

UNIVERSITY OF CAPE COAST

**JOB SATISFACTION AMONG SENIOR AND JUNIOR STAFF OF BALME
LIBRARY, UNIVERSITY OF GHANA**

BY

MARY-ANNE AWEDOBA

**A DISSERTATION SUBMITTED TO THE CENTER FOR DEVELOPMENT
STUDIES OF THE FACULTY OF SOCIAL SCIENCES, UNIVERSITY OF CAPE
COAST, IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE
AWARD OF A MASTER OF ARTS DEGREE IN HUMAN RESOURCE
MANAGEMENT**

2008

DECLARATION

I hereby declare that this work is entirely my own, except for the references which have been duly acknowledged. This dissertation is the result of my own original work and no part of it has been presented for another degree in this University or elsewhere.

Candidate's signature..... Date.....

MARY-ANNE AWEDOBA

Supervisor's Declaration

I hereby declare that the preparation and presentation of the dissertation were supervised in accordance with guidelines on supervision of dissertation as laid down by the University of Cape Coast.

Supervisor's signature..... Date.....

MR. JOSEPH C. SEFENU

ABSTRACT

Job Satisfaction, no matter the parameters that one may use in describing it, has been found to be an important contributory factor in productivity. The perception that workers have about their jobs may have an influence on their attitude and commitment towards the job.

This study focused on job satisfaction among the junior and senior staff of the Balme Library, University of Ghana, Legon. It aimed at determining the factors affecting job satisfaction, the extent or level of job satisfaction as well as its effect on the performance of staff. The study was based on Herzberg's two-factor theory, Locke's discrepancy theory, Adam's equity theory, and Salancik and Pfeffer's social influence theory of Job Satisfaction.

The study covered 80 participants but 70, comprising 32 junior staff and 38 senior staff responded to the questionnaires representing 87.4%. The researcher used all the 80 participants as the sample since the number is not too large. A questionnaire was adopted from Herzberg's Two Factor theory of job satisfaction and was distributed to the 80 participants by the researcher by hand on several visits. The data was analysed using SPSS software and the results were summarised and presented using cross-tabulations as indicated in chapter four.

The study revealed that the majority of staff were dissatisfied with their pay but the interpersonal relationship among staff and between staff and their superiors were found to be high. The results also showed that though quite a number of the respondents have spent considerable number of years working with the Balme Library, the majority of them were not involved in decision - making at the Library. Also, majority of the staff confirmed the availability of the necessary equipment for work, but were quick to add that the equipment were outmoded. Generally, the majority of the staff were also dissatisfied with their work

because the working conditions were not good and the working environment was uncomfortable. These made work boring and difficult for staff; thereby affecting the performance of both the junior and the senior staff. It was however revealed through an interview with the Senior Administrative Assistant that turnover rate was low.

The study therefore recommends that the management of Balme Library should improve working conditions and environment of the staff (both senior and junior) to appreciable levels to enhance the intrinsic and extrinsic satisfaction of staff on the job.

ACKNOWLEDGEMENTS

I wish to express my gratitude, first and foremost, to my supervisor Mr. Joseph C. Sefenu whose endurance helped to take me through the original manuscripts and whose suggestions were very rich and apt for the final form of this work. You really energised and spurred me on.

My appreciation goes to Prof. Boon and Mr. V. Afenyo all of University of Ghana Business School for their invaluable criticisms and advice towards this work.

My gratitude goes to Micky for his input and to Miss Edith Osrugbo and Odjer-Bio for typesetting the work. To my husband, I say a very big thanks to you for supporting me both financially and for your patience.

Lastly, I am grateful to all those who in diverse ways have contributed to this work especially to the management and staff of Balme Library, University of Ghana.

DEDICATION

I dedicate this work to my husband Professor A. K. Awedoba and my children, Nicholina, Kingsley, Annette and Jason for their support and encouragement in accomplishing this task.

TABLE OF CONTENTS

	PAGE
DECLARATION	i
ABSTRACT	ii
ACKNOWLEDGEMENTS	iv
DEDICATION	v
TABLE OF CONTENTS	vi
LIST OF TABLES	x

CHAPTER ONE:

INTRODUCTION

Background to the study	1
History of the Balme Library	3
Aims and Objectives of the Balme Library	3
Organization Structure of Balm Library	5
Statement of the Problem	6
Purpose of the Study	7
Objectives of the Study	7
Significance of the Study	7
Limitations of the Study	8

CHAPTER TWO:

LITERATURE REVIEW

Introduction	9
The Concept of Job Satisfaction	9
Theories of Job Satisfaction	13
The Importance of Job Satisfaction	20
Factors Influencing Job Satisfaction	21
Factors Affecting Job Satisfaction	26
Consequences of Job Satisfaction and Dissatisfaction	32
Job Satisfaction of Librarians in the Developing Countries	34
Job Satisfaction among Workers in Ghana	35

CHAPTER THREE:

METHODOLOGY

Introduction	39
The Population	39
Sample and sampling Procedure	40
Instruments	40
Pilot Study	41
Method of Data collection	41
Data Analysis Procedure	42

CHAPTER FOUR:

DATA ANALYSES AND INTERPRETATION

Introduction	44
Background of Respondents	44
Supervision	48
Salary	49
Interpersonal Relations	51
Working Conditions	52
Work itself	53
Achievement	55
Recognition	55
Responsibility	57
Advancement	58
Discussion of Findings	59
Administrative Policies	59

CHAPTER FIVE:

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Introduction	66
Summary	66

Conclusion	68	
Recommendations	73	
REFERENCES	74	
APPENDICES		
Appendix I	Questionnaire for staff of Balme Library	80
Appendix II	Organisation Chart of Balme Library	84

LIST OF TABLES

Table 1	Characteristics of Psychologically ‘good’ and ‘bad’ jobs	24
Table 2	Gender of staff by category	44
Table 3	Age of respondents	45
Table 4	Highest educational attainment	45
Table 5	Policy Manual of Balme Library	46
Table 6	Comprehensiveness of Policy	47
Table 7	Fairness of Policy	47
Table 8	Input in decision making	48
Table 9	Possession of leadership skills by supervisor	48
Table 10	Fairly treated by supervisors	49
Table 11	Fairly paid for work	50
Table 12	Incentives apart from pay	50
Table 13	Benefit sufficiency	51
Table 14	Opportunity to socialize with co-workers	51
Table 15	Cordial relationship with supervisors	52
Table 16	Availability of equipment for work	52
Table 17	Availability of a comfortable work environment	53
Table 18	Satisfaction with job	53
Table 19	Supervisor communicates importance of job to staff	54
Table 20	Opportunity to use skills on the job	54
Table 21	Availability of clear achievable goals and standards	55

Table	22	Recognition of major achievement on the job	55
Table	23	Praise for job well done	56
Table	24	Formal programme of appreciation and recognition	56
Table	25	Level of commitment to work	57
Table	26	Opportunity to exercise discretion on the job	57
Table	27	Rewarded for loyalty	58
Table	28	Employer support for continuing education	58

CHAPTER ONE

INTRODUCTION

Background to the Study

The most important asset of any organization is its human resource. The human factor serves as the force behind all the productive activities geared towards achieving an organization's goals and objectives. It harnesses, organizes and directs the financial, material and other resources of the organization into productive ventures. Job satisfaction is therefore one of the criteria for establishing a healthy organizational structure in an organization.

Libraries are inseparable cornerstones of society. They provide free and equitable access to information for all, be it in written, electronic or audiovisual form. University Libraries play a key role in creating a literate environment and promoting literacy by offering relevant and attractive reading material for all disciplines of a University. Job Satisfaction of the library staff, who have an important place in the information society, will affect the quality of the service they render. In this respect, the question of how the moral elements affect the job satisfaction of the library staff gains importance. "The mission of a University Library is to provide services in support of teaching, research and outreach activities of the University. Academic Institutions world wide and faculty, represent a significant information resource which should be nurtured to create a vibrant

environment for learning and teaching” Brown (2007).

In another development, Dadzie (2007) states that Libraries are instruments of self-education, a means of knowledge and factual information, a centre of intellectual recreation, and beacon of enlightenment that provide accumulated preserved knowledge of civilization which consequently enrich one’s mental vision, and dignify his habit, behaviour, character, taste, attitude, conduct, and outlook on life.

Libraries can be at the heart of personal and community development. They embrace the social responsibility to offer services that bridge social, political and economic barriers and traditionally make a special effort to extend their services to marginalized people. They also assist in finding, using and interpreting appropriate information that opens up opportunities for lifelong learning, literacy enhancement, informed citizenship, recreation, creative imagination, individual research, critical thinking, and ultimately, empowerment in an increasingly complex world. Effective service at the libraries is therefore essential and will depend on a well motivated human resource. Job satisfaction of the library staff, which has an important place in the information society, will affect the quality of the service they render. In this respect, the question of how the material and moral elements affect the extent of job satisfaction of the staff gains importance.

The Balme library provides services for the University community and the nation as a whole and therefore the demand on the staff for quality services cannot be overemphasized. This study is to investigate the extent of Job Satisfaction among the staff of the Balme library of the University of Ghana, Legon. The study looked at a number of researches conducted on job satisfaction, particularly job satisfaction among library staff.

History of the Balme Library

The Library started as the "College Library" when the parent institution, the then University College of the Gold Coast was set up in 1948 as a College of the University of London, located at Achimota College, about eight kilometres from the present Legon campus. In 1959, the "College Library" moved into its brand new buildings on Legon campus with its parent institution and was named after the latter's first Principal, David Mowbrary Balme, a British expatriate. During the first few months of its existence, much emphasis was placed on book selection with an initial stock of 6,000 books borrowed from the Achimota College Library. The Library is divided into the following departments: Readers' Services, Serials, Cataloguing, Acquisitions, Africana Collection, Students' Reference, and Bindery.

Aims and Objectives of the Balme Library

The main aim of the Balme Library is to support the instructional programmes of the University of Ghana. To achieve this aim, the library is guided by the following objectives:

- 1 To secure, organize and service books, periodicals, documents, films, photograph records and other library material used in instructional and research programmes.
- 2 To provide the physical facilities and equipment that will make possible the most effective use of the library's resources.
- 3 To instruct students in the effective and efficient use of the library and of library material.
- 4 To encourage students to develop the habit of self education in order that

books and libraries may contribute to their intellectual development in future years.

- 5 To encourage extra curricular use of library material.
- 6 To assist and cooperate with faculty members in their instructional and research programmes.
- 7 To cooperate with other libraries in the community, region, and elsewhere to build total library resources and to make them available to users.

Clientele of the Balme Library

The clientele of the Balme Library are the faculty staff, post-graduates, under-graduates, non-teaching staff, the Alumni, the general university community and the bonafide users from the larger community.

Staff of the Balme Library

At the Balme Library, no separate department is given the task of Administration. This role is performed by the Librarian now in the person of Professor A. A. Alemna. He, however, usually delegates some of his authority to the Departmental Heads, all of whom are professional Librarians. Authority flows from the Librarian who is at the head of the administrative hierarchy through the sectional heads to subordinate officers and down to the junior staff.

The present staff strength of the library is one hundred and eleven (111), comprising eighteen (18) senior members (professionals), forty-three (43) senior staff (Para-professionals) out of which three (3) are on study leave and fifty (50) junior staff. The junior staff is made up of library assistants, library attendants, cleaners, maintenance men, typists, bindery attendants, security men and women, messengers and drivers. The hierarchy is illustrated in the organization chart of the

Balme Library (See Appendix II).

Organization Structure of the Balme Library

The library has been functionally organized since its establishment. Staff are assigned duties without regard to their subject background. The ultimate organization structure of the library is organized on subject department basis for all sections namely; administration, orders and acquisitions, cataloguing, periodicals and reader services.

The Librarian's office is responsible for the day to day administration of the library, staff control and training, budgetary control, formulation of policy, maintenance and relations with other libraries at home and abroad.

The orders and acquisitions department is responsible for selecting and securing library material in collaboration with departments of the university, and accessioning the material. The cataloguing department is responsible for processing new periodicals, claiming missing issues to complete holdings, exchange with other libraries and preparing completed journals for binding.

The technical services department is responsible for repairing worn out books and pamphlets, binding of completed numbers of periodicals, photocopying pages for mutilated items, microfilming local newspapers and binding long essays and theses for students of the university. The readers' services department is responsible for circulation of library material, reference work, supervision of reading rooms, shelving of new and returned books and exhibitions.

Due to the increase in the students' intake of the University, Balme library can no longer cater for its reading population so the Ghana Educational Trust Fund (GETfund) has provided funds for an extension of two buildings on both wings of

the library to help ease the space problem.

Statement of the Problem

Identification of what really satisfies and dissatisfies Balme library employees will form the foundation of this research on which the Management of the Library can build employees' motivation. Two closely related concepts of Job Satisfaction are "job commitment" and "job involvement." Job involvement refers to the willingness of a person to work hard and apply effort beyond normal job expectations. An individual who has high organizational commitment is considered very loyal; an individual who is highly involved in a job is considered a good corporate or organizational citizen. Satisfied workers are more likely to want to give something back to the organization because they want to reciprocate their positive experiences Nelson and Quick (1997), observed that a participative management has been shown to increase both satisfaction and commitment. Managers can give employees the opportunity to participate in decision-making to help improve these attitudes. In Africa, and Ghana for that matter, job satisfaction among library staff has been very low leading to a general public outcry for better quality of services to clients. The Balme library of the University of Ghana is no exception. Quite little research has been done Job Satisfaction of Junior and Senior Staff of the Balme Library of the University of Ghana. However, Alemna (1992) carried out a study on Motivation and Productivity in Academic Libraries, a case study of Balme Library, University of Ghana. The issues he looked at include, the job itself, the remuneration of the junior staff, appraisal system, communication between staff and participation of staff in meetings. The present study therefore seeks to build on and look at those facets of job satisfaction that were not covered in Alemna's study.

These include; availability of equipment, recognition for a job well done, and staff relationships. The findings of the study could be used by management of the Balme Library to address the concerns of job satisfaction of the staff.

Purpose of the Study

The purpose of the study is to identify and investigate the factors affecting the extent of job satisfaction among the junior and senior staff of Balme Library of the University of Ghana.

Objectives of the Study

The following are the specific objectives of the study:

- 1 examine the remuneration and incentive system for staff
- 2 investigate the nature of relationship among staff
- 3 find out whether staff are involved in decision making
- 4 ascertain the working conditions of staff

Significance of the Study

The outcome of the study will address how to improve the job satisfaction situation among the Balme library staff. Firstly, the university library management will be in a better position to address the problems that will come out as a result of the study and to take the necessary steps to improve the work situation in the library.

Secondly, it will help to reveal the underlying causes of poor job satisfaction and unsatisfactory performance among library staff.

In addition, policy makers will also benefit from the outcome of this research by way of shaping future library policies to enhance job satisfaction among library staff.

Finally, the study will come out with suggestions and recommendations

which when adopted and implemented will help the University and the Balme library administration in fashioning out policies to address the deficiencies and pitfalls in the library.

Limitations of the Study

The study encountered some limitations that may affect the outcome of the study. The usual limitations realized with the questionnaire method concerning distribution and collection of data such as:

- (a) ambiguity of items
- (b) interpretation of items by respondents
- (c) less than 100 percent return rate of questionnaires
- (d) honesty of responses
- (e) willingness of respondents to answer the questions.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter focuses on a review of relevant and important literature on job satisfaction among workers in an organization. It also spells out through time-tested theories, the conditions under which staff may derive job satisfaction from an organization.

According to Mullins (1996), motivation to work well is usually related to job satisfaction, but the nature of this relationship is not clear. One view is that the motivation required for a person to achieve a high level of performance is satisfaction with the job. However, although the level of job satisfaction may well affect the strength of motivation, this is not always the case.

Mullins (1996) states that, an attempt to understand the nature of job satisfaction is not easy. It is a complex concept which can mean a variety of things for different people. Satisfaction is not the same as motivation. Job satisfaction is more of an attitude, an internal state. It could, for example, be associated with a personal feeling of achievement, either quantitative or qualitative. Motivation is a process which may lead to satisfaction.

The Concept of Job Satisfaction

Job satisfaction is not an easy concept to understand and can mean a variety of things to different people. It is again a complex notion that manifests itself in

different ways in different people. Whether job satisfaction is high or low depends on a number of factors, including how well a person's needs and wants are met through work, working conditions, the extent to which an individual defines himself or herself through work, and individual personality traits Hall and Nougain, (1968).

Similarly, Smith (1974) sees job satisfaction as an affective response of the worker to his job. According to him, job satisfaction is the result or consequence of the worker's experience on the job in relation to his own values that is to what he wants or expects from it. Satisfaction can be viewed as similar in meaning to pleasure.

Job satisfaction is a generalized attitude towards the job which is the result of many specific job factors, individual characteristics and group relationships outside the current job. More importantly, what an employee wants in a job will depend, among others, on the individual's age, desires, level of aspiration, social status, recreational outlets, family relations, education, job level, and tenure and so on. Five other related attitudes that represent the most important characteristics of the job about which people have affective responses are: work itself, pay, promotion opportunities, supervision and coworkers.

Job satisfaction comprises satisfaction with work, pay supervision, benefits, and promotions, opportunities, working conditions, co-workers and organizations practices.

Job satisfaction is the total of the sentiments related with the job conducted. If the worker perceives that his/her values are realized within the job, he/she exhibits a positive attitude towards his/her job and acquires job satisfaction (McCormic and Tiffin, 1974).

Formally defined, job satisfaction is the degree to which individuals feel

positively or negatively about their jobs. It is an emotional response to one's tasks as well as to the physical and social conditions of the workplace. In concept, job satisfaction also indicates the degree to which the expectations in someone's psychological contract are fulfilled. Job satisfaction is likely to be higher for persons who perceive an inducements-contributions balance in their relationship with the employing organization (Schermerhorn, 1991).

Locke, (1976) defined job satisfaction as 'a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience'. In more simplified terms, job satisfaction is how an employee feels about his or her job. It is the result of employees' perception of how well their job provides those things which are viewed as important. It seems plausible to note, that workers do expect their job and their work to provide a reasonable degree of satisfaction to their expectation. The framework for this expectation is in the structure of the organization itself. This achievement of one's job values in the work situation results in job satisfaction. Similarly the frustration of one's job results in job dissatisfaction (Adams, 1965).

A common theme which is therefore deduced from the above is that job satisfaction is an affective state of the worker to his or her job, a state which consists of filtered and processed perceptions through the individual's system of norms, values, expectation and so on, the end product of which is that state of pleasure or displeasure experienced.

Job satisfaction has been an important part of human resource management ever since the Hawthorne studies at the plant of the Western Electric Company (Roethlisberger and Dickson, 1939) when it was thought that a firm correlation existed between satisfaction and performance. At that time, high satisfaction was thought to be a cause of high performance. It was assumed that management could

improve performance simply by satisfying workers through pleasant working conditions, adequate rewards and so on.

Job satisfaction does not necessarily lead to improved work performance. For example, from results of twenty studies, Vroom (1964) found no simple relationship and that only a low median correlation of (0.14) existed between job satisfaction and performance.

Modern theory and research however suggest that focusing solely on satisfying workers will not result in high performance and productivity. As (Argyle 1989) stated, the relationship may be the other way round; high performance may cause high job satisfaction, which is reinforced by the rewards that accompany performance. In other words, performance leads to rewards that in turn produce satisfaction.

The relationship between job satisfaction and performance is an issue of continuing debate and controversy. One view, associated with the early human relations approach, is that satisfaction leads to performance. An alternative view is that performance leads to satisfaction. Luthans, (1992) however, suggests that “Although most people assume a positive relationship, the preponderance of research evidence indicates that there is no strong linkage between satisfaction and productivity.

In the light of these definitions, we can define job satisfaction as the sum of all negative and positive aspects related to the individual’s salary, his/her physical and emotional working conditions, the authority he/she has, the autonomous usage of this authority, the level of success he/she has maintained and the rewards given due to this success, the social statute maintained in relation with his/her job, and his/her relations with his/her colleagues and administrators. Individual elements

exist in a place in harmony (Kaya, 1995).

A review of the literature reveals not substantial ambiguity in the meaning, effects (or behavioural manifestations), and measurement of job satisfaction. The review further indicates that job satisfaction has remained relatively theory free; yet it is one of the most frequently studied concepts in Industrial and Organizational Psychology and in Human Resources Development. However, woefully few of the studies relate to developing countries and to Ghana in particular.

Theories of Job Satisfaction

A comprehensive theory of job attitudes has not yet been developed to integrate the diverse findings of the satisfaction research. However, a few satisfaction theories of more limited scope have been proposed, including: (1) discrepancy theory, (2) equity theory, (3) social-influence theory, and (4) two-factor theory.

Discrepancy theory

According to Locke (1969), satisfaction or dissatisfaction with some aspect of the job depends on the discrepancy between what a person perceives he/she is getting and what is desired. The “desired” amount of a job characteristic is defined as the minimum amount necessary to fulfill the person’s current needs. A person will be satisfied if there is no discrepancy between desired and actual considerations. A person will be dissatisfied if there is less than the desired amount of a job characteristic. The greater the deficiency and the more important the thing desired, the greater will be the dissatisfaction. Other variations of the discrepancy model of job satisfaction have been proposed. For example, Porter (1961) defined satisfaction

as the difference between how much of something there “should be” and how much there “is now.” This conception is basically similar to Locke’s model, but Porter’s “should be” implies more emphasis on equity considerations and less on needs as the determinant of the preferred amount of a job factor.

Equity Theory

Equity theory specifies the conditions under which an employee will perceive the benefits and inducements in the job to be fair and reasonable. The theory was developed by Adams (1963) and it is a variation of earlier theories of social comparison process. The principal components in equity theory are “inputs,” “outcomes,” “comparison person,” and “equity-inequity.” An input is anything of value that employees perceive that they contribute to the job, such as education, experience, skills, amount of effort expended, number of hours worked, and personal tools, supplies, or equipment used on the job. An outcome is anything of value that the employees perceive they obtain from the job, such as pay, fringe benefits, status symbols, recognition, and opportunity for achievement or self-expression.

According to the theory, an employee judges the fairness of outcomes by comparing his/her outcome/input ratio to the outcome/input ratio of one or more comparison persons either in the same organization or in a different organization. Inequity can occur in many ways. For example, an employee will perceive his/her salary to be inequitable if other employees with similar qualifications are receiving a higher salary or if employees who are less qualified are receiving the same salary.

Reviews of the equity theory research by Campbell and Prichard (1976) found that the empirical evidence is mixed. The occurrence of social comparison processes among employees and the phenomenon of perceived inequity are well

validated. However, the implications of inequity for performance have not been conclusively demonstrated. Thus, for the present, equity theory appears to be less useful for predicting effort and performance than for predicting whether an employee will be dissatisfied with certain aspects of the job for which social comparisons are likely to occur, such as pay, advancement, recognition, and status symbols.

Social Influence Theory

Salancik and Pfeffer (1977) and others have questioned the validity of such complicated social comparison notions as equity theory in explaining job satisfaction. These authors also take issue with the basic need satisfaction model that forms the foundation of job enrichment approaches. Instead, they suggest that perhaps people decide how satisfied they are with their jobs by simply making observations about other employees' satisfaction levels. This implies that an employee infers a level of his or her own satisfaction by merely seeing how co-workers behave and by listening to what they are saying about their jobs. That is, satisfaction may be more of a result of how one's co-workers react to the job rather than the job itself.

Few empirical studies have however tested this assumption. In one study the researchers manipulated both the characteristics of the job (high job enrichment versus low job enrichment) and informational cues (positive versus negative) in a simulated personnel selection task. They found that the informational cues (i.e., what other workers wrote about the task) had a greater impact on their job satisfaction than did the objective characteristics of the task itself (O'Reilly and Caldwell, 1979). In another study, 41 part-time student employees worked in a simulated

organizational setting involving a routine clerical task. As in the first study, the job satisfaction scores were significantly higher for those people receiving position social cues from co-workers than for those receiving negative cues. These results held, regardless of whether employees were assigned to the enriched or nonenriched conditions.

This theory of job satisfaction is interesting because it recognizes the social factors that influence employees' affective reactions at work. Apparently, one's co-workers have a greater influence on one's satisfaction levels than we realize.

Another important antecedent of job satisfaction is communication. Employees devote a considerable portion of the workday collecting and disseminating information concerning such crucial matters as corporate policy, performance feedback, role expectations, task introductions and the like. Communication thus occupies a central place in the organization and should be a two-way rather than a one-way process. Additional empirical research also supports the communication job satisfaction relationship.

Two-Factor Theory

The two-factor theory of job attitudes states that job satisfaction is qualitatively different from dissatisfaction (Herzberg, 1966; Herzberg, Mausner and Snyderman, 1959). According to the theory, job characteristics can be grouped into two categories, one called dissatisfiers or hygiene factors and the other called satisfiers or motivators. The hygiene factors include such things as pay, supervision, interpersonal relations, working conditions, job security, and status. A certain amount of the hygiene factors is necessary to fulfill a person's biological drives and basic needs, such as safety and affiliation. When these needs are not fulfilled, the

person will be dissatisfied. Once there is a sufficient amount of the hygiene factors to fulfill these needs, a person will no longer be dissatisfied, but neither will he/she be satisfied. A person will only be satisfied if there is an adequate amount of the job factors called satisfiers. Satisfiers are job characteristics that are relevant to a person's higher-order needs and psychological growth, including work that is interesting and challenging, responsibility, and opportunity for achievement, recognition, and advancement. An insufficient amount of the satisfiers will prevent an employee from experiencing the positive satisfaction that accompanies psychological growth, but will not result in job dissatisfaction.

When the two-factor theory was proposed, it generated a great deal of controversy and was vigorously attacked by proponents of the conventional attitude theory. The controversy was fueled by Herzberg's (1968) claim that the only way to motivate employees was to increase the satisfiers, an approach referred to as "job enrichment." In other words, according to Herzberg, both satisfaction and motivation are dependent on the job factors called satisfiers. Pay incentives, better supervision, and other programmes were viewed as ineffective approaches for improving satisfaction and motivation.

Many studies were conducted to test the two-factor theory. The results have been mixed. Studies that have employed the methods used in the original research by Herzberg, Mausner, and Snyderman (1959) generally provide support for the theory, but studies using other research methods have usually failed to support the theory. In reviewing this research, King (1970) concluded that there have actually been several different versions of the two-factor theory tested in previous studies, and none of the versions has been adequately validated. It is now generally accepted

that, contrary to the extreme version of the theory, some job factors can cause either satisfaction or dissatisfaction. Although the simplicity of the theory is appealing, it has not received much empirical support (Locke, 1976; Miner and Dachler, 1973).

Nelson and Quick (1997) also state that an individual may hold different attitudes toward various aspects of the job. For example, an employee may like her job responsibilities but be dissatisfied with the opportunities for promotion. Characteristics of individuals also affect job satisfaction. Those with high negative affectivity are more likely to be dissatisfied with their jobs. Challenging work, valued rewards, opportunities for advancement, competent supervision, and supportive coworkers are dimensions of the job that can lead to satisfaction.

Employees also like to feel that the work they are doing is important. An employee whose job has very little impact on the work is not likely to find the work very meaningful. On the other hand, an employee who takes the whole job or who makes an important component of the finished products will experience a sense of completion and probably perceive the work to be meaningful. From an extension of earlier studies at Texas Instruments, Myers examined the nature of meaningful work. An example of how the meaningfulness of a job can be determined is through a series of questions:

(i) in terms of the supervisor's insight into the scope of meaningful work; and (ii) an analysis of work by the job incumbents themselves (Myers, 1968).

From the above, it was concluded that an effective supervisor is one who 'provides a climate in which people have a sense of working for themselves'. In terms of day-to-day relationships, the primary role of the supervisor was 'staying out of the way to let people manage their work.

An extensive review of the literature by Locke (1976) indicates that the more

important factors conducive to job satisfaction are mentally challenging work, equitable rewards, supportive working conditions, and supportive colleagues. Employees tend to prefer jobs that give them opportunities to use their skills and abilities, and offer a variety of tasks, freedom, and feedback on how well they are doing. These characteristics make work mentally challenging. Jobs that have too little challenge create boredom, but too much challenge creates frustration and feelings of failure. Under conditions of moderate challenge, most employees will experience pleasure and satisfaction (Katzell et al, 1992). Employees want pay systems and promotion policies that they perceive as being just, unambiguous, and in line with their expectations. When pay is perceived as fair- based on job demands, individual skill level, and community pay standards - satisfaction is likely to result (Robbins and Langton 2001).

Certainly, employees are concerned with their work environment for promoting both personal comfort and facilitating good job performance. Studies demonstrate that employees prefer physical surroundings that are not dangerous or uncomfortable. Temperature, light, noise, and other environmental factors should not be at either extreme, for example, workers should not have too much heat or too little light. Additionally, most employees prefer working relatively close to home, in clean and relatively modern facilities, and with adequate tools and equipment. Employees also want their organizations to respect a balance between work and the rest of one's life (Laver, 1999).

People get more out of work than merely money or tangible achievement. For most employees, work also fills the need for social interaction. Not surprisingly, therefore, having friendly and supportive co-workers leads to increased job satisfaction (Robbins and Langton 2001). In the Angus Reid survey, 50 percent of

the respondents reported that some of their good friends are their co-workers.

Previous studies also show that monetary compensation is one of the most important explanatory variables for job satisfaction (Kalleberg, 1977; Voydanoff, 1980). In their study of public sector managers, Taylor and Vest (1992) found that pay levels affect job satisfaction and reported that those public employees that compared their salaries with those of private sector employees had lower levels of job satisfaction.

Another category of variables that have been found to consistently have an impact on the level of job satisfaction is job characteristics. Those workers that perform tasks that have high skill variety, autonomy, feedback, and job significance experience greater levels of job satisfaction than their counterparts who perform tasks that are low on those attributes (Hackman and Lawler, 1971). Self-expression in the job setting has been found to relate positively to job satisfaction (Voydanoff, 1980).

It is rather difficult to summarize the findings on job satisfaction. Because most of the studies use different conceptualizations, the findings are not directly comparable. However, one can state with reasonable confidence that even when the relationships between specific predictor variables and job satisfaction vary depending on conceptualizations, the direction of the relationships tend to be somehow consistent (Naumann, 1993).

The Importance of Job Satisfaction

The most important evidence which indicates that the conditions of an organization got worsened is the low rate of job satisfaction. The job satisfaction is the condition of establishing a healthy organizational environment in an organization

Kaya, (1995).

Individuals want to maintain stature, high ranks and authority by giving their capabilities such as knowledge, ability, education, health etc. to their jobs for which they spend most of their time. The individuals who cannot meet their expectations with regard to their jobs become dissatisfied. Thus, this dissatisfaction affects the organization for which he/she works.

Job satisfaction is very important for a person's motivation and contribution to production. Job satisfaction may diminish irregular attendance at work, replacement of workers within a cycle or even the rate of accidents (Kahn, 1973).

Libraries are indispensable cornerstones of the society. The qualifications of the library personnel are the fundamental determinant of the development and organization of the service. Rendering effective service in libraries depends on the human resource Kaya, (1995). Job satisfaction of the librarians, who have an important place in the information society, will affect the quality of the service they render. In this respect, the question of how the material and moral elements affect the job satisfaction of the librarians gains importance.

Factors Influencing Job Satisfaction

There is some doubt as to whether job satisfaction consists of a single dimension or a number of separate dimensions. Some workers may be satisfied with certain aspects of their work and dissatisfied with other aspects. There, however, appears to be positive correlation between satisfaction in different areas of work. Some of the major factors which have a particular influence on job satisfaction include:

1. Frustration and alienation
2. The nature of technology
3. Work and psychological well-being
4. Meaningful work and the nature of supervision
5. Stress at work
6. Environmental factors

Alienation at Work

The American Sociologist, Seeman (1959) hypothesized that workers experience alienation in terms of powerlessness, self estrangement, meaninglessness, isolation and normlessness. He further explains that powerlessness is the expectation that one cannot control the events of one's life while self-estrangement refers to the individual's lack of rewarding and engaging activities. Meaninglessness arises when workers feel that they cannot adequately predict the future and when their efforts seem to have few worthwhile results. Isolation also arises from a disparity between the goals, values and expectation of an individual and those of the rest of society. Lastly, normlessness indicates a state in which either the appropriate standards of behaviour are unknown or there is insufficient to abide by them.

The Nature of Technology

According to Bluanner (1964), the nature of technology can also have an influence on job satisfaction. Technology relates to both the physical aspects of machines, equipment, processes and work layout and the actual methods, systems and procedures involved in the carrying out work. Technology is therefore a major

influence on the general climate of the organization and the behaviour of people at work.

In a study in a new American car assemble plant, Walker and Guest (1952) examined the effects of mass production, assemble line work on behaviour. They described the characteristics of assemble line work as: repetitious and machine paced, involving a minimum of skill, using predetermined techniques with no choice of tools and methods and closely defined divisions of the production process. The workers were able to perform their jobs with only 'surface mental attention'. The nature of the job, technological layout and the high level of noise, restricted the amount of social interaction and contacts that workers could have with each other. The opportunities for interpersonal relations which are important social factors were missing and the workers felt deprived. Findings from the study showed that workers in jobs involving a high degree of the characteristics of mass production disliked those aspects of their jobs and tended to exhibit behaviours associated with job dissatisfaction such as absenteeism.

Work and Psychological Well-being

Warr (1983) also undertook a study to examine variations among jobs, and aspects and types of work which enhance or impair the psychological well-being of employees. The study was to examine the consequences of increasing the control which lower-level production workers have over their work tasks interrelationships. The workers were given greater control over the pacing of their work, distribution of tasks among themselves, and general organization of their time and effort. These changes increased the scope of workers' decision making and introduced wider opportunities for skill use, work variety and constructive interpersonal contacts.

Warr (1983) in his study, sought to find out features of paid work which are psychologically ‘good’ or ‘bad’.

Table 1: Characteristics of Psychologically ‘good’ and ‘bad’ jobs

No.	Variables	‘Good’ jobs have	‘Bad jobs have
1	Money	More	Less
2	Variety	More	Less
3	Goals, transaction	More	Less
4	Decision latitude	More	Less
5	Skill use/development	More	Less
6	Psychological threat	Less	More
7	Security	More	Less
8	Interpersonal contact	More	Less
9	Valued social position	More	Less

SOURCE: From “Works, Jobs and Unemployment” by P. B. Warr, Bulletin of the British Psychological Society, 36, p.306.

Meaningful work and the nature of Supervision

One of the most important influences on employee job satisfaction is the supervisor. Supervisors enhance job satisfaction by helping employees see the link between the requirements of the organization, such as performance standards and employee behaviours. Supervisors can communicate the relationship between jobs, employees and work groups and thus influence the comparisons used when employees consider the equity of the employment relationship. Supervisors enhance attitudes by helping employees more accurately perceive the value of the job’s returns satisfying their needs. The supervisor and the work group constitute the social environment within which the individual learns the norms and expectations for production. A favourable and constructive social environment is conducive to positive individual motivation and productivity (Locke, 1976).

Stress at Work

There appears to be little doubt that one of the major adverse influences on job satisfaction, work performance and absenteeism and turnover is the incidence of stress at work (Luke, 1991). Stress refers to an internal state of the individual who perceives threats to physical and or psychic well-being. The term emphasizes a person's perception and evaluation of potentially harmful stimuli, and considers the perception of threat to arise from a comparison between the demands imposed upon the individual and the individual's ability to cope with these demands. A perceived imbalance in this mechanism gives rise to the stress response, which may be physiological and /or behavioural (Luthans and Kreitner, 1991).

Environmental impact

Job Satisfaction is one part of life satisfaction. The nature of one's environment off the job directly influences one's feelings on the job. Similarly, since a job is an important part of life for many workers, job satisfaction influences one's general life satisfaction. The result is that there is a spillover effect that occurs in both directions between job and life satisfaction. Consequently, managers need to monitor not only the job and immediate work environment but also their employees' attitudes towards other parts of life. Factors that differentiate the work place also are likely to play a definite role in job satisfaction among workers Chen and Vaney (2003). For example, Miller (1980) found that job satisfaction was greater among workers in jobs that were more secure and paid more.

Another important component of job satisfaction is the worker's attitude

toward the job. The intrinsic rewards of a job – such as a sense of control over one’s work and a feeling of accomplishment - are important determinants of job satisfaction. More complex jobs generally are more mentally challenging, and when workers have various autonomous tasks in their jobs, they tend to have more of a sense of control. Previous studies have shown that job satisfaction is negatively related to the performance of routine tasks, and also that job satisfaction is positively related to the performance of more complex and autonomous tasks (Blau, 1999).

Several studies take a social approach to job satisfaction, examining the influence of supervision, management and co-worker social support. An individual’s level of job satisfaction might be a function of personal characteristics and the characteristics of the groups to which he/she belongs (Blau and Scott, 1962). The social context of work is likely to have a significant impact on a worker’s attitude and behaviour Marks (1994). Relationships with both coworkers and supervisors are important. Some studies have shown that the better the relationship, the greater the level of job satisfaction (Kalleberg and Griffin 1978).

Studies have also shown that job satisfaction is affected by relationships in the workgroup. Employees prefer co-workers who are polite and friendly and who share their values such as goals and standards to get the job done. McCormick and Tiffin (1974) observed that workers rated the work group as their main source of satisfaction and placed it between third and eighth in importance.

Factors Affecting Job Satisfaction

Numerous research results show that there are many factors affecting the job satisfaction. Satisfying factors motivate workers while dissatisfying ones prevent. Motivating factors are achievement, recognition, the job conducted, responsibility,

promotion and the factors related to the job itself for personal development. Motivating factors in the working environment result in the job satisfaction of the person while protective ones dissatisfy him/her (Herzberg, 1968).

If people compare their achievements and the resulting awards with others' achievements and awards, and the result is balanced, then we can talk about job satisfaction. In contrast, if the result is imbalanced, then dissatisfaction will exist. In addition, if some workers receive several awards compared to others, this will result in a feeling of guilt after a certain period of time which causes dissatisfaction (Adams, 1963).

Other factors affecting job satisfaction as proposed by other theorists include:

Job Satisfaction and Age

In the relationship of age to job satisfaction, (Lee and Wilbur 1985) suggest that job satisfaction increases with age. One explanation for such a finding is that older employees are better able to adjust their expectations to the returns work can provide (DeSantis and Durst, 1996).

According to Glenn and Weaver (1985), younger workers are unhappy with their jobs than older workers. They stated that part of the reason for this difference is that younger workers are more educated and thus expect more from their jobs. Another part of the explanation is that older workers either have been able to find work adequate to their needs or have made down-ward adjustments in their aspirations so that they are less troubled by non-fulfilling work (Hall, 1986).

In a review of 23 studies, Herzberg and his associates discuss the relationship of satisfaction and age. These investigators report that 17 out of 23 studies showed that morale is high when personnel start their jobs, declines during the next few

years, and remain at a relatively low level until workers move into their late twenties. Morale in the early thirties begins to increase and continues to rise for the remainder of the workers' lives.

Job Satisfaction and Gender

Findings on the impact of gender on job satisfaction are at present not consistent. While some of the findings suggest that there are no differences in the level of job satisfaction among men and women (Mannheim, 1983), others do suggest that the expectations of working women in terms of job satisfaction are different from those of men (Martin and Hanson, 1985).

Female workers tend to have lower-paying jobs, more repetitive work, fewer chances for advancement and fewer opportunities to exercise high levels of skill than male workers. Despite these differences, research consistently indicates that women are about as satisfied as men with their jobs (Phelan et al 1993). One explanation is that women are socialized to be more acquiescent and, therefore, simply do not verbalize their complaints. The explanation that has received the most support, however, is that women evaluate their jobs on a different basis than men – that is, relative to those of other women, not relative to those of men.

Job Satisfaction and Tenure

Length of time on the job also makes a difference in how workers feel about their work. New workers are more interested in the importance of their job than are workers with greater tenure, but they are not as concerned about having a high degree of autonomy. Once workers have been on the job for several years, their attitudes and desires begin to change, and they become more interested in autonomy

and variety and less interested in the centrality of their task within the organization (Katz, 1978).

Job Satisfaction and Belongingness

Workers will be more or less satisfied with what their job offers depending on the weight that their prior socialization leads them to give to specific aspects of the work, such as autonomy, congenial co-workers, fringe benefits, or the development of new skills. Prior values have been shown to be one of the most important determinants of overall satisfaction with one's job (Kalleberg, 1977). Thus, satisfaction is determined not only by the characteristics of the job, but also by the fit between these characteristics and the worker's values and dispositions. In turn, early occupational experiences can influence the development of values and dispositions that influence later occupational choices and satisfaction with those choices. Most people prefer to work as a member of a group rather than in isolation: "Workers prefer jobs that permit interaction, are more likely to quit jobs that prevent peer interaction, and cite congenial peer relationships as among the major characteristics of good jobs," (Hodson and Sullivan, 1995).

Job Satisfaction and Education

One's level of education influences job satisfaction through creating expectations about the rewards that the workplace should offer. Holding job quality constant, more educated workers are less satisfied (Burriss, 1983).

Klein and Maher, (1966) also suggest that this may be a function of differences in expectations regarding pay, with better-educated workers possessing higher expectations regarding what they could be making on another job. The available evidence, however, indicates that there is a positive relationship between

overall measures of job satisfaction and education. Both the 1969 and 1973 surveys of employment quality found a progression in job-satisfaction scores as one moves up the education ladder. Hence, when job satisfaction is viewed as a general summary evaluation of a job, higher levels of education seem to improve the likelihood that a worker will respond positively to the global aspects of work.

Job Satisfaction and Promotion Policies

Workers with low likelihood of promotion often come to feel disenchanting with their job, (Chinoy 1955). If there are few prospects for promotion, workers often lose hope of advancing to new and more challenging jobs. For a job to be fulfilling, it is necessary to have not only rewarding tasks but also a meaningful career prospects. This problem is even more acute when people define their self-worth in terms of their advancement at work, as is so common today (Sennett and Cobb, 1972).

Similarly, (Witt and Nye, 1992) also suggest that employees seek fair promotion policies and practices. Promotions provide opportunities for personal growth, more responsibilities, and increased social status. Individuals who perceive that promotion decisions are made in a fair and just manner, therefore, are likely to experience satisfaction from their jobs.

Being paid a living wage for one's work is necessary condition for self-actualization. According to a study based on a large nationally representative sample of workers, 21 percent of them complained about inadequate income to cover basic necessities. Fifty-five percent complained that they needed additional fringe benefits to meet basic needs, (Staines and Quinn, 1979). Workers consistently rank pay as a major characteristic of a good job (Katz and Kahn, 1978). High wages may not be

sufficient to compensate for an alienating job, but the provision of wages adequate to meet basic needs is a fundamental requirement before a job can be experienced as rewarding and meaningful (Hodson and Sullivan, 1995).

Job involvement

Job involvement is the degree to which employees immerse themselves in their jobs, invest time and energy in them, and view work as a central part of their overall lives. Holding meaningful jobs and performing them well are important inputs to their own self-images, which helps to explain the traumatic effects of job loss on their esteem needs. Job-involved employees are likely to believe in the work ethics, to exhibit high growth needs, and to enjoy participation in decision making. As a result, they seldom will be tardy or absent, they are willing to work long hours, and they will attempt to be high performers.

Job Satisfaction and organizational commitment

Organizational commitment is the degree to which an employee identifies with the organization and wants to continue actively participating in it. It is a measure of the employee's willingness to remain with a firm in future. It often reflects the employee's belief in the mission and goals of the firm, willingness to expend effort in their accomplishment, and intentions to continue working there. Broader in scope than just loyalty, it is usually stronger among longer-term employees, those who have experienced personal success in the organization, and those working within a committed employees group. Organizationally committed employees will usually have good attendance records, willing adherence to company policies, and lower turnover rates (Newstrom and Davis, 1993).

Job satisfaction and Employee Attitudes

When employees are dissatisfied with their jobs, lack job involvement, and are low in their commitment to the organization, a wide variety of consequences may follow Newstrom and Davis (1993). This is especially true if the feelings are both strong and persistent.

Dissatisfied employees may engage in psychological withdrawal (like daydreaming on the job), physical withdrawal (unauthorized absences, early departures, extended breaks, or work slowdowns), or even overt acts of aggression and retaliation for presumed wrongs.

Consequences of Job Satisfaction and Dissatisfaction

Some behavioural scientists have studied job satisfaction because they believe that the quality of work experience has important implications for a person's mental health and psychological adjustment (Kornhauser, 1965).

A second reason for studying job satisfaction is that it may have direct or indirect consequences for organizational effectiveness. Most of the research on job attitudes has reflected a greater concern for organizational effectiveness than for employee welfare. As a result, numerous studies have been conducted to determine whether job attitudes affect productivity, absenteeism, turnover, and other aspects of employee behaviour relevant to organizational effectiveness.

Satisfaction and performance

In the early research on job attitudes, it was commonly assumed that

employees who were satisfied would be more motivated and thus more productive than dissatisfied employees. If true, this assumption would imply that an organization could improve productivity by providing employees with pleasant working conditions, a fair salary, considerate supervisors, and sufficient amounts of other kinds of rewarding outcomes (Yukl & Wexley, 1972). Reviews of the research literature by (Brayfield and Crockett, 1955; Vroom, 1964) found that satisfaction and performance were not closely related to each other in any simple fashion. In a majority of studies, there was a positive correlation, but the size of the correlation was usually quite small. Thus, the assumption that job satisfaction leads to superior performance was discredited. Building on the analyses and recommendations made by Brayfield & Crockett (1955), more complex and sophisticated models have been developed to explain how satisfaction and performance are related.

One of such models was proposed by Lawler and Porter (1967). According to their model, performance causes satisfaction rather than the other way around. However, the causal connection only occurs when employees perceive that intrinsic and extrinsic rewards are associated with superior performance. Intrinsic rewards result from superior performance in those situations where an employee can assume credit for successfully accomplishing a challenging task that requires the use of important skills. Extrinsic rewards are administered by the organization and include such things as pay, promotion, status symbols, and formal recognition. When the organization makes extrinsic rewards contingent on performance, employees with superior performance will receive more rewards than employees with average or inferior performance. As long as these extrinsic rewards are perceived to be equitable, the superior performers will also tend to be more satisfied. However, the results of research conducted to test the Lawler-Porter model have not been

consistent.

Despite numerous researches and studies on job satisfaction, woefully few of them if any, relate to developing countries and Ghana in particular. It seems, however, that elsewhere in the developing countries, intrinsic factors such as freedom to plan one's own work is more valued than extrinsic factors such as pay, fringe benefits and job security. To the African and Ghanaian, however, work is an instrumental activity. It is a means to an end.

Job Satisfaction of Librarians in the Developing Countries

Kaya (1995) states that job satisfaction naturally depends on the economical, social and cultural conditions in a given country. Existing economical problems of the developing countries affect the budgets of the libraries. In parallel, wages and status are low. A librarian, who cannot get a sufficient wage, is faced with the problem of maintaining his/her family's life. This problem puts the librarian far from being satisfied. The statuses of librarians in developing countries are not defined. Promotion depends not on objective criteria but the personal choices of the administrators.

Technological developments are also limited in the developing countries and in addition to this, routine and manual works exist extensively. That is to say, work depending on physical power occupies a great part of the job market in developing countries (Lopes, 1992).

Demirel (1989) has conducted a survey which included librarians working at 28 University libraries in Turkey. As a result, she stated that independence, use of talents, physical working conditions, relations with the colleagues, recognition of the

work conducted, acquiring respect and social security have influence upon the job satisfaction of librarians. Librarians express their dissatisfaction regarding promotion, wages social status, social services and lack of obtaining authority and responsibility. Librarians are satisfied to some extent by the library policies and practices, relationship with the superiors, and the job conducted. Dissatisfaction is felt because the promotion is determined by the sex.

Kaya (1995) also conducted a survey in university libraries in Ankara and came out that librarians are dissatisfied regarding physical working conditions, recognition with the work conducted, obtaining respect with the job conducted, job security, promotion, wages, social status, social services, having authority and responsibility.

Job Satisfaction among Workers in Ghana

Few studies on Job Satisfaction among workers in Ghana have come to the notice of the present author.

To the Ghanaian employee, work is an instrumental activity, a means to an end. In a study by Peil, he demonstrates how the Ghanaian labourer is enthusiastic about his work because of the monetary rewards and attention he can get from others, including supervisors. The study showed how the workers want to establish personal contacts with the supervisors, and that Ghanaian factory employees disliked their foreman because of his close supervision of their work: He comes too often, he makes us uneasy while working; “He is too enthusiastic”. Peil’s study indicates that extrinsic factors such as, pay and supervision are factors relating to employee job satisfaction of Ghanaian workers.

Price (1975) in a study of Civil Servants found that Civil Servants were more

concerned about the security of the jobs being offered because security of tenure was a surest way to constant salary payments and a means of meeting their numerous obligations.

In an October 1975 survey of Ghana Public Service by the Research and Consultancy Division of GIMPA, it was found that Public Servants in Ghana were generally induced to hard work by the following internal factors shown by respondents in a descending order of importance: suitability of work, opportunity to employ skills acquired, relations with others, good and sympathetic supervisors, opportunity for promotion, job security for increased incomes and comfortable working conditions.

The Civil Service Reform Programme Phase 1 Survey identified the following issues of concern to the Ghanaian Civil Servants: low pay and benefits, inadequate welfare programmes, lengthy promotion procedures, poor physical work environment and facilities, lack of appropriate training especially in managerial skills acquisition, low morale and consequent low performance, structural rigidities, slow procedures and slow pace of work.

In a study of Job Satisfaction and turnover among graduate Civil Servants undertaken by Hutchful (1980), he found that although graduates in the Civil Service were generally satisfied with the work they do, the supervision received and relationship with co-workers, they were dissatisfied with the inequity in pay and benefits they received compared with their counterpart in other sectors of the economy. They also saw few chances in the service to enable them exercise the responsibilities expected of new graduates hence their mass resignations. Since Hutchful's study is limited due to its restriction to only graduate employees, it cannot be generalized to all Ghanaian workers.

In a study of 25 Police Officers, Boateng (1989) discovered that the most satisfying aspects of the job of police officers are: the prestige the job gives, the power the position bestows, the chance to tell others what to do, and the chance to use their abilities in that area. The officers were, however, dissatisfied with outcomes that they receive from their jobs, including pay, working conditions and policy on promotion. Like Hutchful's study, Boateng's study cannot be generalized because of the smallness of his sample, even though it is quite possible a more representative sample would have come out with similar results.

It is clear from existing literature of Motivation and Job Satisfaction that Ghanaian workers, whether in industry, the Public or Civil Service, are more instrumentally motivated, especially by extrinsic factors such as pay, job security, supervision and organizational policy on promotion. They are also amenable to intrinsic factors such as opportunity to exercise their skills, autonomy, and discretion to schedule their own work, as well as feedback on performance, which have not been given much attention by management and organizational researchers.

In a report on "A Review of Human Resource Management at the Japan Motors Trading Company Ltd", Abdulai (1999) came out with the following findings.

Reasons given by workers for job satisfaction were:

Prestige attached to working with Japan Motors.

1. Training provided by the Company.
2. Prompt payment of salaries.
3. Immediate implementation of new salary packages announced by government.
4. The co-operation among employees.
5. Free medical facilities.
6. Good supervision.

Reasons that the workers gave for the lack of job satisfaction included:

1. Lack of tools and uniforms
2. Poor working conditions
3. Low salary
4. Lack of facilities for salary advance
5. Transportation problems
6. Lack of incentives such as bonuses
7. No distinction between different grades of mechanics'

From the report, the consequence of job dissatisfaction at JMTC (ibid) was lack of motivation which resulted in the following behaviours:

- 1 Lack of commitment to the goals and objectives by the employees.
- 2 Low productivity with implications for the company including loss of revenue and consequently profit.
- 3 High turnover. Some employees use the Company as a launching pad for career development elsewhere.
- 4 Loss of highly trained personnel especially mechanics, some of who view employment at the JMTC as an opportunity for training in handling Japanese cars especially Nissan models.
- 5 Lowering of corporate image of the Company previously held by employees before they came on board.
- 6 Inability of the Company to attract qualified employees very much needed in the competitive environment of the motor industry.

Conclusion

The researcher tried through the material presented to examine what is known today about motivating employees so as to induce job satisfaction which in turn leads to higher performance. The attempt has been to review the literature on these subjects with the intention of integrating these sources into frameworks of the

study, the results of which may be useful to the management of Balme Library in particular and managers in general for analyzing and understanding human behaviour.

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This chapter deals with the various methods used by the researcher in the study. It outlines step by step, the order in which the study was conducted. The survey method was used to collect data for the study. This includes identification of target population, sampling procedures, instruments, data collection procedures and statistical techniques for data analysis. The study was based on primary and secondary data. The source of the primary data was interviews where necessary and questionnaires administered to the staff of Balme library.

Secondary data was collected from sources including a review of the literature on the subject under investigation. These include books, journals, the electronic media (the internet) and unpublished research works related to the subject.

The Population

The total population of the study is eighty (80) participants made up of forty-five (45) senior and thirty-five (35) junior staff respectively of the Balme Library. The figures mentioned above include the staff of the Binding Section of the Library.

Sample and Sampling Procedure

The researcher used a population of eighty (80) made up of forty-five (45) junior thirty-five (35) and senior staff as a sample for the study. This is because ten (10) senior and junior staff were used for the pilot study and three (3) are currently on study leave. The researcher distributed the questionnaires to all the eight (80) respondents as they reported for work.

Instruments

There are many methods for measuring job satisfaction. By far, the most common method for collecting data regarding job satisfaction is the Likert scale. Other less common methods for gauging job satisfaction include: Yes/No questions, point systems, checklists and forced choice answers.

The instrument used in measuring the extent of job satisfaction among the senior and junior staff of the Balme Library of University of Ghana by the researcher was a simple yes/no questionnaire to make understanding easy for the junior staff. The response “Yes” to an item meant they were satisfied and the response “No” meant they were dissatisfied. The researcher preferred this type of questionnaire to make understanding easier for both junior and senior staff. The questionnaire was divided into two sections. Section A, contained Biodata or demographic data that included age, sex, educational level and the number of years on the job. Section B measured the various facets of job satisfaction among respondents. In all, thirty-four were used. The items were modeled on Herzberg’s

two factor theories, made up of intrinsic and extrinsic factors of satisfaction so as to find out the source of satisfaction for staff as far as these two factors are concerned. The intrinsic factors included items like recognition, challenging task, achievement and so on. The extrinsic factors included salary, incentives, supervision and relations to coworkers.

In all, eighty questionnaires were given out to be completed. Seventy questionnaires were completed and returned to the researcher representing 87.5% and ten representing 12.5% could not be retrieved.

Pilot Study

A pilot study was conducted by administering a sample questionnaire to ten simple random selected senior and junior staff for this exercise, to test the clarity of items in the questionnaire. These ten participants are not part of the sample of eighty (80) that the researcher used for the study. After the questionnaire had been completed, they were interviewed by the researcher and where there were problems, about the questions, corrections were made to make them easier to understand, especially for the junior staff. The researcher then went back to the field with the corrected questionnaire and distributed to both senior and junior staff.

Method of Data Collection

The instrument used in the study for the data collection was the questionnaire. The research was on the extent of job satisfaction among the senior and junior staff of the Balme Library of University of Ghana. The senior staff is made up of Para-professionals, administrative assistants, senior administrative assistants, principal computer technicians, senior computer technicians, and senior

bindery assistants. The junior staff are mostly junior library assistants, bindery assistants, messengers or departmental assistants, drivers and cleaners, typists and security men and women.

The distribution of the questionnaires was done by the researcher and respondents were given a time frame within which to complete the questionnaires. The researcher had to make several trips to the field for the collection of the completed questionnaires. This was necessary because respondents kept giving excuses as to why they were unable to complete the questionnaire. At some other times, the researcher went to the field and found the unanswered questionnaires on staff tables without anybody in the offices. Some also said they could not complete the questionnaire because they needed some form of clarification on some of the questions. This is not surprising as some of the junior staff had not completed even Junior Secondary School and therefore, could not read and understand the questions. Again, some of the staff deliberately refused to complete the questionnaire saying they had done similar exercises in the past but nothing had come out of it. It took a lot of persuasion to get some of them to fill out the questionnaires. Out of the eighty questionnaires, seventy were completed and returned to the researcher giving a response rate of 87.5%. The remainder could not be retrieved despite several visits by the researcher to the Library. The researcher also interviewed the principal administrative assistant on the rate of turnover among the senior and junior staff of the library. This again was not easy as the researcher had to go to the library several times before having access to the information.

Data Analyses Procedure

The questionnaires were analyzed by first designing a coding scheme based on the range of responses given by the respondents. The questionnaires were then numbered serially for the purpose of identification, after which the responses to the various questions given by the respondents were assigned values or codes as per the coding scheme. The Statistical Product and Service Solutions (SPSS) software was then used to define and capture the responses for analysis. The results were presented using tables (cross tabulations) to compare the responses by the senior and junior staff.

CHAPTER FOUR

DATA ANALYSES AND INTERPRETATION

Introduction

This chapter presents the analysis of data gathered from the field through the questionnaire. The chapter has been organised provides information on biodata and background of the respondents, and also the job facets that causes satisfaction and dissatisfaction of junior and senior staff of the Balme Library. It will be found that there are inconsistencies in the total of 70 responses because, some of the respondents failed to answer all the questions.

Background of respondents

The response to the question on sex showed that there were 46(65.7%) males and 24(34.3%) females. This means that more males than females responded to the questionnaires (see Table 2).

Table 2: Gender of staff by category

Gender	Junior Staff	Senior Staff	Total
Male	23(71.9%)	23(60.5%)	46(65.7%)
Female	9(28.1%)	15(39.5%)	24(34.3%)
Total	32(100.0%)	38(100.0%)	70(100.0%)

Source: Field Survey (2007)

The respondents sampled were of various ages as shown in Table 3.

Table 3: Age of respondents

Age	Junior Staff	Senior Staff	Total
20-25	3(9.4%)		3(4.3%)
26-30	11(34.4%)	3(8.1%)	14(20.3%)
31-35	8(25.0%)	5(13.5%)	13(18.8%)
36-40	3(9.4%)	9(24.3%)	12(17.4%)
41-45	2(6.3%)	5(13.5%)	7(10.1%)
46-50	2(6.3%)	6(16.2%)	8(11.6%)
51-55	2(6.3%)	7(18.9%)	9(13.0%)
56-60	1(3.1%)	2(5.4%)	3(4.3%)
Total	32(100.0%)	37(100.0%)	69(100.0%)

Source: Field Survey (2007)

It can be observed in Table 3 that the different age groups were well represented in the staff sampled. The minority group was above 55 years old. One (1) respondent failed to answer this question.

When the respondents were asked to state their educational level, the results in Table 4 were obtained.

Table 4: Highest educational attainment

Education Attained	Junior Staff	Senior Staff	Total
Low	21(75.0%)	18(51.4%)	39(61.9%)
High	7(25.0%)	17(48.6%)	24(38.1%)
Total	28(100.0%)	35(100.0%)	63(100.0%)

Source: Field Survey (2007)

The raw data gathered revealed that about 10 (14.1) were diploma holders, 7 (9.9%) were commercial/professional and technical certificate holders. Others

12(16.9%) were GCE O' level certificate holders, 4(5.6%), were GCE A' level certificate holders, 12(16.9%) were SSSCE graduates, while about 16(22.5%) had attained tertiary levels of education and seven (7) did not respond to this question. The majority of the staff sampled had attained very high levels of education; however, the results in Table.4 show that more of the senior staff 17(48.6%) had attained high levels of education than the junior staff 7(25.0%). 'High' educational attainment is classified as those who have attained tertiary education while 'Low' educational attainment is classified as non- tertiary. Seven (7) respondents did not answer this question.

When the respondents were asked to state their length of service with the Balme Library, they indicated from one year to about 39 years. Quite a number 8(11.3%) had been working at the Library for 7 years, 3(4.2%) had been working for 8, 9 years, 5(7.0%) had been working for 10 years. Others 3(4.2%) had been working for 20, 21, 30 and 39 years. The various length of service will enable the researcher have an accurate response to the study at different periods of time.

On the rank or position of the staff, it was gathered that the staff in various ranks were well represented in the sample that is, Senior/ Junior Administrative Assistants, Assistant Binders, Senior Library Assistants, Junior Library Assistants, Senior ICT Assistants, Messengers/Cleaners and Chief Technicians among others.

Table 5: Policy Manual of Balme Library

Response	Junior Staff	Senior Staff	Total
Yes	22(73.3%)	21(65.6%)	43(69.4%)
No	8(26.7%)	11(34.4%)	18(29.0%)
Total	30(100.0%)	32(100.0%)	62(100.0%)

Source: Field Survey (2007)

When the researcher asked the respondents in Table 5, whether the library has a policy manual, 43(69.4%) answered positively and 18(29.0%) answered negatively. This shows that majority of the sampled staff acknowledged that the library has a policy manual for its operations. However, eight (8) respondents did not answer this question.

Most, 34(55.7%) of the staff, who mentioned the existence of the library policy manual, indicated that the policy is easy to understand.

Table 6: Comprehensiveness and understandability of the Policy

Response	Junior Staff	Senior Staff	Total
Yes	16(55.2%)	18(56.3%)	34(55.7%)
No	13(44.8%)	14(43.8%)	27(44.3%)
Total	29(100.0%)	32(100.0%)	61(100.0%)

Source: Field Survey (2007)

However, 27(44.3%) of the respondents stated otherwise, indicating that the policy is not easy to understand in Table 6. Nine (9) respondents failed to answer this question.

Similarly, 32(53.3%) of the staff sampled affirmed that the policies ensured fairness as shown in Table 7 and only 28(46.7%) of the staff stated that the policies did not ensure fairness.

Table 7: Fairness of Policy

Response	Junior Staff	Senior Staff	Total
Yes	16(55.2%)	16(51.6%)	32(53.3%)
No	13(44.8%)	15(48.4%)	28(46.7%)
Total	29(100.0%)	31(100.0%)	60(100.0%)

Source: Field Survey (2007)

The observation therefore is that most of the respondents indicated the policy

ensures some fairness, but ten (10) respondents did not answer the question.

In response to the question on whether the respondents have an input in decision - making process, the results in Table 8 were obtained.

Table 8: Input in decision making

Response	Junior Staff	Senior Staff	Total
Yes	5(17.2%)	4(11.8%)	9(14.3%)
No	24(82.8%)	30(88.2%)	54(85.7%)
Total	29(100.0%)	34(100.0%)	63(100.0%)

Source: Field Survey (2007)

It can be observed in Table 8 that only a few 9(14.3%) answered in the affirmative. This means that the majority 54(85.7%) made no input in the decision - making process. Seven (7) respondents failed to answer the question.

Supervision

It was indicated in Table 9 that the supervisors of the staff sampled possessed the necessary supervisory skills in ensuring that work is done properly.

Table 9: Possession of leadership skills by supervisor

Response	Junior Staff	Senior Staff	Total
Yes	21(65.6%)	33(89.2%)	54(78.3%)
No	11(34.4%)	4(10.8%)	15(21.7%)
Total	32(100.0%)	37(100.0%)	69(100.0%)

Source: Field Survey (2007)

The raw data gathered revealed that most, 54(78.3%) of the respondents indicated that their supervisors possessed leadership skills, while few, 15(21.7%), disagreed, stating that their supervisors do not possess leadership skills. One (1)

respondent failed to answer the question.

The researcher also found out whether the supervisors treated the staff fairly.

The results are found in Table 10.

Table 10: Fairly treated by supervisors

Response	Junior Staff	Senior Staff	Total
Yes	21(65.6%)	31(83.8%)	52(78.3%)
No	11(34.4%)	6(16.2%)	17(24.6%)
Total	32(100.0%)	37(100.0%)	69(100.0%)

Source: Field Survey (2007)

In response, the majority, 52 (78.3%), of the respondents indicated that their supervisors treated them fairly. However, few of the staff made up of more junior staff, 11(34.4%), than the senior staff, 6 (16.2%), disagreed with the assertion by stating that their supervisors treated them unfairly. Here too, one (1) respondent did not answer the question.

Also, the raw data gathered showed that 46 (67.6%), particularly the senior staff stated that their supervisors gave them feedback concerning their performance on the job.

There was positive response to the question on whether the library has a consistent, timely and fair method for evaluating individual performance. The respondents mentioned that the evaluation on their performance was consistent 46 (75.4%), timely 41 (69.5%) and fair, 34 (57.6%). This means that there was a positive regard for supervision at the library.

Salary

In response to the question on whether the respondents were fairly paid for the work they did, the results in Table 11 were obtained.

Table 11: Fairly paid for work

Response	Junior Staff	Senior Staff	Total
Yes	3(9.4%)	2(5.4%)	5(7.2%)
No	29(90.6%)	35(94.6%)	64(92.8%)
Total	32(100.0%)	37(100.0%)	69(100.0%)

Source: Field Survey (2007)

It can be observed above that the majority of the respondents, that is both junior staff 29 (90.6%) and senior staff 35 (94.6%), were highly dissatisfied with the pay they were given. One (1) respondent did not answer the above question.

Similarly, when the respondents were asked if they were given incentives apart from the pay in Table 12, 62 (89.9%) answered negatively as against 7 (10.1%) who answered in the affirmative and one (1) respondent did not answer this question.

Table 12: Incentives apart from pay

Response	Junior Staff	Senior Staff	Total
Yes	2(6. 5%)	5(13.2%)	7(10.1%)
No	29(93.5%)	33(86.8%)	62(89.9%)
Total	31(100.0%)	38(100.0%)	69(100.0%)

Source: Field Survey (2007)

The results in Table 12 also showed that the junior as well as the senior staff were not given any incentives apart from the pay they receive. This is an indication that the majority of the respondents depended solely on their salary.

Also, the majority 63 (91.3%) of the respondents indicated in Table 13 that

their benefits were insufficient.

Table 13: Benefit sufficiency

Response	Junior Staff	Senior Staff	Total
Yes	3(9.7%)	3(7.9%)	6(8.7%)
No	28(90.3%)	35(91.2%)	63(91.3%)
Total	31(100.0%)	38(100.0%)	69(100.0%)

Source: Field Survey (2007)

The rest of the staff, 6 (8.7%), were however satisfied with their benefits.

One (1) respondent failed to answer the above question in Table 13.

Interpersonal Relations

The results shown in Table 14 and Table 15 are in response to the question on whether the staff has the opportunity to socialize with their co-workers and whether any cordial relationship existed among them and their supervisors.

Table 14: Opportunity to socialize with co-workers

Response	Junior Staff	Senior Staff	Total
Yes	31(96.9%)	36(94.7%)	67(95.7%)
No	1(3.1%)	2(5.3%)	3(4.3%)
Total	32(100.0%)	38(100.0%)	70(100.0%)

Source: Field Survey (2007)

It can be observed in Table 14 that 67 (95.7%) indicated that they have the opportunity to socialise with co-workers in the library and only 3(4.3%) respondents think otherwise.

Table 15: Cordial relationship with supervisors

Response	Junior Staff	Senior Staff	Total
Yes	24(75.0%)	32(86.5%)	56(81.2%)
No	8(25.0%)	5(13.5%)	13(18.8%)
Total	32(100.0%)	37(100.0%)	69(100.0%)

Source: Field Survey (2007)

In response to whether the staff have a cordial relationship with their supervisors, 56 (81.2%) answered in the affirmative and only 13 (18.8%) of the staff indicated that they do not have a cordial relationship with their supervisors. The kind of cordiality that existed between the staff and supervisors will definitely promote a good job performance among the staff. One (1) respondent did not answer this question.

Working Conditions

The results in Table 16 show the state of equipment available to the respondents.

Table 16: Availability of equipment for work

	Junior Staff	Senior Staff	Total
Yes	17(54.8%)	22 (57.9%)	39(56.5%)
No	14(45.2%)	16(42.1%)	30(43.5%)
Total	31(100.0%)	38(100.0%)	69(100.0%)

Source: Field Survey (2007)

Most 39(56.5%) of the staff sampled indicated that they have the necessary equipment for their work. However, about the same number of staff sampled, 33 (50.8%), confessed that the equipments were outmoded. This made work boring and difficult. One (1) respondent failed to answer the question.

When the opinion of the staff was sought with regard to their work environment, the response in Table 17 was obtained.

Table 17: Availability of a comfortable work environment

Response	Junior Staff	Senior Staff	Total
Yes	12 (40.0%)	19(51.4%)	31(46.3%)
No	18(60.0%)	18(48.6%)	36(53.7%)
Total	30(100.0%)	37(100.0%)	67(100.0%)

Source: Field Survey (2007)

Most, 36(53.7%), of the staff sampled in Table 17, described the environment as uncomfortable. This means that only a few, 31(46.3%), of the staff sampled described the work environment as comfortable. It can also be observed that staff who found their environment to be very uncondusive were the junior ones. Three (3) respondents did not answer this question.

Work itself

Table 18: Satisfaction with job

Response	Junior Staff	Senior Staff	Total
Yes	16(51.6%)	30(78.9%)	46(66.7%)
No	15(48.4%)	8(21.1%)	23(33.3%)
Total	31(100.0%)	38(100.0%)	69(100.0%)

Source: Field Survey (2007)

Also, when their opinion was sought on whether they were satisfied with their work, the majority, 46(66.7%), of the staff described their work as satisfactory. It must, however, be noted that 23(33.3%) of the staff described their work as unsatisfactory and one (1) respondent failed to answer the question. But, generally, the majority of the staff had a negative perception about satisfaction with the job (Table 18).

Table 19: Supervisor communicates importance of job to staff

Response	Junior Staff	Senior Staff	Total
Yes	21(67.7%)	24(63.2%)	45(65.2)
No	10(32.4%)	14(36.8%)	24(34.8%)
Total	31(100.0%)	38(100.0%)	69(100.0%)

Source: Field Survey (2007)

When the staff sampled were asked to indicate the ways and means by which information reaches them, most, 45(65.2%), indicated that the importance of their work was communicated to them by their supervisors, while 24(34.8%) stated that information about work gets to them through other means other than their supervisors (Table 19) and one (1) respondent did not answer this question. This means that the top-down approach of communication is used at the Balme library.

In response to the question on whether the staff sampled were given the opportunity to use their skills on the job, 47 (68.1%) answered in the affirmative and 22 (31.9%) of the staff disagreed (Table 20) while one (1) respondent failed to answer the question.

Table 20: Opportunity to use skills on the job

Response	Junior Staff	Senior Staff	Total
Yes	20(64.5%)	27(71.1%)	47(68.1%)
No	11(35.5%)	11(28.9%)	22(31.9%)
Total	31(100.0%)	38(100.0%)	69(100.0%)

Source: Field Survey (2007)

Thus, the staff were not restricted in anyway as to which particular skill to use. In effect, the staff were given the chance to use the skills they have acquired in the performance of their duties.

Achievement

As to whether staff have clear, achievable goals and standards for their positions, 18 (27.7%) out the 65(100%) answered in the negative.

Table 21: Availability of clear achievable goals and standards

Response	Junior Staff	Senior Staff	Total
Yes	20(71.4%)	27(73.0%)	47(72.3%)
No	8(28.6%)	10(27.0%)	18(27.7%)
Total	28(100.0%)	37(100.0%)	65(100.0%)

Source: Field Survey (2007)

This means that the remainder of the staff, 47 (72.3%), acknowledged that they do have clear, achievable goals and standards for their positions and five (5) respondents failed to answer the question. The majority of the staff 54(79.4%) further indicated that their job was challenging whereas a few, 14 (20.6%), found their job to be very unchallenging. Two (2) respondents did not answer the question.

Recognition

With regard to recognition on major accomplishments on the job, the results in Table 22 were obtained.

Table 22: Recognition of major achievement on the job

Response	Junior Staff	Senior Staff	Total
Yes	13(41.9%)	24(63.2%)	37(53.6%)
No	18(58.1%)	14(36.8%)	32 (46.4%)
Total	31(100.0%)	38(100.0%)	69(100.0%)

Source: Field Survey (2007)

The data revealed that with the exception of 32(46.4%) of the staff, the rest 37(53.6%) affirmed that the library recognized their major accomplishment on the job. One (1) respondent did not answer this question.

The results obtained in Table 23 are in response to whether the staff receives praise for a job well done.

Table 23: Praise for job well done

Response	Junior Staff	Senior Staff	Total
Yes	11(35.5%)	20(54.1%)	31(45.6%)
No	20(64.5%)	17(45.9%)	37(54.4%)
Total	31(100.0%)	37(100.0%)	68(100.0%)

Source: Field Survey (2007)

It can be observed in Table 23 that, while 11(35.5%), of the junior staff ruled out the fact that they were not given praise for an accomplished work, 20(54.1%) of the senior staff received praise for a job well done. Two (2) respondents failed to answer the question. This means that management gave praise more to senior staff than the junior ones. The results also show that the staff at the library were given intrinsic motivation to some extent.

Table 24: Formal programme of appreciation and recognition

Response	Junior Staff	Senior Staff	Total
Yes	16(50.0%)	14(36.8%)	30(42.9%)
No	16(50.0%)	24(63.2%)	40(57.1%)
Total	32(100.0%)	38(100.0%)	70(100.0%)

Source: Field Survey (2007)

As to whether the library has a formal programme of appreciation and recognition for awarding staff members' achievements on the job, 30 (42.9%) of the staff, answered in the affirmative. The rest 40 (57.1%) disagreed with the assertion

that the library has a formal programme of appreciation and recognition for awarding staff members' achievements on the job. This means that the library had no standard programme for awarding staff.

Responsibility

The results in Table 25 show how staff were committed to their work.

Table 25: Level of commitment to work

Level of commitment	Junior Staff	Senior Staff	Total
Very Committed	28(87.5%)	35(92.1%)	63(90.0%)
Not Committed	4(12.5%)	3(7.9%)	7(10.0%)
Total	32(100.0%)	38(100.0%)	70(100.0%)

Source: Field Survey (2007)

The responses in Table 25 show that 63 (90.0%) of the staff were very committed and 7 (10.0%) indicated that they were not committed. This means that the majority of the staff were very committed to their work. Generally, it can be observed that more senior staff were committed to their work than the junior staff.

Table 26: Opportunity to exercise discretion on the job

Response	Junior Staff	Senior Staff	Total
Yes	17(54.8%)	24(63.2%)	41(59.4%)
No	14(45.2%)	14(36.8%)	28(40.6%)
Total	31(100.0%)	38(100.0%)	69(100.0%)

Source: Field Survey (2007)

The study revealed that 41 (59.4%) of the staff sampled as against few 28 (40.6%) were allowed to use their discretion on the job. Thus, the staff was not restricted by any hard and fast rule on how to go about their work. One (1)

respondent did not answer this question.

Advancement

When respondents were asked whether their employer rewarded them for loyalty, the results in Table 27 were obtained.

Table 27: Rewarded for loyalty

Response	Junior Staff	Senior Staff	Total
Yes	3(9.7%)	6(15.8%)	9(13.0%)
No	28(90.3%)	32(84.2%)	60(87.0%)
Total	31(100.0%)	38(100.0%)	69(100.0%)

Source: Field Survey (2007)

Table 27 shows that 9 (13.0%) answered in the affirmative whilst 60 (87.0%) answered negatively. The majority of the staff sampled acknowledged that the employer does not reward loyalty and one (1) respondent failed to answer the question. Similarly, the majority, 56 (80.0%) of the staff sampled indicated that they were not rewarded for their performances. The researcher asked whether the employer supports continuing education and personal growth in Table 28.

Table 28: Employer support for continuing education

Response	Junior Staff	Senior Staff	Total
Yes	17(53.1%)	23 (60.5%)	40(57.1%)
No	15(46.9%)	15(39.5%)	30(42.9%)
Total	32(100.0%)	38(100.0%)	70(100.0%)

Source: Field Survey (2007)

In response, 40 (57.1%) answered in the affirmative, whilst 30 (42.9%) answered in the negative. Thus, the majority of the staff sampled indicated that their employer does support them to enhance their knowledge and practice in their field of work.

Discussion of Findings

This section of the chapter discusses the matters of job satisfaction with special emphasis on specific findings of study. A careful study of responses received from senior and junior staff of the Balme Library, to whom the questionnaires were administered, have no doubt confirmed the research problem which this work set out to tackle; that is, job satisfaction concerns always differ from person to person. These differences arise as a result of different educational back ground different values, different needs and achievement levels, and differences in status and attitude to life generally. An organization's policies can be a great source of frustration for employees if the policies are unclear or unnecessary or if everyone is not required to follow them.

Administrative Policies

The investigator observed that 69.4% of the respondents in Table.5 indicated the existence of a policy manual in the library and 29% thought otherwise. A hotmail document on the website (AAFP) on job satisfaction states that, although employees will never feel a great sense of motivation or satisfaction due to policies, management can decrease dissatisfaction in this area by making sure that their policies are fair and apply equally to all (AAFP). This can only be achieved by making printed copies of the *policies and procedures manual* easily accessible to all members of staff.

On decision making process, 85.7% of respondents indicated that they are not part of this process as shown in Table 8 and 14.3% agreed that they had an input in the decision-making process. This is a clear indication that senior and junior staff of the Balme Library are left out of the decision-making process. When staff

participates in making decisions, they see those decisions as their own and will make sure that implementation is successful. Furthermore, there is considerable evidence that the satisfaction of subordinates is positively associated with the degree to which they are allowed an opportunity to participate in decision making. The management of the Balme Library should therefore note that participation is one of the best ways of involving employees in their work and the problems of the organization and thus, from behavioral position, it is difficult for a participant in the decision making process to be unresponsive to a plan which he or she has helped create.

Supervision

The data for the study also revealed that, out of the 70 respondents, 78.3% indicated (in Table 9) that their supervisors possessed leadership skills and 78.3% in Table 10 also acknowledged they were fairly treated by their supervisors. One of the most important influences on employee job satisfaction is the supervisor, (Locke, 1976). It, therefore, requires leadership skills and the ability to treat all employees fairly and use positive feedback whenever possible and also establish a set means of employee evaluation and feedback so that no one feels singled out. It seems, generally, the respondents are satisfied with the supervision in the library and management must therefore endeavor to maintain this level of satisfaction among staff through frequent evaluation of their performance.

Pay and Benefits

Working for money is one major factor of extrinsic motivation that is, the individual performs a task in order to get what is worth his effort. Ghanaians regard their jobs, per se, as instrumental activities to obtain money to satisfy their basic needs. Thus, the importance of pay or financial rewards as extrinsic motivation

should not be underestimated. Also, the significance of pay and other financial rewards emerging as the least satisfying or most dissatisfying factor to staff of Balme Library requires serious consideration. The study showed, in Table 11, that only 5.4% of the respondents indicated they were satisfied with their pay whilst a majority of 94.6% was dissatisfied with their pay. It is therefore not surprising that a lot of Ghanaian workers are usually found loitering about or even pilfering company property to supplement their salaries. The reactions of respondents on other incentives and benefits are no different. An employee who is not compensated and is paid a salary will restore equity by reducing efforts input, thereby decreasing the quality or quantity of performance (Adams, 1963). It must be pointed out that the salary of workers generally in Ghana has been the bone of contention in several industrial strike actions and demonstrations, especially in the Public Universities.

Interpersonal Relations

Another important factor of job satisfaction is how co-workers relate to each other. The findings indicated, in Table 14, that 95.7% had the opportunity for socialization and 81.2%, in Table 15, relate cordially with their supervisors. The review of the literature reveals that most people prefer to work as members of a group rather than in isolation: “Workers prefer jobs that permit interaction, and are more likely to quit jobs that prevent peer interaction and cite congenial peer relationships as among the major characteristics of good jobs” (Kahn, 1972). It should be remembered therefore that part of the satisfaction of being employed is the social contact it brings. The feeling of belonging to a caring group with the mind that, in times of difficulties, there are people to assist is in itself a source of satisfaction.

Work Environment

The environment in which people work has a tremendous effect on their level of pride for themselves and for the work they are doing. As revealed in Table 16, 56.5% are satisfied with their work equipment whilst 43.5% expressed their dissatisfaction. The staff who are dissatisfied explained that their equipment was outmoded. Again, in Table 17, 53.7% of the respondents said the work environment was uncomfortable. Management can improve this by keeping equipment and facilities up to date. Even a nice chair can make a world of difference to an individual's psyche. Also, if possible, management should avoid overcrowding and allow each employee his or her own personal space, whether be it a desk, a locker, or even just a drawer.

Work itself

The response on the work itself revealed that 66.7% of the respondents were satisfied with their work and 33.3% indicated dissatisfaction in Table 18. This is an indication that the staff is happy with the work they are performing. Perhaps, the most important thing in employee motivation is helping individuals believe that the work they are doing is important and that their tasks are meaningful. Designing jobs so that they are stimulating can enhance both satisfaction and commitment Dorwin, (1971). It was also acknowledged in the literature review that employees tend to prefer jobs that give them opportunities to use their skills and abilities, and offer a variety of tasks, freedom, and feedback on how well they are doing, Locke, (1976).

In another development, a majority, (68.1%) of the respondents in Table 20 attested that their jobs were challenging and are allowed to use their skills on the job, whilst 31.9% indicated their jobs were unchallenging. Individuals should receive regular, timely feedback on how they are doing on the job and should also

feel they are being adequately challenged in performing the jobs. Care should, however, be taken not to overload individuals with challenges that are too difficult or impossible, as that can be paralyzing.

Achievement

One premise inherent in Herzberg's theory is that most individuals sincerely want to do a good job. To help them in this context, organizations should make sure that employees are placed in positions that use their talents and are not set up for failure. Fortunately, only 27.7% of the respondents in the study do not have clear, achievable standards for their positions in Table 21. It should be possible for management to reduce this figure to zero percent. The majority (72.3%) of the respondents are satisfied with this aspect of their job. Clear, achievable goals and standards must be set and management should ensure that employees know what those goals and standards are (AAFP). Individuals should also receive regular, timely feedback on how they are doing.

Recognition

Staff at all levels of the organization want to be recognized for their achievements on the job. The study indicated, in Table 22, that 53.6% of the staff is dissatisfied with regard to recognition of accomplishment in the Library and 45.6% in Table 23 are satisfied that the management of the Library praised them for work well done. The success of staff does not have to be monumental before they deserve recognition, but praise by supervisors should be sincere. If it is noticed that an employee has done a job well, the supervisor should acknowledge the good job immediately. Management can publicly thank a staff for handling a situation

particularly well. A kind note of praise can be written or even a bonus given to a staff, if need be. It should even be possible to establish a formal recognition program, such as “employee of the month or year” to serve as a motivator to all employees.

Responsibility

Employees will be more motivated to do their jobs well if they feel ownership for their work. The study indicated in Table 25 that 90% of staff, were very committed and 10% were committed. This is an indication that the staff in Balme Library recognized the importance of their jobs. Majority of them also accepted that they were allowed to use their discretion on the job. This, in itself, is a plus on the part of management. As staff is allowed the freedom to practice their skills on the job, they also learn from their mistakes and improve on their performance. The review of the literature also confirmed this when (Katzel, 1992), stated that, under conditions of moderate challenge, most employees will experience pleasure and satisfaction. Locke (1976) also said employees tend to prefer jobs that give them opportunities to use their skills and abilities. This requires giving employees enough freedom and power to carry out their tasks so that they feel they own the result. Management should therefore find ways to add challenging and meaningful work, to the job incumbent and perhaps the employee greater freedom and authority as well.

Advancement

Employers should reward loyalty and performance with advancement (AAFP) but in Balme Library, this is not the case. The response on advancement is not encouraging as indicated in Table 27. Only 13% of the respondents answered

positively to this question that their loyalty was rewarded by the Library management but the majority of 87.0% thought otherwise. The situation is not different on reward for performance. However, the Library management supports continuing education for those who want to improve themselves academically. Out of the 70 staff who took part in the study, 40 representing 57.1% answered 'yes' to this question in Table 28 and 30 representing 42.9% answered in the negative.

Workers with a low likelihood of promotion often come to feel disenchanted with their job (Chinoy, 1955). These workers lose hope of advancing to new and more challenging jobs. Valuable employees should be promoted whenever open positions exist. Where feasible, employees should be supported to pursue further education, which will make them more valuable to an establishment and more fulfilled professionally

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Introduction

In this concluding chapter, an attempt is made to review the work of the previous chapters and to recapture and summarize the main points underlying the study. Recommendations regarding how best to address the various issues that came out of the discussion and analysis, and suggestions on how condition of service can be improved.

The present study was designed, based on Herzberg's two factor theory of satisfaction, among others, to investigate and measure job satisfaction among senior and junior staff of the Balme Library of the University of Ghana.

Summary

The following are a summary of the major findings of the study:

The specific objectives of study include the remuneration system of junior and senior staff of the Balme Library, the relationship among staff and between staff and their superiors, staff involvement in decision making process among others.

- i. The majority (94.6%) of staff were dissatisfied with their pay

- ii. The interpersonal relationship among staff and between staff and their superiors was found to be high with a positive response of 56(81.2%)
- iii. Quite a number of the respondents have spent a considerable number of years working with the Balme Library
- iv. The majority of the staff were not involved in the decision making process in the library
- v. Also, the majority 56.5% of the staff confirmed the availability of the necessary equipment for work, but was quick to add that the equipment was outmoded.
- vi. Generally, the majority of the staff (especially the senior staff) were dissatisfied with their work because the working conditions were not good and the working environment was uncomfortable.

The questionnaire was used to collect data from the field, and the Statistical Product and Service Solutions (SPSS) used for the analyzes of the data.

In spite of the above, the study found out that job satisfaction is influenced by two broad factors as indicated by Herzberg. It was found that the senior and junior staff of the Balme Library were dissatisfied with most of what Herzberg called extrinsic factors. However, staff were also dissatisfied with certain aspects of the intrinsic factors.

In all, 80 senior and junior staff were involved in the study comprising 54 males and 26 females. Out of the 80 questionnaires distributed, 70 responded to the questionnaires. Extrinsicly, the senior and junior staff were satisfied with some facets of their job. For example, they were satisfied with the existence of a policy manual in the Library, fairness of the policies, cordial relation among staff and with their supervisors, and the opportunity to socialize, among others. Both categories of

staff were dissatisfied with their salaries, incentives and other benefits, work environment especially with the senior staff as indicated in Table 17. The staff were also dissatisfied with the fact that they were not involved in decision making processes as shown in Table 8, since they were those directly involved in their implementation.

Intrinsically, both categories of staff were satisfied with the job itself, found their job as challenging, and were allowed to use discretion on the job, there is also the availability of clear achievable goals and standards for their positions and the support for continuous education. The staff were however dissatisfied with the fact that there is no formal programme for recognition, no reward for loyalty, and do not receive praise for a job well done.

The turnover rate is low according to the Senior Administrative Assistant interviewed by the research. She explained that this is probably due to lack of jobs in the job market but does not necessarily mean staff were satisfied in the Library.

Length of service, educational background, sex of respondents and rank of staff did not affect responses to any significant level. Both categories of staff, no matter their ranks and age, have the same feelings about their jobs.

Conclusion

The study was aimed at finding out about the extent of Job Satisfaction among the senior and junior staff of the Balme Library of the University of Ghana.

A questionnaire, containing 34 items of job facets that may encourage or discourage job satisfaction was used. 80 senior and junior staff participated in the study. The SPSS software was used to analyze the findings. The study found out that senior and junior staff of the Balme Library are not satisfied with some extrinsic

factors of their job. Some of which are: salaries, incentives and other benefits, not participating in decision-making processes and uncomfortable work conditions. The intrinsic factors with which the staff are dissatisfied are lack of formal programme of recognition, not being rewarded for loyalty and not receiving praise for a job well done. Generally, the researcher discovered from the findings that there is a significant job satisfaction at Balme Library.

Recommendations

Having revealed the factors of dissatisfaction among senior and junior staff of Balme Library, this section suggests and recommends ways of improving or rectifying the situation.

Improving Workers Participation in Decision Making Processes

The investigation revealed that most of the staff did not know about the Library's policy manual, despite its existence. The research revealed a general dissatisfaction with how decisions are made without the participation of staff in the library. Participation is important in encouraging people to accept decisions. This, in itself is helpful both in planning and instituting change. When employees understand the objectives and content of decisions, they are less suspicious of them. Participation also broadens the outlook of those involved and helps them feel that they have an active part in what is taking place. It is therefore recommended that the management of Balme Library should involve staff members in the decision making process because staff will see those decisions as their own.

Supervision and Interpersonal Relationship

The study revealed a cordial relationship between supervisors and subordinates and among coworkers in the library. This is an indication that there is satisfaction with the above factors of the job as far as the respondents are concerned. The supervisor should be mindful of the things that matter to his subordinates' employees some of which are, giving staff prompt feedback on their performance, treating all staff fairly without favoritism and saying thank you for a job well done. Supervisors should not only be concerned with what goes into the job, but also be concerned about the well - being of subordinates.

Improving Salary and Compensation

Dissatisfaction of workers in most public institutions over pay, benefits and other incentives is not new. It is therefore not surprising that the staff of Balme Library were highly dissatisfied with what the University pays them, as indicated in tables 11, 12, and 13. Cost of living is becoming stiffer with high rent to settle, high school fees to pay and other family commitments. It is therefore recommended that the University should consider the prevailing economic situation like cost of living indices, prices of goods and services, and inflation rates existing in the country, and pay staff accordingly. Thus, salaries could be revised upwards as prices of goods and services increase to enable the staff meet their needs and to support their families. It is also recommended that in increasing salaries, individual pay increase must be linked to performance, where targets are set on performance.

Improvement of Equipment and Work Environment

On work environment, the study showed that the staff of Balme Library holds a negative view. By work environment, the researcher meant the provision of

comfortable facilities such as modern chairs and tables, air-conditioners or fans and carpets. Library staff are entitled to a decent working environment. The authorities should ensure that offices of staff are welcoming places, where staff will be proud to receive their visitors. Doing this, will enhance the image of the profession, which is at its lowest ebb in this country. Quality services can only be delivered if the staff is equipped with modern working facilities. Staff satisfaction therefore can be enhanced by providing them with modern equipment to facilitate the speed of work on the large volumes of mutilated material as in the case of those in the bindery section. To also increase productivity, there should be regular maintenance of tools used by staff to reduce the time and effort required to complete a task. It is therefore recommended that modern accessories such as computers, air conditioners and carpets be provided in the staff's working areas in order to create a favourable working environment.

Improving Promotion

To improve job satisfaction among library staff at Balme, promotional opportunities and career prospects could be reviewed and their processes facilitated. Promotions for staff are also often stifled since they cannot be properly assessed by any meaningful productive output and as Awuku (1995) puts it, this is highly frustrating, to the least, since such a situation is not the direct or even indirect creation of the employee. It is recommended that, for promotion to be an effective tool of job satisfaction, it should be linked to performance rather than to seniority.

It was also realized in an interview with the senior administrative assistant that rate of turnover in the library was low. She explained that this is so perhaps because getting jobs these days is not easy so dissatisfied staff stayed, not because

they enjoy the work, but because they have no alternative. It is therefore recommended that the management of the library should try to make working in the library more pleasant and attractive by making the job more interesting and instituting more flexible working times.

Improving Intrinsic Satisfaction

The study also revealed that some intrinsic factors – creativity, responsibility and ability utilization attracted satisfaction and on the other hand, lack recognition, reward for loyalty and praise for a job well done attracted dissatisfaction among the staff of Balme Library. Special attention should therefore be made in an attempt to improve their satisfaction in these areas. It is suggested that some degree of flexibility could be introduced into the policies of the Library to improve the situation as follows:

The Library should include in its policy, a programme of recognizing its hard working and deserving staff for their efforts. This can be achieved by awarding staff with best worker of the month or of the year awards. It is therefore recommended that the library management should think seriously about this, and put in place an annual award system to boost the level of satisfaction among staff.

Improving the Work itself

The staff indicated in the study that they were committed to their work as indicated in Table 25 and this should be encouraged by the library management. Staff should be given the freedom to carry out their jobs; it is the only way they can utilize their creativity and skills and will feel they own the outcome or the end result. The Library management should also find ways to add challenging and meaningful work, and greater authority as well.

Recommendation for further research

The researcher could not compare the extent of job satisfaction between the various age groups, educational background and between the different genders due to lack of resources. Therefore, future researchers who have the means should try and delve into this area.

REFE RENCES

- AAFP (1999) available at (www.aafp.org/fpm/991000fm/26.html). Accessed on 15/10/2007.
- Abdulai, A.I (1999). Report on a Review of Human Resource Management at the Japan Motors Trading Company Limited.
- Adams, J.S. (1965). Injustice in Social Exchanges In Berkowitz (Ed), *Advances in Experimental Social Psychology*, New York: Academic Press.
- Adams, J.S (1963). Toward an Understanding of Inequity”, *Journal of Abnormal and Social Psychology*. Vol. 67, pp. 422-436.
- Argyle, M. (1989). The Social Psychology of Work, 2nd ed., London: Penguin Publishers.
- Alemna, A (1992) Motivation and Productivity in Academic Library: A Case Study of Balme Library, *Journal of Library Administration*, Vol. 16(4) p.50
- Awuku, O.S. (1995). Productivity in University Libraries of Developing Countries: A West and Southern African Perspective, *Library Management* Vol. 16 No. 3 pp. 29-32.
- Blaunier, R. (1964). Alienation and Freedom, Chicago:Univ. of Chicago Press.
- Blau, G. (1999). “Testing the Longitudinal Impact of Work Variables and Performance Appraisal Satisfaction on subsequent Overall Job Satisfaction”. *Human Relations*, pp. 1099-1113.
- Blau M. & Scott, W.R. (1962). Formal Organizations, San Francisco: Chandler Publication Company.
- Boateng, R. A. (1989). Job Satisfaction Among Police Officers, (Unpublished) Department of Psychology, University of Ghana, Legon.
- Brayfield A.H., & Crockett W.H (1955) Employee attitudes and employee perform *Psychological Bulletin*, 19895, Vol. 52,396-424 Quoted in William W. Rambo *Work and original Behavior-*, Chicago; Rinehart and Winston, 1982, pp. 237.
- Brown, C. M (2007) The University Librarian, the key to every university’s success, *Daily Graphic, Thursday, Nov. 15, pp.7*

- Burris, B. H. (1983). “The Human Effects of Underemployment”. *Social Problem*. Vol. 31-pp. 96-110.
- Campbell, J.P & Pritchard, R.D. (1976). Motivation Theory in Individual and Original Psychology. In M.D. Dunnette (Ed), *Handbook of Industrial and Original*, Chicago: R and McNally.
- Chen, Z and De Vaney S. A. (2001) “Scale for Measuring Job Satisfaction”, Working Paper, Consumer Sciences and Retailing, (West Lafayette, IN, Purdue University)
- Chinoy, E (1955). Automobile Workers and the American dream, New York: Doubleday.
- Dadzie, P.S (2007) Reading for Education: The role of Libraries – Ghana Library Association Seminar and Annual General Meeting Proceedings Nov.23, pp. 7-8.
- Demirel, R. (1989). Quoted in The Annual Conference: 61st IFLA General Conference – Conference Proceedings- August, 20-25, 1995.
- De Santis, V. & Durst, S. (1996) Comparing Job Satisfaction Among Public and Private Sector Employees. *American Review of Administration*, Vol. 26. No. 3 pp.327-347.
- Dorwin, C. (1971) “Risk Taking by Individuals and Groups: An Assessment of Research Employing Choice Dilemmas”, *Journal of Social Psychology*, pp. 361-378
- Gibson, J. L et al (2002). Organizations: Behavior. Structure, Process.-10th edition- Boston: McGraw-Hill.
- Glenn, N.D & Weaver, C.N (1985) “Age, Cohort, and reported Job Satisfaction in the United States”. *Current Perspectives on Aging and life cycle*, Vol. 1 pp.89-109.
- Hackman, J. &, Lawler, E. (1971). “Employee Reaction to Job Characteristics”, *Journal of Applied Psychology*, Vol. 55 pp. 259-286.
- Hall, D.T. & Nougain, K.E. (1968). “An Examination of Maslow’s Needs Hierarchy in an Original Settling”, *Original Behavior and Human Performance*.Vol.3 p.12-35.
- Hall, R.H. (1986) Quoted in Hodson, R & Sullivan, T.A., *The social organization of work* 2nd ed. Boston: Wadsworth Publishing Company, 1995.
- Herzberg, F. Mausner, B. & Sanderman, B. (1959) The motivation to work, New York, John Wiley and sons.

- Herzberg, F. (1968). "One More Time: How Do You Motivate Employees?" *Harvard Business Review*, Vol. 46 pp. 53-62.
- Hertzberg, F. (1966). Work and the Nature of Man, - Cleveland: World Press.
- Hodson R. & Sullivan T. A (1995). The Social Organization of Work-2nd edition. Boston: Wadsworth Publication Company.
- Hutchful. S. M. (1980). Problems of Public Personnel Management. A study of job satisfaction among graduate Civil Servants (Unpublished) School of Administration
- Kahn, R.L. (1973) "The Work Module: A Tonic for Lunchpail Lassitude" *Psychology Today Feb*, S. 94.
- Kahn, R.L. (1972) "The meaning of work, interpretation and proposals for measurement", New York, Russell Sage Foundation.
- Katz, R. (1978) "Job Longevity as a Situational Factor in Job Satisfaction" *Administrative Science Quarterly Vol. 23 No. 2 June: 204-223*.
- Katzell et al. (1992) "How Jobs Satisfaction and Job Performance Are and Are Not Linked". New York. Lexington Books.
- Kalleberg, A.L. & Griffin L. (1978). "Positional Sources of Inequality in Job Satisfaction", *Work and Occupations*, pp. 371-401.
- Kalleberg, A. (1977). Work values and Jobs rewards: A Theory of Job Satisfaction, *American Sociological Review*, Vol. 42, pp. 124-143.
- Katz, D. & Kahn, R.L. (1978) The Social Psychology of Organizations, 2nd ed. New York: Wiley.
- Kaya, E. (1995) Job Satisfaction of the Librarians in the Developing Countries: 61st IFLA General Conference Proceedings- August 20-25, File: //E: \Job Satisfaction in Libraries.html.
- Klein, S.M. & Maher, J.R. (1966). Education Level and Satisfaction with Pay. *Personnel Psychology*. Vol. 19, pp. 195-208.
- Kornhauser, A. (1965). Mental Health of the Industrial workers; New York: Wiley.
- Lawler, E.E & Porter, L. W. (1967). "The Effect of performance on Job Satisfaction". *Industrial Relations*. Vol. 7, p. 20-28.
- Lee, R & Wilbur, E (1985). Age, Education, Job Tenure, Salary, Job Characteristics and Job Satisfaction.:A Multivariate Analysis, *Human Relations*, Vol. 38, pp. 781-791.

- Locke, E.A. (1969) What is job satisfaction? *Organizational Behaviour and Human Performance*, vol. 24. pp 309-336.
- Locke, E. (1976). The Nature and Causes of Job Satisfaction. In M.C. Dunnette, Editor Handbook of Industrial and Original Psychology, pp. 1297-1349.
- Lopes, R.R.V. (1992). "Reference Services in Developing Countries". *Information Development* 8, January. S. 35-40.
- Luke, R. A. (1991). "Meaningful Praise Maker- A Difference" *Supervisory Management*, Vol. 36 February, pp. 3.
- Luthans, F. (1992). Original Behavior, 6th edition, New York: McGraw-Hill, pp. 23.
- Luthans, T & Kreitner (1991). "Award Programs that Work", *Personal Journal* Vol.70 Sept. p. 85-89.
- McCormic & Tiffin J. (1974). Industrial Psychology 6th edition. New Jersey: Prentice Hall.
- Mannheim, B. (1983). Male and Female Industrial Workers: Job Satisfactions, Work role Centrality and Work Place Performance: Work and Occupationist, Vol. 10, pp. 113-136.
- Marks, S.R. (1994). "Intimacy in the Publication Realm: The Case of Coworkers" *Social Forces*, March, pp 843-58.
- Martin, J & Hanson, S. (1985). Sex Family Wage Earning Status and Satisfaction with Work. *World Occupation*, Vol. 12. pp. 91-109.
- Miller, J. (1980) "Individual and Occupational Determinants of Job Satisfaction, *Work and Occupations* August, p.337.
- Miner, J.B., & Dachler, H.P. (1973) Personnel attitudes and motivation. *Annual Review of Psychology* vol.24. pp372-422.
- Mullins L.J (1996). Management and Original Behavior. 4th edition-London: Pitman Publishing.
- Myers, M.S. (1968). "Every Employee a Manager", *California Management Review*, Vol. 10 No.3 Pp. 9-20.
- Naumann, E. (1993). "Original Predictors of Expatriate Job Satisfaction", *Journal of International Business Studies*, Vol. 24 No. 1, pp. 61-81.
- Nelson, D.L & Quick, J.C (1997). Organization Behaviour: Foundation, Realities, and Challenges, New York: Thomson Company.
- Newstrom, J. W & Davis, K. (1993). Organizational Behaviour: Human Behaviour at Work, 9th Ed; New York: McGraw –Hill.

- O'Reilly, C.A. III, & Caldwell, D.F. (1979). Informational Influence as a Determinant of Perceived Task Characteristics and Job Satisfaction. *Journal of Applied Psychology*, Vol. 64 pp. 157-165.
- Porter, L.W. (1961). A Study of Perceived and Satisfaction in Bottom and Middle Management Jobs. *Journal of Applied Psychology*, Vol. 45 pp. 1-10.
- Phelan et al (1993). "The Work Environment of Male and Female Professionals" *Work and Occupations*. Vol. 20 pp. 68-69.
- Price, R.M. (1975) Society and Bureaucracy in Contemporary Ghana, California Berkeley, Univ. Press.
- Robbins, S.P & Langton N. (2001) *Organizational Behaviour: concepts, controversies, applications*, 2nd ed. Toronto, Prentice-Hall.
- Rosenfeld, J.M, & Smith, M.J (1967) Participative Management: An Overview, *Personnel Management*, vol. 46. No.2 p.101
- Roethlisberger, F. J. & Dickson, W. J. (1939) Management and the Worker. Cambridge, Harvard University Press.
- Salancik, G. & Pfeffer, J. (1977). An Examination of Need Satisfaction Models of Job Attitudes. *Administrative Science, Quarterly* Vol. 22. pp. 427-256.
- Schermerhorn, J.R (1991) Managing original Behavior. 4th edition. New York: John Wiley & Sons.
- Seeman, M. (1959) "On the Meaning of Alienation" *The American Sociological Review*, Vol. 24 P. 783-791.
- Sennett, R. & Cobb. J. (1972) The Hidden Injuries of Class. New York: Random House.
- Smith, P.A (1974) The Development of a Method of Measuring Job Studies in A.R. Bass (ed) *Studies in Personnel and Industrial Psychology*, pp. 391-407.
- Staines, G.L & Quinn, R.P. (1979) "American Workers Evaluate the Quality of their Jobs". *Monthly Labour Reviews*. Vol. 102, pp. 1-14.
- Taylor, G.S. & Vest, M.J. (1992). Para Comparisons and Pay Satisfaction among Publication Sector Employees. *Publication Personnel Management*. Vol. 21, pp. 445-454.
- Vroom, H.H (1964) Work and Motivation –New York: John Wiley & Sons.
- Voydanoff, P. (1980). Perceived Job Characteristics and Job Satisfaction among Men and Women. *Psychology of Women*.

Walker, C.R. & Guest, R.H. (1952) The Man on the Assembly line- Harvard Univ. Press.

Warr, R. (1983) "Work, Jobs and Unemployment". *Bulletin of the British Psychological Society* Vol. 36, P. 306-311.

Witt, L.A & Nye, L.G. (1992) "Gender and the Relationship between Perceived Fairness of Pay or Promotion and Job Satisfaction" *Journal of Applied Psychology*. Yukl, G.A et al (1972). The Effectiveness of Pay Incentives under Variable Ratio and Continuous Reinforcement Schedules-*Journal of Applied Psychology*. Vol. 56, pp. 19-23.

Yukl, G.A., Wexley, K.K.& Seymour, J.D. (1972) The effectiveness of pay incentives under variable ratio and continuous reinforcement schedules, *Journal of Applied Psychology* Vol. 56 p. 19-23.

APPENDIX I

Questionnaire Designed for staff of Balme Library on Job Satisfaction

This questionnaire is part of a study on the extent of Job Satisfaction among Senior and Junior Staff of the Balme Library, University of Ghana. I would be pleased if you could spend a few minutes to complete this questionnaire. All information provided will be treated as confidential.

A. BIODATA

1. Sex Male Female
2. Age.....
 - a) 20-25
 - b) 26-30
 - c) 31-35
 - d) 36-40
 - e) 41-45
 - f) 46-50
 - g) 51-55
 - i) 56-60
3. Highest Educational attainment.....
4. Length of service
5. What is your Rank or Position.....

B.

Company and administrative policies

6. Does the library have a policy manual?
Yes
No

7. Are the policies easy to understand?

Yes
 No

8. The policies ensure fairness.

Yes
 No

9. I have an input in decision-making process.

Yes
 No

Supervision

10. Do you think your supervisor possesses leadership skills?

Yes
 No

11. Does your supervisor treat you fairly?

Yes
 No

12. My supervisor gives me feedback concerning my performance on the job.

Yes
 No

13. Does the library have a consistent, timely and fair method for evaluating individual Performance?

Answers	The evaluation of my performance is consistent	The evaluation of my performance is timely	The evaluation of my performance is fair
Yes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Salary

14. Do you think you are fairly paid for the work you do?

Yes
 No

15. I am given incentives apart from my pay.

Yes []
No []

16. My benefits are sufficient.

Yes []
No []

Interpersonal Relations

17. Do you have the opportunity to socialize with your co-workers in the library?

Yes []
No []

18. I do have a cordial relationship with my supervisor.

Yes []
No []

Working Conditions

19. Do you have the necessary equipment for your work?

Yes []
No []

20. Are the equipment outmoded?

Yes []
No []

21. I do have a comfortable work environment.

Yes []
No []

Work itself

22. My job gives me satisfaction.

Yes []
No []

23. The importance of my work is communicated to me by my superior.

Yes []
No []

24. Are you given the opportunity to use your skills on the job?

Yes []
No []

Achievement

25. Do you have clear, achievable goals and standards for your position?

Yes []

No []

26. Do you find your job challenging?

Yes []

No []

Recognition

27. Does the library recognize your major accomplishments on the job?

Yes []

No []

28. Do you receive praise for a job well done?

Yes []

No []

29. Does the library have a formal programme of appreciation and recognition for awarding staff members' achievements on the job?

Yes []

No []

Responsibility

30. How committed are you to your work?

Very committed []

Committed []

Not committed []

31. Are you allowed to use your discretion on the job?

Yes []

No []

Advancement

32. Does the employer reward you for your loyalty?

Yes []

No []

33. Are you rewarded for your performance?

Yes []

No []

34. Does the employer support continuing education and personal growth?

Yes []

No []

