and structures.

Hackman et al (1975) suggest that by combining tasks in terms of skill variety and task identity and forming natural work units in terms of task significance leads to experienced meaningfulness of work. Establishing client relationships and giving employees more responsibility (vertical loading) gives them autonomy which also leads to experienced responsibility for the outcomes

of work. And the provision of open feedback channels leads to the knowledge of actual results of the work activities.

The AWG approach, therefore, is based on stimulation rather than restriction (Gyllenhammer 1977) and it is generally believed that where employees do take responsibility for their work they develop a sense of identity with it. Giving them autonomy means that the content, structure and the organisation of jobs are designed in such a way that groups can plan, regulate and control their own work (Davis 1979 b). Central to this idea is the belief that groups can perform a variety of tasks and they can take responsibility for a meaningful whole or whole task (Kemp, Clegg and Wall 1980). Building challenge into jobs is an on going activity and as such it requires creativity and inventiveness. The groups will need a lot of support and commitment from the management in order for them to sustain their ability to generate new ideas. Some of their ideas will not always work hence it is advisable that management should be accommodatory enough to tolerate mistakes. Further more, without future 'refurbishment' job enrichment programmes may not last (Walsh 1973) and some programmes will also fail if the work content itself does not change (Hackman 1975). It is possible also that certain things might backfire and result in worsening conditions. Library managers should prepare for this by laying down a firm foundation for undertaking job redesigns. In other words, job redesign should always be attempted with an open mind. Research should be undertaken to determine where and why job redesign is needed and how it will be implemented.

Sometimes bureaucratic practices will get in the way. These should be identified and eliminated where possible. AWGs might require long meetings, this also should be planned for. It might happen that some senior staff will lose control over their junior staff and this could cause dissatisfaction. The most important thing, however, is the training of staff so that they are enabled

to accept changes and to react quickly to changing phenomena as well as to take up responsibilities which require independent thinking and initiative.

8.5 Critical Perspectives

Critical analysts have argued that the major weaknesses of job enrichment and job redesign programmes have been that the reasons for promoting them have rarely been single mindedly committed to humane values since they have been influenced largely by economic considerations and by responses to events in the labour and product markets (Lupton, Tanner and Schnelle 1979). As a result, the 'enriched' jobs have not involved genuine transference of responsibility to the employees. The main decisions have remained programmed into the automated or other work systems (Ramsay 1985). Library managers and writers who have adopted some of the techniques and principles of industrial management have not fully understood their implications (Thapisa 1987). Ramsay (1985) for instance argues that management often uses participation as a concession in an effort to contain disruptive pressures and in the same way job enrichment has been used as a strategy for appeasement. Often job enrichment is purely 'horizontal' (involving greater work loads) and not 'vertical' (giving meaningful responsibility and authority) and as such it is designed to serve the needs of capital and not of labour (Ramsay 1985). Thus, the view that the redesign of jobs is primarily motivated by humanist ideologies of improving job satisfaction and QWL is questionable (Knights, Willmott and Collinson 1985). It is also clear to these critics that the role of pay incentives has been underplayed in the evaluations of job enrichment and participation schemes (Ramsay 1985) and they observe that 'new technology' is coming in to replace or eliminate direct labour. They observe, for instance, that in some service sectors such as banks labour costs of service provision have been shifted onto the consumer (Child 1985). And they conclude that contemporary manage-

ment strategies are geared toward reducing employment costs and increasing the flexibility of manpower deployment. This, however, is not a problem peculiar to industry alone, the respondents in the present Study have alluded to the fact that some of their colleagues in higher cadres have been asked to take early retirement but the posts which they left behind are fetching lower salaries or wages than they did before. On the other hand 'new technology' has also made its own encroachment (Shaughnessy 1977) and it appears to be used by some library managers as a strategy for avoiding reliance on the skills and judgement of the employees. There is a fear, therefore, that 'new technology' might lead to the degradation or deskilling of jobs. According to Child (1985), this strategy is often more effective at reducing employee control over the labour process. In librarianship, however, new technology appears to hold promise for the elimination of routine jobs and introduction of new skills but in some cases as in cataloguing and classification it might also lead to deskilling among some professionals.

A point is made by Knights, Willmott and Collinson (1985[b]) that dominant "perspectives on job redesign are found to embrace a theory of human nature which reduces the social dimension of work to the individualistic satisfaction of material or non-material needs" (p. 229). This formulation is believed to disregard the socially organised character of human action, and it is suggested, by the aforesaid, that alternative perspectives ought to be concerned about examining the conditions and consequences associated with changes in the organisation of work. Job redesign programmes should form part of "a significant social phenomenon which is worthy of investigation not merely as a by-product of an interest in improving the technologies of organisational control" (p. 229) but also as a positive way of enriching jobs. It is also important to understand how and why work is reorganised. Work reorganisation should have less (if any) of the principles which seek to advance

the rationales or prescriptions which are attractive mainly to management in order to facilitate their control over labour productivity.

Job redesign programmes, therefore, should be undertaken with all these repercussions or problems in mind and those interested in the problems of resistance to job redesign and enrichment are referred to Bohlander (1979), Glaser (1976), Graham (1976), Klein (1984) and Little and Warr (1976). Fein (1976) offers a critique of some of the reported 'successes' of job enrichment programmes.

Library managers wishing to use job redesign techniques might face the following challenges. They might have to assess, first, the reasons why they wish to introduce job redesigns. In so doing they might consider that they want to introduce job redesign strategies in order (a) to enhance their control over the labour process or (b) to promote social, intellectual and participative notions of work or (c) to use both (a and b) to encourage corporate management or (d) to balance the needs of the new technology with those of the workers. As Hackman (1975) observed, the long term result of work redesign should be the rehumanisation rather than a dehumanisation of work. Library managers will no doubt be sensitive to those issues which seek to promote both the social and the technical systems at work. The provision of such a balance has the advantage of advancing the job interests of both the employer and the employee without promoting the needs of the one (employer) over the other (employee) or vice versa. According to Davis (1979) "this leads to the central concept of joint optimisation which states that when achievement of an objective depends on independent correlated systems, such as a technological and a social system, it is impossible to optimise for overall organisational performance without seeking to optimise these correlative systems jointly" (p.34). In other words, it is impossible to optimise organisational performance without seeking to optimise jointly the correlative independent social and technical systems (Davis

1979[b]). The end result of such optimisation is the significant increase in the meaningfulness of work, learning and work satisfaction. Library managers, therefore, will not fail to examine the work itself, the influence of the new technology on library work, and the aspirations of their employees. Positive responses towards the joint optimisation of both technical and social aspects of library and information work might help solve the problem of stagnation and obsolescence among library and information workers. It is recommended also that employees should be allowed to participate in the redesign of jobs because it is believed that work which has been redesigned should be able to stimulate the psychological needs of the employees as well as generating organisational efficiency (Martell and Untawale 1983). On the other hand, discretion should be increased simultaneously with job content (Maher 1971) because job redesign covers both job content (the activities which relate the employee to the object, service or material under going transformation) and job relationships (the pattern of activities connecting jobs to each other) (Cooper 1973). This enhances both intrinsic and extrinsic rewards. Most importantly extrinsic rewards appear to have significant importance among Library Assistants with special reference to financial and social needs. Instrumental (extrinsic) orientations to work, therefore, were shown in the present Study to manifest themselves as needs for 'better' promotional opportunities, pay and social contact and the psychological (intrinsic) orientations as needs for more challenging and intellectually stimulating work. Job redesign or enrichment programmes for the Library, therefore, should have as one of their aims the improvement of these conditions.

There is need, therefore, for further studies which focus specifically on the influence of extrinsic rewards upon the intrinsic motivation of library employees. Economic factors appear to have psycho-sociological influences on the responses of the Library Assistants. For this reason economic factors should

not be neglected in job redesigns since psycho-sociological and economic advantages which employees expect seem inseparable (Saval 1981). Whilst job redesign aims at increasing the meaningfulness of work, it might also be a springboard for possible demands of a more economic nature because Library Assistants perceive their contributions to work in terms of investments and they believe, as a result, that they should be paid more.