

**Job satisfaction in a South African academic library**

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**DECLARATION**

**“I declare that JOB SATISFACTION IN A SOUTH AFRICAN ACADEMIC LIBRARY is my own work and that all the sources I have used or quote have been indicated and acknowledge by means of complete references”**

**Signed:** .....  
**Date:** .....



## ABSTRACT

The purpose of this project was to investigate job satisfaction at the Cape Peninsula University of Technology Library (CPUT). Academic libraries throughout the world and in South Africa have undergone massive change in the last few years. CPUT Library is the result of the merger of two technikon libraries in 2005. The study aimed to investigate the impact of the merger on staff job satisfaction. If libraries are to meet the challenges of change, they need satisfied and committed staff.

This dissertation project is framed by two closely related models in human resources management, namely Herzberg's two factor theory of motivation and Hackman and Oldham's Job Characteristics Model (JCM). Questionnaires were used to gather data from 91 library staff in CPUT. A total of 44 responded. The survey identified areas of satisfaction and dissatisfaction among staff and the impact of the merger on staff who were employed before 2005.

The study finds that 66% report overall job satisfaction with strong satisfaction with the work itself and the sense of accomplishment it brings. The majority of library staff is dissatisfied with promotion prospects and work distribution. Despite the years of restructuring, there are several comments on library structures. The need for more participative style of management and clear reporting structures are mentioned. The four questions on respondents' future plans reveal that affective commitment to the institution is not very high. Respondents like their work but 48% say they would accept a job outside the CPUT Library and only 50% claim to be proud to say they work at CPUT Library, with another 27% neutral.

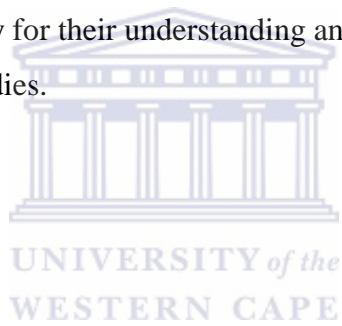
There are mixed findings on the impact of the merger, which might well be connected to the lack of institutional commitment. Only 50% of respondents who were at CPUT before the merger claim to be more satisfied now than before it. And the open-ended questions uncover the challenges in building or rebuilding a sense of belonging.

**Keywords:** Job satisfaction, academic libraries, merger, Cape Peninsula University of Technology, human resources management, university libraries, university of technology libraries

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# CHAPTER 1

## INTRODUCTION TO RESEARCH PROJECT

### 1.1 Introduction

Job satisfaction is important both because of its bearing on the physical and mental well-being of individual employees and because of its implications for job related behaviours and for the productivity and profitability of the organization. Libraries are not “for profit” organizations but, if they are to fulfill their mission and offer good services, they need committed and motivated staff. According to Cranny, Smith and Stone (1992), job satisfaction is one of the most widely discussed and enthusiastically studied topics in human resources management. They stress that job satisfaction is of pressing and recurring interest to managers in a variety of settings and to those who work with and for them.

### 1.2 Background and motivation

The merger of the Cape Technikon Library and Peninsula Technikon Library into Cape Peninsula University of Technology (CPUT) Library was started in January 2005. This followed years of change in the higher education landscape of South Africa. The Cape Technikon Library Service had been faced with the incorporation of the Mowbray College of Education and Boland College of Education libraries in 2000. The actual stock of these two libraries was larger than that of the Technikon, and in addition, an institution that had a simple library structure was suddenly faced with coping with a more dispersed structure. Both Mowbray and Boland College had functioning libraries and the challenges were therefore to maintain functionality and to keep the best from each library while creating a single library service (Mo11 2006).

There are branch libraries at all CPUT campuses: Bellville, Cape Town, Granger Bay, Groote Schuur, Mowbray, Tygerberg, Wellington, Athlone and Thomas Pattula. Bellville and Cape Town are the two biggest sites. The library provides resources, information and information literacy programmes to support the learning and research programmes at the various campuses.

The researcher's position as a CPUT library assistant since 2007 has showed her the ongoing impact of the merger on people. When it was announced, she heard that library staff members had been anxious and uncertain about their positions. More pressure came when the Director became ill and was absent for a long time and then sadly died. This sad event and the merger led to the following challenges:

- The freezing of posts until the restructuring was decided on, with many people “acting” in positions for more than two years.
- A huge restructuring of the library.
- The physical moving of departments from one campus to another.
- New colleagues coming from two different libraries with different cultures. The two universities that were merged have different histories.
- The appointment of a new director and other senior management in 2009.
- Since 2008 the recruitment and appointment of more than 30 new staff members.

Apart from these changes at CPUT, academic librarianship in general throughout the world is undergoing rapid change as a result of new technologies, new kinds of students, competition from the commercial information sector, more rigorous performance measurement and demands for new services like institutional repositories (Hart 2010: 54). Several authors warn that libraries are under threat and that they will have no secure place in the 21<sup>st</sup> century so-called information age. Wood, Miller and Knapp (2007) give their book on the future of academic libraries the title “beyond survival”. Brophy says that their central position of the past will have “to be earned” and that “it is librarians who must earn it” (2001: 184). The challenges mean that librarians who are committed to and positive about their work are needed. Change puts pressure on library staff and, as found in several research studies, conflict can result (for example Edwards & Walton 2000).

### **1.3 Conceptual analysis and theoretical background**

Various authors have defined job satisfaction. Perhaps the simplest definition comes from Ellickson and Logsdon (2002), who define it as the extent to which employees like their work.

The feeling of overall satisfaction or dissatisfaction in a job is a feeling that is dependent on the intensity and frequency of positive and negative experiences (Cherrington, 1994). Thornton (2000: 219) defines job satisfaction as a dynamic changing idea that reflects an individual's attitudes and expectations towards his work and goals in life. Kaya (1995: 1) also links job satisfaction to individual personal characteristics and group relations apart from the work life. They see job satisfaction as a general attitude towards a number of factors such as salaries, working conditions, control, promotion prospects, social relations in the workplace, and recognition of talent. Kaya (1995) says that 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 an individual has, the autonomous usage of this authority, the level of success an individual has attained, rewards given to this success, and social relations with peers and management.

The concepts of "job satisfaction" and "motivation" are close. According to Calder (2000), motivational theories can be classified into two categories, namely, content theories and process theories. Content models identify the specific needs or values that contribute to motivation and process models focus on the psychological and behavioural processes involved (Stueart & Moran 2007: 311). Togia, Koustelios and Tsigilis (2004) argue that both the content and process theories agree that a job can be a source of satisfaction if it can fulfill several of the individual's needs.

This dissertation is framed by two closely related models that belong to the content school of thought, namely Herzberg's two factor theory of motivation and Hackman and Oldham's Job Characteristics Model (JCM). Content theories specify needs that must be satisfied or values that must be attained for individuals to be satisfied with their jobs

(Locke 1976) and rely heavily on Maslow’s well-known five-level hierarchy of human needs.

### 1.3.1 Maslow’s hierarchy of needs

The content workplace motivation theories mostly come out of Maslow’s hierarchy. Huitt (2004) provides examples of how they might apply in the workplace in the table below.

Categories of human need	Application in the work place
Physiological needs	Lunch breaks, leave, salaries that are market related.
Safety needs	Provision of a safe working environment, retirement benefits, medical insurance and job security.
Social needs	Being free to attend team based gatherings, and conferences.
Esteem needs	Recognition for achievements and management making subordinates feel appreciated and valued.
Self actualization needs	Challenge and the opportunity to reach their full career potential.

**Table 1: Maslow’s hierarchy of needs from Huitt (2004)**

Stueart and Moran (2007: 307) point out that Maslow’s hierarchy of needs is based on Western values but they also state that it provides a useful frame for managers trying to understand how to motivate their staffs. The hierarchy tells them that all needs can never be satisfied as once one need is fulfilled an individual moves on to another.

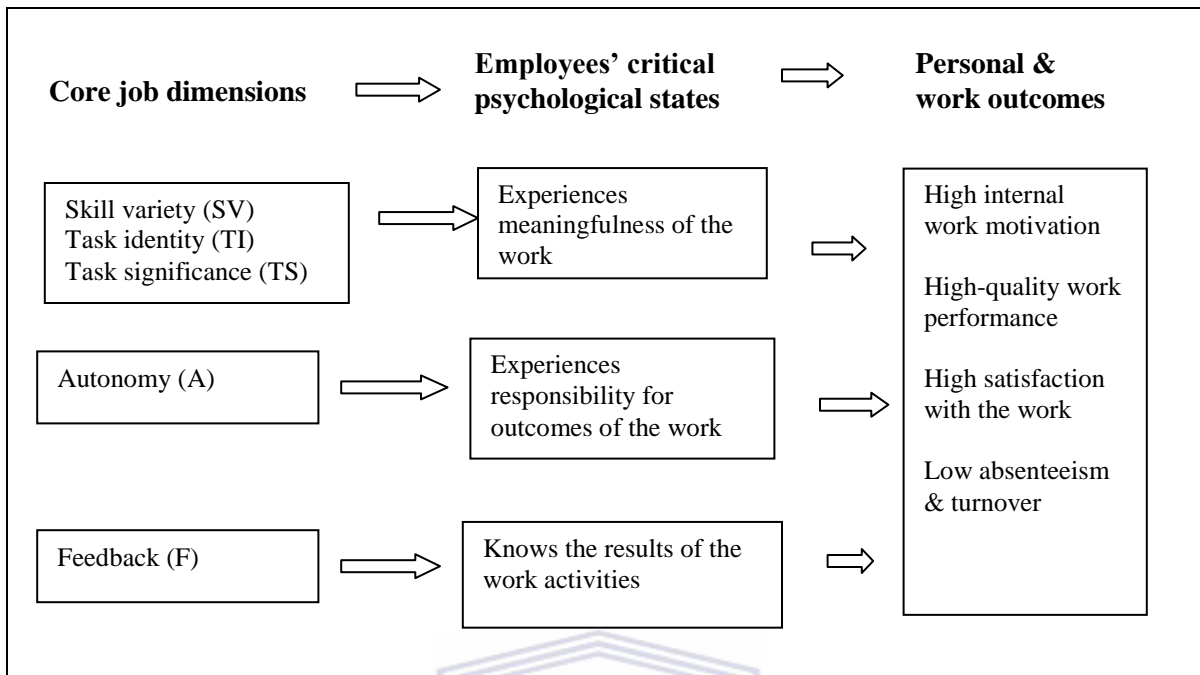
### 1.3.2 Herzberg’s two factor theory of motivation

Herzberg’s two factor theory of motivation, which was originally developed in the 1950s, built on Maslow’s work (Stueart & Moran 2007: 307). Many studies of job satisfaction

in libraries rely on Herzberg's two factor theory of motivation or incentives as their conceptual basis, as will be seen in the literature review in the following chapter. Herzberg proposed two different approaches to job satisfaction: motivator factors and hygiene factors. Both are quite independent of each other and each influences behaviour in different ways. The motivator factors are mostly related to the job itself. They include factors like: achievement, recognition, advancement, the work itself, possibility of growth and responsibility. These factors result in motivation and high job satisfaction. It is hard to be satisfied and motivated if they are missing. The hygiene factors are characteristics of the environment in which the job is performed. The hygiene factors include things like salary, supervision, policies, working conditions, relationships and job security. If they are negative they will encourage job dissatisfaction but, if positive, they alone cannot encourage job satisfaction. Herzberg argued that vertical job enrichment to make jobs more challenging is the most effective way to motivate employees (Stueart & Moran 2007: 309).

### **1.3.3 Hackman and Oldham's Job Characteristics Model (JCM)**

Hosoi (2005) claims that job design and job enrichment are the key to motivating academic library staff in tough times. He suggests that it will be helpful to know the characteristics that make jobs fulfilling. One of the most quoted theories in human resources texts is Hackman and Oldham's JCM model of key job characteristics which is copied here from Stueart and Moran's library management textbook.



**Table 2: Job characteristics model - from Stueart & Moran (2007)**

Hackman and Oldham's research suggested that jobs differ in the extent to which they involve five core dimensions:

- (a) Skill variety which is the degree to which a job requires a variety of activities that draws on different skills and talents of the employee.
- (b) Task identity which is the degree to which the job requires completion of a task, from beginning to end.
- (c) Task significance which is the degree to which the job has a significant impact on the lives of other people and on the purpose of the organization.
- (d) Autonomy which is the degree to which the job provides substantial freedom, independence, and discretion to the individual in scheduling work and determining the procedures to be used.
- (e) Feedback which is the degree to which workers are provided with direct and clear information about their performance.

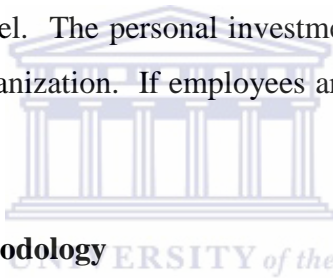
Stueart and Moran (2007) suggest that, if jobs are designed in a way that increases the presence of these core characteristics, three critical psychological states can occur in

employees: a sense of meaningfulness, sense of responsibility for work outcomes, and knowledge of results. When these critical psychological states are experienced, work motivation and job satisfaction will be high.

#### **1.4 Research problem**

The two theoretical models, Herzberg's two factor theory of motivation and Hackman and Oldham's JCM, frame the research problem of this Masters Dissertation project. The problem and its related research questions will be described in more detail in Chapter 3.

If librarians' performance in their work place is to be effective, it is necessary to pay attention to the kind of work environment that enhances their job satisfaction. Research shows that job satisfaction is attached to the freedom to try new ideas, intrinsic work elements and responsibility level. The personal investment of employees at all levels is necessary for any effective organization. If employees are satisfied with their work they will show greater commitment.



#### **1.5 Research design and methodology**

The data gathering to answer the questions that arise from this problem will be described in detail in Chapter 3. A questionnaire survey of CPUT library staff was undertaken in July 2010. The questionnaire is close to the one designed by Associate Professor Genevieve Hart, the researcher's supervisor, in her study of another South African University library (2010). However a few questions were added appropriate for the CPUT context, for example questions on the recent merger process. The questions are based on the JCM model of Hackman and Oldham which was described above and explore respondents' perceptions of their job in terms of the key dimensions identified in the JCM model.

#### **1.6 Significance and limitations of the study**

The timing of the study is significant. After some years of uncertainty, CPUT library has a new structure and new top senior management and about 30 new library staff. It is a good time to assess how people are feeling about their jobs. The study might also be



significant because there is very little in the South African literature on human resources issues. There is also little on the impact of the merging of South African universities on libraries.

There is a growing shortage of academic librarians and much job hopping and mobility (Hart 2010: 61). Recruiting and training of new staff are slow and expensive processes. Therefore it is important to retain staff. The study will highlight aspects of job satisfaction of the CPUT library staff. Hopefully the findings will help the management of the CPUT to see what satisfies and dissatisfies their staff.

The study is limited to one university library and only 44 staff members took part. But it will be interesting to compare its findings with Hart's study of another South African library.

### **1.7 Ethical principles**

The researcher works in CPUT Library and in this project was surveying her colleagues. Therefore her ethics had to be rigorous. The information gathered is sensitive. The principle is that the research must do no harm. Answers were confidential and respondents were promised anonymity. Participation in this research project was voluntary.

Permission to undertake the study was given by the Cape Peninsula University of Technology management but the raw data will not be shared with them. However, a report of the findings will be presented to both management and all participants.

### **1.8 Outline of chapters**

The dissertation has the following plan. This chapter has introduced the research project and explained the rationale behind the project. It gives a conceptual analysis of key concepts like job satisfaction and outlines the theoretical frame.

The main purposes of the second chapter are to provide some context and to analyze the existing research and professional literature. It looks at the challenges facing academic librarians in South Africa and internationally. Then it reports on the research in the positive and negative factors that have been found to impact on job satisfaction in academic libraries. Chapter 3 describes the research site, research problem, research questions and the data-gathering methodology. It describes the questionnaire and the sampling process. Chapter 4 presents and summarizes the data collected by the questionnaires. The final chapter, Chapter 5, analyses and interprets the research findings in order to answer the research questions. It also makes recommendations for library management and for further research.



## **CHAPTER 2**

### **ACADEMIC LIBRARIANS' JOB SATISFACTION: A REVIEW OF THE LITERATURE**

#### **2.1 Introduction**

The purpose of this chapter is to show how the study at CPUT Library fits into the literature of job satisfaction in academic libraries. Creswell (1994: 51) says that “the reader needs to know what has been written about the problem”. According to Neuman (2006: 111), a literature review has four goals:

- To demonstrate the researcher’s familiarity with a body of knowledge.
- To show the path of prior research and how his or her project is linked to it.
- To integrate and summarize what is known in an area.
- To learn from others and stimulate new ideas.

A study of job satisfaction of librarians has to take into account their context. Their environment has undergone dramatic changes in the last few years which must be considered. So the chapter begins with a short discussion of the restructuring of academic libraries in South Africa in the past few years. It then goes on to what the literature says about the challenges facing academic librarians worldwide and in South Africa. Then the focus moves to specific research in job satisfaction in academic libraries.

#### **2.2 The restructuring of academic libraries in South Africa**

In her chapter in the book on South African librarianship produced to coincide with the IFLA conference in 2007, Thomas provides a useful overview of the situation of academic libraries in South Africa. After the apartheid era ended, a great restructuring of the South African tertiary education system took place, which must have had a huge impact on the libraries inside the system. Between 2004 and 2005 the so called ‘size and shape’ initiative of the Department of Education and the Council for Higher Education reduced the number of higher education institutions from 32 to 25 through mergers of certain universities and technikons (Thomas 2007: 75). The aim of the mergers was to

bridge apartheid differences by cutting across the divisions between historically advantaged and disadvantaged institutions. But, in their article on CPUT library services to researchers, Hart and Kleinveldt (2011: 38) quote the report by the South African Technology Network that claims that the mergers of the scattered and unevenly resourced campuses caused new pressures.

The geographical fragmentation of the merged institutions has caused problems for their libraries. The challenge has been to integrate collections, catalogues, databases, acquisitions and subscriptions policies, budgets, physical buildings, facilities and human resources (Muller 2006). CPUT library is the product of the merger of the library in a relatively advantaged historically white technikon with that of a disadvantaged historically black technikon. It is spread across eight campuses. For the last few years, restructuring has been the priority. The process of integration is still underway and is being carried out in phases. At the time of writing, people in the merger task team are still projecting another two or three years before the finalization of the process.

### **2.3 Challenges facing academic librarians worldwide and in South Africa**

This section surveys the challenges for academic librarians as identified in the literature and their possible impact on their jobs. Hart (2010: 54) points out that South African academic librarians are facing the same challenges as librarians in other parts of the world but they also have a number of their own. She identifies the two main trends worldwide and in South Africa as: firstly, the stronger emphasis on accountability and quality assurance; and, secondly, the rationalizing and merging of libraries as universities are restructured. Other changes have come from the new ICTs which have led to librarians having to adjust much of their traditional service delivery. At the same time as these changes in their environment, academic libraries are facing human resources challenges, which will also be discussed in this section.

#### **2.3.1 New structures**

According to Thomas, one of the achievements of South African academic librarians in the post-apartheid era is the establishment of regional and national consortia (2007: 82).

She lists the five regional consortia all set up in the 1990s and points out the changes they have brought about in staff skills development programmes as librarians have had to adapt to sharing resources, licensing agreements, references services, and, so on. Collaboration across separate institutions calls for new mindsets (Thomas & Fourie 2006; Hart 2010: 53).

As mentioned in Chapter 1, after the democratic elections of 1994, the South African government saw a need for the merging of various higher education institutions. In other countries there has also been a wave of university mergers, which brings certain challenges to their libraries. According to Hong-Wei & Sha's article on the impact of mergers on Chinese academic libraries (2000), mergers cause anxiety, resistance, and passive reactions among library staff, especially in the case of conflict of interests between individuals from the original libraries and the newly merged library. If merging libraries do not address these issues carefully, they will generate resistance and have a negative impact on staff morale. The jobs in a merging library must be restructured, eliminated and combined. Staff members have to be reassigned. When libraries merge, they will be asked to work with staff from different libraries, perform at different positions, and assume different responsibilities. Those people therefore lose their comfort zones.

According to Muller's case study of the merger of two university libraries in KwaZulu-Natal South Africa (2006: 198), during the merger process staff can feel overstretched and overburdened. Uncertainties created by the merger process cause general anxiety throughout the organization. During the merger process staff becomes concerned about relocation caused by the consolidation of certain functions. Staff absenteeism can be the result. The absence of effective leadership can cause significant problems during and after the merger. Muller identifies several factors that increase uncertainty, including issues surrounding staff retention and deployment; a lack of formal communication; and a merger process that is too long.

Swanepoel (2004: 8) did a study investigating the concerns and expectations of library staff before and after a merger of three separate technikons in South Africa. Surveys were used to gather information from all full time library staff members. The results showed that after the merger 20% of library staff was still experiencing emotions of powerlessness and frustration which are identified with loss.

Another factor to be considered in the discussion of the impact of mergers is the increased diversity of students in the new institutions. CPUT Library, for example, is the result of the merger of a so-called historically black and disadvantaged institution and a so-called advantaged historically white institution. It therefore serves a new combination of students from different backgrounds. A major theme in the South African literature is the under-preparedness of students for university education, summarized by Hart and Davids in their article on information literacy education at CPUT (2010). Many first year students from disadvantaged communities lack basic information literacy and computer skills owing to the lack of books, libraries and computers in most South African schools. In 1998, CALICO, the Western Cape's higher education library consortium, assessed the competence of students in the five higher education institutions of the region in three areas of information literacy: reading and writing ability, library usage and computer competence. The study found significant differences between students from the historically advantaged campuses and those from the historically disadvantaged University of the Western Cape and Peninsula Technikon (Sayed 1999). The under-preparedness of students from disadvantaged schools and homes presents academic librarians with certain challenges, as mentioned by several of Hart's respondents in her study of job satisfaction in a South African academic library (2010).

However, at the same time, they are facing a new generation of users who are technologically skilled, as they have had access to the Internet since babyhood. Hart (2010: 54) states that academic libraries have to adapt to the information seeking behaviour of these Generation Y students. According to Thomas and McDonald (2005: 93), they expect continuous instant access to information, "24/7".

### **2.3.2 The impact of ICTs**

Worldwide, libraries are shifting from traditional print information resources to digital information resources. The rise of online access to digital resources has brought numerous changes in the information-seeking behaviours of academic library users - students, lecturers and researchers. The development of new ICT applications requires new skills from academic library staff. An overview of the core competencies required gives one an idea of how dramatically ICT has changed the library profession (Singh 2009). For example, they now include online teaching of information skills, virtual reference services and the management of open access institutional repositories (Hart & Kleinveldt 2011: 39).

Hart (2010: 54) mentions a shift in higher education towards learner-centred curricula which require different delivery methods such as e-learning and online delivery. Changes like these require librarians to broaden their range of skills in order to be able to provide useful services to users. Another example of changes brought about by ICTs is seen in how many academic libraries are educating their researchers and students about open access publishing options and providing guidance and education on copyright issues (Hart 2010: 54).

According to Singh (2009), the changing perceptions of users and the technological advancements have forced library and information professionals to enhance their knowledge and acquire new competencies and skills. They have had to develop themselves in accordance with the new environment to avoid becoming outdated. The new ICT-based environment demands new job requirements, new roles, and different kinds of skills from the professionals, which they need to develop new products and services. They have to use those technological tools with which the user is comfortable in order to sustain the customer driven market. An example is the development of social networking tools. It is believed that social networking tools can help libraries to go where their users are. With developments like these, academic librarians need to acquire the skills and knowledge to ensure proficiency in their working environment. With the challenges brought by the ICT, academic librarians need to embrace the innovation and

make positive progress to the academic community. Singh claims that they need to be advocates of these technologies in their academic community.

To be abreast with the skills needed to work in the changing academic environment, academic librarians will need to attend ongoing training.

### **2.3.3 Challenges of human resources inside academic libraries**

Good human resource practices are important in helping the organization grow and retain talented staff. Academic libraries need to change their recruitment and hiring procedures to stay competitive in today's changing marketplace (Raschke 2003:53). In order for academic libraries to stay innovative and dynamic, library management should not take too long to find and hire talented professionals otherwise they will lose out on talented professionals. Raschke stresses that, in order for the academic libraries to be more competitive and effective in their recruitment and hiring processes, library management should foster manageable internal solutions and look to other professions for effective hiring techniques. In their book on managing academic libraries in these times of change, Wood, Miller & Knapp (2007: 63) highlight several issues that the organization needs to take into consideration in order to retain its staff. Some of the issues are as follows:

- good salary for valued staff .
- mentoring of newcomers.
- building of career progression for valued senior staff.
- succession planning for key positions.
- appropriate opportunities for advancement.

Hart's study of job satisfaction in one South African academic library shows high levels of restlessness in the increasingly competitive and open job market of post-apartheid South Africa (2010). Her respondents, like those in Willard's study of Canadian academic librarians a few years before (2003), enjoy their academic library work but have little organizational commitment. Both authors claim that this might explain prevailing high staff turnover.



A study was undertaken recently by Van der Walt and du Plessis (2010) on the issue of aging librarians in academic libraries in South Africa. Their study looked specifically at the libraries under the GAELIC consortium in Gauteng but it probably can apply to other parts of the country. Their results show that most of the middle and senior level library management positions are currently filled by those retiring in the next 15 to 20 years. They warn that the training of new middle and top management staff members must form part of succession planning policies in order to avoid a leadership vacuum.

There is a general concern in South Africa over future leaders. The need for leadership training and mentoring has been identified in order to prepare middle managers who might step into executive management positions. The Library and Information Association of South Africa (LIASA) has managed to secure a three year grant award from the Carnegie Corporation of New York to address the leadership development needs of current and future library leaders in South Africa (Carnegie Library Leadership Academy 2011). The grant is meant to train library professionals from different library sectors through a leadership academy at the University of Pretoria. The aim of the academy is to fill the leadership gap when so many of the people in management positions go on retirement, as predicted in the study by Van der Walt and Du Plessis, which was mentioned above (2010).

#### **2.4 The impact of change on staff in academic libraries**

Hart (2010: 59) makes the point that rapid change can negatively affect the job satisfaction of library staff. She quotes research that reveals how badly managed change can bring conflict.

An atmosphere of constant change can result in anxiety among staff and resistance at all levels of the organization. Common fears that generate resistance to change include loss of status within the organization, loss of expertise, and anxiety over a lack of ability to perform new job tasks (Evans, Ward & Rugaas, 2000). Feelings of stress can also deeply affect employees' reactions to change. There are a number of factors in the library setting that can cause stress, including staff shortages, a lack of adequate training for

required tasks particularly in regard to technology, limitations on the staff's ability to fulfill their desire to serve all patrons, problem customers, inadequacies in supervision, and feelings of lack of respect within the larger organization (Bunge, 1989). Writers agree that communication is always an essential element of management, particularly in situations of change. Effective communication reduces feelings of stress and anxiety and generally increases the smoothness of the transition. Managers must be forthcoming in communicating with employees about all levels of the change.

According to Bridges (2009), transition involves three basic stages: namely, the ending stage, the neutral stage and the new beginning stage. Each stage involves different feelings and processes. The ending stage is about dealing with things that are new and different and is about acknowledging that things have changed and letting go of the past. A person may feel angry, sad or shocked and not want to accept the new situation. It can result in a person doubting his or her capabilities and a lack of confidence. Sometimes it could result in conflicting feelings of excitement at the same time. The second stage is the neutral stage. This is often the most uncomfortable stage because of its uncertainty. It is where a person has a great opportunity to learn about him/herself, thinking about the past and the future. Working through this stage helps a person to see opportunities and challenges where he or she once saw threats and barriers. During the last stage, new beginning, he or she will begin to feel energetic and positive in taking the first steps to carry on. The staff member may also feel excited and a little nervous about the future, unsure if he or she is doing the right thing and if it will work out.

According to Farley, Broady-Preston, and Hayward (1998), organisations should pay attention to human resource management in order to minimize the negative impact of change by responding to the needs of staff through communication and information sharing, staff involvement, training and development, and job design. The next section, which surveys the existing research in job satisfaction in academic libraries, will look more closely at these human resources issues.

## 2.5 Job satisfaction research in LIS

This review describes studies of job satisfaction in academic libraries across the world - South Africa, United States, Canada, Greece, China and India. Job satisfaction describes how content an individual is with his/her job. While researchers and practitioners most often measure general job satisfaction, there is also interest in measuring different facets or dimensions of satisfaction. Examination of these facets is often useful for a more careful examination of specific job factors, such as Horenstein's study of the impact of faculty status (1993). Another specific focus might be the satisfaction of different kinds of employees in libraries – such as Voelck's study of support staff (1995) or D'Elia's study of beginning librarians (1979).

In the introduction to her study of general job satisfaction in a South African academic library, which was mentioned in the previous section, Hart claims that there has been little research in the motivation of South African academic librarians (2010: 53). She says this is “surprising”, considering the challenges academic librarianship is facing in South Africa. Her study of library staff in a historically disadvantaged university “in transition” provides a model for the study at CPUT in many ways. The library faces many of the same challenges as CPUT Library. The theoretical framework of Hart's project is Hackman and Oldham's Job Characteristic Model (JCM), which is often seen as a tool in job enrichment, and Herzberg's Two Factor Incentives theory. These were described in Chapter 1 of this dissertation. Hart's study included 31 members of staff and the data were gathered via personally administered questionnaires. The study found a "love-hate" relationship between respondents and their work. The key positive finding is that 61% report overall job satisfaction with the core work of an academic library that is providing for the information needs of clients. However, only 51% claim to be proud to work at their library and 50% are open to other job offers. Causes for the restlessness include a sense of stagnation, frustration with inadequate resources, and anger at poor remuneration. Some of the recommendations made in the study are:

- Filling of vacant posts quickly.
- Restructuring library staffing and pay scales.
- Evaluating staff more meaningfully – by benchmarking performance standards.

- Acknowledging and rewarding staff for commitment and good performance.
- Allowing more autonomy and room for initiatives.
- Rotating staff among the various departments.
- Getting more support and interest from the academic community.

Moran, Solomon, Marshall and Rathbun-Grubb (2009) also focus on how to retain academic library staff in their report on the wide-ranging WILIS 1 project which involved graduates in all 50 states in the United States and 14 other countries. The study was designed to track systematically the long-term career patterns of a large cohort of librarians. A web-based survey was used to gather data. The results revealed that many individuals who had left the field did so because of low salaries and lack of advancement. It seems that, owing to low salaries and poor promotion prospects, valued staff could leave their organizations and seek greener pastures. The Primary Research Group (2010) conducted a survey of academic librarians in the United States about how they viewed various aspects of their treatment as employees, their career prospects and library administration. The findings revealed that less than 6% of academic librarians were dissatisfied with their job security while more than 72% were satisfied. More than 87% said that they would take a job with their current library employer if they had to do it all over again.

Murray's study (1999) at the University of North Carolina at Chapel Hill was aimed at investigating whether professional and paraprofessional library staff experience different levels and sources of job satisfaction. Questionnaires were used to collect data. The findings revealed that supervision, workers, and the nature of the work were areas of great satisfaction for paraprofessionals while professional librarians were satisfied with appreciation and recognition. The professional librarians were somewhat more satisfied with communication within the library than their paraprofessional counterparts. The vast majority of professional librarians (93.3%) revealed that they were happy with their co-workers. Both groups were slightly dissatisfied with operating procedures and pay.

Togia, Koustelios and Tsigilis (2004) investigated job satisfaction among academic libraries in Greece and also found poor pay and promotion prospects to be a factor in dissatisfaction. Surveys were used as the method of gathering data. The Employee Satisfaction Inventory (ESI) was used as the measuring instrument in assessing six dimensions of job satisfaction: working conditions, pay, promotions, job itself, supervision and organization as a whole. The findings revealed that Greek academic librarians were most satisfied with the job itself, supervision, and working conditions; and they were less satisfied with pay and promotion prospects. Length of time in the same job contributed to dissatisfaction with working conditions, supervision, and the organization as a whole. After a long period of time in the same position, it seemed that their job would become less interesting and more routine. The freedom to make decisions positively influenced satisfaction with the job itself and with the organization as a whole. From the recommendations it seemed that library managers in Greece can enhance employees' satisfaction by adopting management styles that encourage staff involvement in problem solving and decision making.

There are several Canadian studies of job satisfaction among librarians. They report satisfactory levels of general job satisfaction among Canadian librarians. It seems that the intrinsic aspects of librarianship, such as relationships with users, creativity and challenge, are the elements of their work that librarians indicate as the most satisfying. Leckie and Brett (1997) conducted a national study of Canadian university librarians in the late 1990s. The purpose was to follow up on Horenstein's earlier research (1993) in the state of faculty or academic status for Canadian university librarians. The data analysis concentrated on comparisons between librarians with and without faculty status – thus so-called administrative and non-administrative librarians. Although librarians with faculty or academic status were found to be significantly more satisfied with their involvement in university affairs and promotion and tenure process, they were not more satisfied with other dimensions of their work, such as workload and salary. Sierpe's study was conducted in just three English-language universities in Quebec (1999). One of the standard instruments, Spector's Job Satisfaction Survey (JSS), was used as the measuring instrument. The theoretical framework of the study was Maslow's hierarchy

of human needs and Herzberg's two factor theory. The results show that although librarians working in these institutions were generally satisfied, they were dissatisfied with communication and operating procedures. Millard (2003) echoes these comments in his study. He found that academic librarians in Canada on the whole enjoyed their work and tended to stay in their jobs for long periods of time. Personal factors, such as salary and location, had less of an impact on job satisfaction. But unhappiness was often attributed to problems in management and leadership.

Some of the studies reflect the human resources issues that were described in the previous section such as age of staff. For example, Mirfakhraia (1991: 181) conducted a study in university libraries within the United States with the purpose of examining levels of job satisfaction among different age groups. Mirfakhraia found a negative relationship between age and overall job satisfaction, which contradicts Sierpe's results in her study among librarians in three English-language Universities in Quebec (1999), which was mentioned above. Sierpe had showed that librarians aged 61 years and over seemed to be more satisfied than younger employees. With regard to tenure, Mirfakhraia (1991) reports a negative relationship between overall job satisfaction and length of professional experience, while Voelck's study (1995) of support staff in Michigan academic libraries indicated that the fewer the years of experience, the less satisfaction there was with work itself, operations, procedures, coworkers and benefits.

D'Elia (1979) used motivational theory to identify vocational needs of beginner librarians and the characteristics of the job environments in which they were working. The questionnaire study was conducted among recent graduates of six library schools in United States. The results indicated that the nature of supervision and intrinsic characteristics of the work were most closely associated with job satisfaction among her respondents. It has to be noted that the age of some of these studies means they do not recognize the possible shift in expectations among so-called Generation Y recruits. However the studies by Voelck and Sierpe in the mid-1990s might foreshadow this idea.

Awan and Mahmood (2010) conducted a study with the hope to explore leadership style, organizational culture and job commitment in university libraries of Pakistan. A structured questionnaire was used to collect data. The result indicated that chief librarians had an autocratic style of leadership; they just called meetings to pass orders. The organizational culture tended to be authoritarian. It meant that, in the absence of participation with chief librarians, subordinate staff shared their negative feelings and issues with each other. However, regarding employee commitment to their libraries, the results showed 92% were very highly committed to their libraries. Awan and Mahmood recommend that training programs should be arranged for the development of leadership skills in library professionals, especially senior professionals. Mallaiah (2009), in his study on management of employee expectations, performance and satisfaction in university libraries of Karnataka State in India, found that library staff was happy with the quality of supervision but unhappy with the promotional opportunities. The overall assessment of their job satisfaction in the work they are doing revealed that their job and job environment are averagely satisfying.

Badawi (2006) conducted a survey to find out the factors that are affecting the levels of job satisfaction of female librarians in Nigeria. Questionnaires were used as a method of collecting data. The results showed that the female librarians were unhappy with the way the library management was communicating the library policies. Recognition was a strong job satisfier to the respondents not because it meant higher pay or financial rewards but mainly because it gave the respondents an opportunity to compete with other colleagues in terms of prestige and achievements. Satisfaction from growth and advancement was a motivator to female librarians.

## **2.6 Conclusion**

This chapter has focused on what existing research says about job satisfaction of academic library staff. Strong themes of agreement can be seen across research in job satisfaction in libraries over the past 30 years. Thus D'Elia's study, conducted in the late 1970s, echoes another one in 1974 by Plate and Stone (1974) which examined two groups of librarians from two different geographical locations, one American and the

other Canadian. In common with more recent studies, it used Herzberg's two factor theory of job satisfaction. Also in keeping with more recent research, the conclusions were that the presence of motivator factors, such as a sense of achievement and recognition, was positively related to job satisfaction and that poor supervisory climate in the job environment would produce job dissatisfaction.

From the literature reviewed in this chapter, the satisfiers and dissatisfiers can be identified as follows. It seems that academic librarians find satisfaction in the following:

- Their relationships with their users.
- The core work of an academic library.

The chief causes of dissatisfaction seem to be:

- The poor supervisory climate.
- The lack of communication.
- Not enough involvement in decision making processes.
- The low salaries.
- The lack of advancement and promotion opportunities.

It seems that rapid change might have brought a sense of powerlessness and frustration – evident in the studies of library mergers for example.

Apart from providing insight into the field of job satisfaction, the literature review gives methodological guidance for the CPUT study, as will be shown in the following chapter.



## **CHAPTER 3**

### **RESEARCH PROBLEM AND DATA GATHERING METHODOLOGY**

#### **3.1 Introduction**

The chapter describes the research problem and lists the questions that come from it. It then gives an overview of the research site, the sampling procedures and the methods that were used in the study to gather and analyze data.

#### **3.2 Research problem and questions**

Chapter 1 analyzed the concept and theories of job satisfaction and explained the purpose of the investigation. The literature review in Chapter 2 summarized some of the relevant research. The statement of the research problem in this chapter is framed by these two chapters.

If librarians' performance in their work place is to be effective, it is necessary to pay attention to the kind of work environment that enhances their job satisfaction. The research in human resources management, as discussed in the previous chapters, shows that job satisfaction is attached to such factors as intrinsic work elements, the freedom to try new ideas, and responsibility level. The personal investment of employees in their job and their sense of purpose at all levels are necessary for any effective organization. If employees are satisfied with their work they will show greater commitment.

The challenges facing human resources management in South African academic libraries form the background to this study of job satisfaction in one academic library. South African academic librarianship is marked by high levels of staff turnover (Hart, 2010: 61) and large numbers of middle and senior level managers are due to retire in the next few years (Van der Walt & Du Plessis, 2010: 5). After a period of upheaval as described in the first chapter, the library under study is set to go into the future stronger and with new direction. However, much will depend on the motivation and commitment of its staff.

The problem to be investigated results in the following questions:

- Are the university library staff members satisfied with their work?
- What are the satisfiers?
- What are the dissatisfiers?
- Are there differences in satisfaction within the staff – according to variables such as job status?
- How has the recent merger process affected job satisfaction and motivation?
- Is there a link between respondents' satisfaction in their work and their commitment to the organization – as shown in their career plans in the next few years?

As described in a later section, a questionnaire was designed to gather data from library staff in order to investigate these questions. The questions in it focus on the personal and organizational factors that could result in satisfaction or dissatisfaction.

### **3.3 Research site**

The research site for this project is the Cape Peninsula University of Technology (CPUT) Library. CPUT has eight campuses and on every one of them there is a library.

The restructuring of South African universities was described in Chapter 2. CPUT is the result of the merger of two technikons in 2005 –the Cape Technikon and the Peninsula Technikon. The CPUT library today is the result of the key projects undertaken by the Library and Information Services of the former Peninsula Technikon (Pentech) and Cape Technikon (Capetech) during 2004. The projects were in preparation for the merger of these two libraries for 2005. Merger guidelines were drafted at a combined Pentech /Capetech merger meeting and 16 sub-projects were identified for 2004. Although the merger project made serious demands on staff time, it resulted in new policies that were jointly formulated for the new CPUT Library. The projects also led to Pentech and Capetech library staff working closely together and were an excellent team building exercise (Cape Peninsula University of Technology, 2006).

In 2005 the merger was implemented with the vision of the new CPUT Libraries described as “to be the hub of innovative and highly valued knowledge systems, services

and resources for our clients, as the information partner at the centre of CPUT’s academic mission” (Cape Peninsula University of Technology, 2008).

The population in this study is the 91 permanent and contract employees of the Library, across all levels with the exception of the two top managers. Table 3 provides a summary of the staff broken down by official job title, without the senior management. Those with the title of senior librarian and librarian are in professional posts, probably with the required professional qualifications. So the Table reveals that about 40.7% are professional staff.

<b>Job Title</b>	<b>Totals</b>
Senior Librarians	7
Librarians	30
Senior Library Assistants	11
Library Assistants	30
Library Attendants	13
<b>Total</b>	<b>91</b>

**Table 3: CPUT Library staff by job title**

### **3.4 Data gathering methodology**

The methodology chosen to answer the research questions was a descriptive survey of library staff by means of a questionnaire. Before conducting the study, permission was obtained from the CPUT Library management. All employees were informed via email about the purpose and objectives of the study, and when and how the study would be conducted.

Attached to the questionnaire was a covering letter stating the aims and objectives of the study. Participants were assured of anonymity and told that responses would be confidential. A contact person in each branch was identified to assist with the distribution of the research questionnaires. To ensure anonymity and confidentiality, participants were requested to return the questionnaires to the researcher within two weeks by posting them into a closed box placed in each library.

According to Powell (1997: 61), descriptive surveys take a sample of the population under study and set out to describe characteristics of the population and sometimes find relationships between variables. In this case the population was CPUT library staff and the survey set out to describe or examine their job satisfaction. Human resources management theory and research identify certain variables such as seniority as potentially significant in levels of satisfaction and so these were catered for in the survey data-gathering. Questionnaires are a quick and efficient way to obtain information, are less costly than other tools and give anonymity to participants (Dessler 2000: 91). There are drawbacks in their use: for example, response rates can be low and there is a risk of receiving incomplete questionnaires (Bless & Higson-Smith 1995: 112).

Another reason for the choice of methodology was that the researcher's supervisor had conducted a questionnaire survey to investigate job satisfaction in another university library (Hart 2010) and the researcher and her supervisor wished to keep close to that study so that the two sets of data could be compared in the future.



### **3.4.1 Questionnaire**

The questionnaire is provided in Appendix C. It is almost identical to that used by Hart in another South African university library (Hart 2010). The only difference is the adding of a few questions on the impact of the merger of the Technikon libraries.

The 19 questions in the questionnaire relate to the tried and tested job satisfaction theories described in Chapter 1, for example Hackman and Oldham's Job Characteristics Model (JCM) model and Herzberg's Two-Factor Incentive theory. The JCM model links four job characteristics to workplace motivation and job satisfaction: autonomy, job identity, feedback on performance and skills variety. This questionnaire therefore examines respondents' perceptions of these four factors in their work in CPUT libraries as well as some of Herzberg's incentives, like nature of the work, work conditions and experience of team work.

The questionnaire also explores respondents' commitment to their workplace since the retention of staff is a key challenge in academic libraries in South Africa, as reported in Chapter 2. Moreover, simply asking about their openness to leaving their jobs might be an indicator of their workplace happiness. Most questions are closed but most of these allow a category “other” for answers that the researcher had not thought of and many encourage respondents to add a free comment. There are some open-ended questions that allow respondents the freedom to communicate freely their experiences or opinions on a topic in their own words (Terre Blanche, Durrheim & Painter 2006: 486). It was hoped that the mix of questions would help the analysis of data. For example, open-ended qualitative comments might confirm or throw light on quantitative data.

Questions 1 to 3 ask about staff development opportunities and studying as all workplace motivation theories emphasize the importance of growth and fulfillment. The respondents are asked to indicate which interventions they have attended i.e. conferences / symposia, workshops, short courses etc. By implementing these interventions the organization could increase employees' self-efficacy. Questions 2 and 3 ask if respondents are furthering their studies which might be expected to increase their chances of promotion and career advancement. According to Mirfakhraia (1991: 129), library employees in general have limited opportunities for advancement and promotion and perceive the promotion policy in libraries unfair and librarianship a dead end job. This was echoed in the study conducted among Greek employees who found that the length of employment is the only criterion for advancement to senior positions (Togia, Koustelios, & Tsigilis 2004: 380).

Question 4 includes 13 Likert scale statements which explore respondents' experiences of their jobs mostly in terms of the JCM model. This kind of scaled question aims to measure attitudes and perceptions by presenting a statement which respondents are asked to agree or disagree with (Terre Blanche, Durrheim & Painter 2006: 488). According to Mallaiah (2009: 19), the most differentiable aspects of the job and job environment include quality of supervision, autonomy, recognition for the job well done, responsibility, opportunity to use one's own skills, performance feedback, promotional opportunity, importance given to employees by seeking suggestions and ideas from them,

amount of variety in job duties and responsibility, and empathetic personal concern shown by the superiors. The statements in Question 4 relate to recognition and feedback on performance, freedom to make independent decisions, task and skill variety, and a sense of achievement. It also includes the statement “The stress of the merger process affected negatively my feelings of job satisfaction”. The statements relate to these aspects as follows:

- Question 4.1 asks about employee recognition on job well done. This is crucial to keep employees engaged, motivated and united around the organizational values and strategic goals. Wahba (1975), cited in Badawi (2006: 9), perceives recognition as a means of achievement when being recognized by superiors and sometimes could leads to promotion or more pay.
- Statement 4.2 asks about performance feedback. According to Robbins, Odendaal and Roodt (2003: 340), feedback from supervisor, peers or users helps the employee not only learn how well they are performing their job, but also whether their performance is improving.
- 4.3 asks about independent decisions, trying to see if respondents’ jobs provide substantial freedom, independence and discretion to their work. Sometimes employees get motivated when they are given autonomy to follow their interests and to structure their work in a ways that they find productive (Robbins, Odendaal & Roodt 2003: 163).
- 4.4 is about opportunity for a variety of tasks and activities. It aims at finding out the degree to which a job requires a variety of different skills and talents. Skill variety is the property of jobs which challenges or stretches the skills and abilities of employees to provide meaning (Stueart and Moran, 2007: 178).
- 4.5 asks about empathetic personal concern shown by the superiors and 4.6 asks about supervision. D’Elia (1979: 283) notes that the kind of supervision on the job has a positive influence on the job satisfaction of the librarians he studied in the UK. He states that a good supervisory climate is necessary for librarians to exercise initiative and professional judgment satisfactorily. Robbins, Odendaal

and Roodt (2003: 77) see supervision as the ability of the supervisor to provide emotional and technical support and guidance with work related tasks.

- 4.7 and 4.10 ask if the work of respondents gives a feeling of personal growth or achievement and challenge, crucial in Herzberg's Two Factor Incentives theory.
- 4.8 asks about perceptions of remuneration. According to Badawi (2006: 9), in Nigeria salary is a symbol of achievement, recognition and advancement. Badawi (2006: 9) quotes Chwe's finding in 2006 that librarians who earn high salaries are high achievers and are often the most motivated among their colleagues.
- 4.9, 4.11 and 4.12 focus on workplace communication and relationships, which are deemed important to job satisfaction in the literature.
- As mentioned before, the last statement relates to the merger and its impact on job satisfaction.

Questions 5 and 6 are based on the JCM point about the importance of job identity and knowing what is expected of you. They ask about job descriptions and whether they match everyday experience.

Question 7 asks respondents to rate their general job satisfaction on a scale of strongly satisfied to strongly dissatisfied. It was hoped that this might provide a simple indication of trends and might be related to other questions such as those about the merger. It leads into the open-ended Questions 8 and 9 which ask respondents to describe what satisfies and what dissatisfies them in their jobs. A later open-ended question (Question 16) asks them to suggest three changes that might increase their satisfaction at work.

Questions 10 to 14 all probe commitment to CPUT Library. They ask if people are looking for another job, if they would accept a job offer with the same pay, and where they see themselves in three years' time. The reasoning is that these practical questions on respondents' intentions might provide a more honest picture of job satisfaction. These questions lead to the Likert scale statement, "I feel proud to say I work at CPUT Library". Motivation theories claim that the emotional factor in identifying with and pride in one's organization might outweigh other factors such as pay.

Questions 17 and 18 questions return to the merger with Question 18 asking for free comment on the impact of the merger on their job satisfaction.

The last Question 19 records personal information on gender, age, qualifications, job titles and, so on.

### **3.4.2 Sampling procedures**

Creswell (1994: 119-120) provides a useful description of sampling procedures. In survey research, a sample is a group of people, objects, or items that are taken from a larger population for measurement. The principle of random sampling is that each member of the population has an equal probability of being selected. The sample should be representative of the population to ensure that the findings from the research sample can be generalized to the population as a whole. Stratifying a sample means that groups which might be expected to share certain characteristics are represented evenly and proportionately.

The two main branches of CPUT Library, Bellville and Cape Town, make up the two largest strata in this study. The Bellville branch was the main library of the old Peninsula Technikon and the Cape Town branch was the main library of the old Cape Technikon. It was decided to email copies of the questionnaire to all CPUT library branches except the tiny Thomas Pattullo branch and then examine the resulting “sample”. The population targeted in this study included males and females on permanent and contract basis working across all the branches of CPUT Library at all levels, all except the top management, i.e. Bellville, Cape Town, Mowbray, Wellington, Tygerberg, Groote Schuur and Granger Bay.

Of the 91 questionnaires sent, 44 (48%) were returned – after a reminder email. This was deemed acceptable for this mini-Masters project. According to Sekaran (2000: 250), a response rate of 30% is regarded as acceptable for most research purposes. The following two tables summarize the sample. The first shows that the two big branches



dominate – with Bellville having a stronger representation than Cape Town – even after the reminder emails. The last four branches did not return the questionnaires.

<b>Branch</b>	<b>Respondents</b>	<b>Branch population</b>	<b>Percentage</b>
Bellville	26	44	59
Cape Town	11	26	42.3
Mowbray	1	6	16.6
Wellington	5	7	71.4
Tygerberg	1	2	50
Athlone	0	1	
Groote Schuur	0	2	
Granger Bay	0	3	
<b>Total</b>	<b>44</b>	<b>91</b>	<b>48</b>

**Table 4: Respondents by library branch**

The next table breaks down the sample by job title. The top two rows, senior librarians, and librarians, are in professional posts and make up about 40.6% of the total.

	<b>Sample</b>	<b>Population</b>	<b>Percentage of total</b>
Senior Librarians	3	7	42.8
Librarians	12	30	40
Senior Library Assistants	3	11	27.3
Library Assistants	17	30	56.6
Library Attendants	3	13	23

**Table 5: Respondents by job title**

In Table 5 the total is only 38, this is because this table was built from the question asking respondents to identify their positions and a few left it blank.

### **3.5 Conclusion**

The Excel spreadsheet was used to summarise, analyse and present the questionnaire data. The qualitative data gathered in the open-ended questions were analysed using the

standard qualitative techniques as described by Terre Blanche, Durrheim and Painter (2006: 323). The responses were transcribed and coded into themes or units of meaning. They often enrich the quantitative data.

The purpose of the data gathering methodologies described in this chapter is to throw light on the research problem and questions. The data that were gathered by means of this method was summarized and analyzed in the following chapter.



## CHAPTER 4

### DATA SUMMARIES AND ANALYSIS

#### 4.1 Introduction

The data obtained in the questionnaire survey are presented and discussed in this chapter. As stated in Chapter 3, out of the 91 staff members targeted, 44 people participated in the study. The questionnaire was not sent to the two top managers. Not all questions were answered by all 44, as is made clear in the tables and figures that follow. It has to be said upfront that the slightly uneven spread of respondents, which was mentioned in Chapter 3, and the rather high number of “blanks” in response to some questions weakened the project. It might well have been better to have had face-to-face contact with respondents as they answered the questionnaire, as Hart did in her study of another South African university (2010). However, it was decided that the author’s position in CPUT Library might have influenced her colleagues’ responses so it was sent around by email.

#### 4.2 Analysis and summary of results

This section summarizes the questionnaire responses. As explained in Chapter 3, the questionnaire questions aimed to gather data relating to job satisfaction theory. The quantitative data were summarized and analyzed with the help of an Excel spreadsheet. The responses to the open-ended questions were transcribed, analyzed into themes and tabulated, following qualitative data analysis techniques (Terreblanche, Durrheim & Painter 2006: 323).

The section begins with the personal biographical information gathered in Question 19; but it then returns to the earlier questions and follows the order of the questionnaire. At times the responses to one question are compared with those to another. Quite often, for example, a comment in reply to one of the open-ended questions adds an insight to the discussion of a quantitative question. It might confirm or contradict a tentative finding. As promised in Chapter 3, the project intended to stay close to Hart’s study in a close-by library (2010) and to compare the data across the two libraries. This is why from time to time her study is brought into the analysis.

#### 4.2.1 Personal information

Sample details were given in Chapter 3. The following table gives the summary again of the respondents' branches.

<b>Branch</b>	<b>Respondents</b>	<b>Branch population</b>	<b>Percentage</b>
Bellville	26	44	59
Cape Town	11	26	42.3
Mowbray	1	6	16.6
Wellington	5	7	71.4
Tygerberg	1	2	50
Athlone	0	1	
Groote Schuur	0	2	
Granger Bay	0	3	
<b>Total</b>	<b>44</b>	<b>91</b>	<b>48</b>

**Table 6: Question 19.1: Sample by library branch (n=44)**

Despite the requests for staff participation in the study, only five branches responded to the request. Table 6 presents the number of participants in each branch. Bellville branch has the highest number of participants and maybe this is due to the fact that the researcher works in this branch.

The question that asked respondents to indicate their departments (for example Circulation, Periodicals etc) was not well answered. Only 20 provided answers. It could be they did not understand the question or they were nervous about their identity being revealed.

Table 7 and 8 summarize the job titles and levels. Table 7 shows that 15 respondents are in professional positions from Librarian to Senior Librarians. However Table 9 which analyses qualifications versus positions reveals that seven respondents with formal

professional qualifications in fact are in non-professional posts. This kind of anomaly might well cause dissatisfaction.

<b>Job title</b>		<b>Grand Total</b>	<b>Percentages</b>
Senior Librarian	3	7	43%
Librarian	12	31	39%
Senior Library Assistant	3	10	30%
Library Assistant	17	30	57%
Library Attendant	3	13	23%
<b>Grand Total</b>	<b>38</b>	<b>91</b>	<b>42%</b>

**Table 7: Question 19.3: Job title (n= 38)**

Answers to Question 19.4 show that the job status of the sample consists of permanent staff with one staff working on contract basis and that respondent being on a professional level.

Table 8 gives the breakdown of respondents' job grades. Grade 8 upwards represents professional positions requiring professional qualifications and Grades 10 to 15 non-professional positions. Some of the respondents in Grade 10 and 12 have formal LIS qualifications.

<b>Grades/Levels</b>	
7	3
8	15
10	4
12	10
15	4

**Table 8: Question 19.5 Job grade/level (n= 36)**

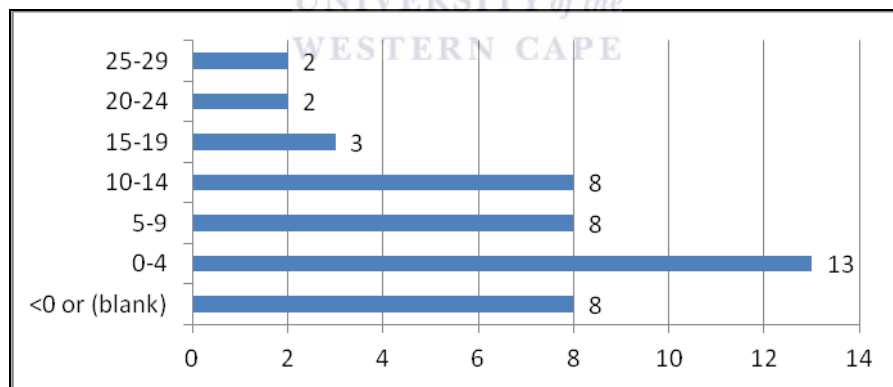
Table 9 summarizes respondents' qualifications. The analysis reveals that 19 have what are accepted widely as "professional" librarian qualifications. There is some inconsistency in the positions of people with a National Diploma in LIS. The former Peninsula Technikon did not accept this as a professional qualification while the Cape

Technikon did. Recognition of status is one of the Herzberg's motivators and this anomaly might well cause discontent. .

Qualifications	Professional	Non-professional	Blank	Total
Matric		2		2
National Diploma in LIS	4	4		8
BBibl/PG Dip/BTech	3	5	1	9
BBibl Hons	6	1	1	8
Masters	3	1	1	5
BA		2		2
(blank)	2	3	5	10
<b>Grand Total</b>	<b>18</b>	<b>18</b>	<b>8</b>	<b>44</b>

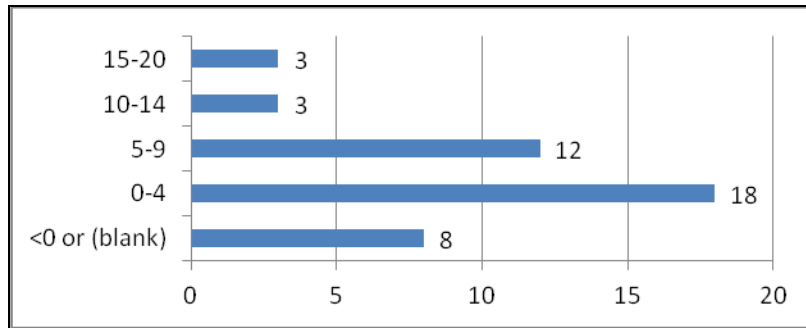
**Table 9: Question 19.6: Qualifications compared with professional post (n= 31)**

Figure 1 summarizes the length of service of the respondents at CPUT Library in five year blocks. The average is 9.3 years and the median is 5.5 years. The high numbers in the categories 5-9 and 0-4 reflect the recruitment drive in the last few years, which was mentioned in Chapter 1.



**Figure 1: Question 19.7: Years in CPUT Library (n=36)**

Being in the same job for a number of years might cause dissatisfaction and boredom. Figure 2 indicates an average of 5.8 years in the same job and a median of 3 years.



**Figure 2: Question 19.8: Years in present job (n= 36)**

Answers to Question 19.9 show that of the 40 who answered the question only nine were male, thus probably reflecting the broad gender breakdown of the LIS profession.

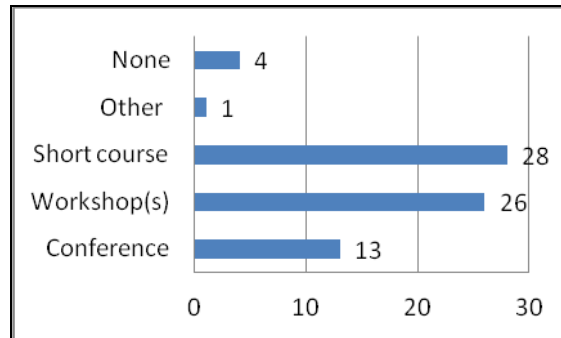
Age	Professional	Non-professionals	Grand Total
<20 or (blank)	4	4	8
20-29	1	1	2
30-39	5	5	10
40-49	8	3	11
50-59	1	1	2
60-69	3		3
<b>Grand Total</b>	<b>22</b>	<b>14</b>	<b>36</b>

**Table 10: Question 19.10: Age (n= 36)**

The graphic presentation of the age distribution of the sample is presented in Table 10 with the median age 41.5 years. It seems that, compared with other academic libraries in South Africa (Van der Walt & Du Plessis 2010), the staff of CPUT Library is quite young.

#### **4.2.2 Staff development**

Staff development is regarded as one of the factors that the organization should take seriously to increase employees' self worth and motivation as well as improve overall performance and service. Figure 3 depicts experience of various categories of professional development in the past year.



**Figure 3: Question 1: Experience of continuing professional development in past year (n= 44)**

It shows staff development is mostly made up of short courses and workshops. Given that more than one category could apply, the response seems rather thin. Since it is difficult to assess whether staff development is adequate from these numbers, the comment in the open-ended questions might provide some clues. No negative comments related to staff development were received in reply to the open-ended Question 9 which asks about job dissatisfiers. But some comments on staff development were received in answer to Question 16 which asked about changes that could increase job satisfaction. For example:

“Change management/Diversity workshop for staff” QR 24.

“More openness and development in terms of training needs” QR15.

“Have a staff development plan in place” QR 42.

“Allow staff to attend other courses which would enrich their lives” QR42.

“Every qualified librarian must go to conferences” QR 14.

It would be interesting to follow up the comment in Questionnaire 42 that a staff development plan should be in place. Each year the university circulates a list of possible courses and interventions and employees are allowed to choose no more than five – all of which must be clearly relevant to the employee’s position and level. However, the list of courses does not include any specifically relating to librarianship. Perhaps the comment relates to this gap. The author is aware of requests among the staff for the library to be allocated funds for this purpose.



Staff development also includes formal study for further qualifications. In reply to Question 2, 18 of the 44 respondents indicate that they are enrolled for a formal qualification. Table 11 gives the breakdown of the degrees. Only 16 specify the degree but one lists the National Diploma in LIS, which does not exist anymore.

<b>Qualification enrolment</b>	<b>Respondents</b>
National Diploma in LIS	1
Bibl./PG Dip./Btech	7
Bibl. Hons	8

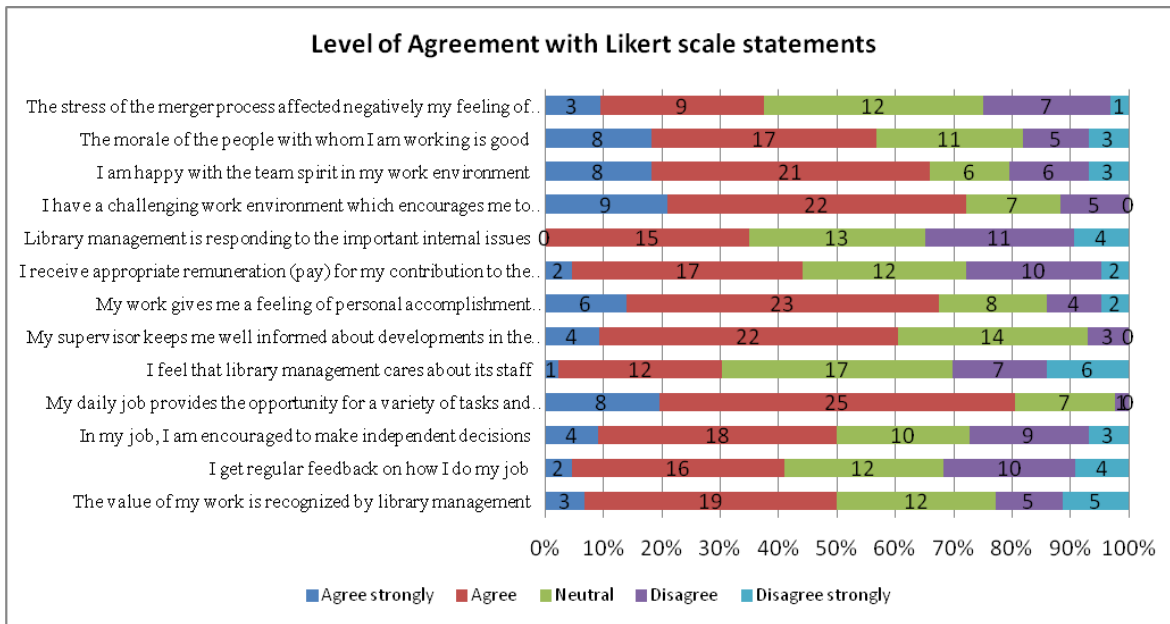
**Table 11: Question 3: Formal qualification enrolment (n= 16)**

#### **4.2.3 Job characteristics**

The 13 Likert scale statements in Question 4 allow a closer analysis of respondents' job satisfaction. The statements explore perceptions and experiences of a variety of job attributes that the job satisfaction and motivation theories, as discussed in Chapter 1, have found significant to job satisfaction. These include:

- Remuneration.
- Recognition from management.
- Regular feedback and good communication flow.
- Faith in the leadership and trust that it cares about staff.
- Staff morale and team spirit.
- Opportunity for challenge, accomplishment, growth and autonomous decision-making.
- Task variety.

The last statement asks if the stress of the merger process had a negative impact. Figure 4 gives the 13 statements and the responses.



**Figure 4: Question 4.1-4.13: Aspects of work experience (n= 44)**

The highest agreement is for what Herzberg would classify as motivators:

- 33 (75%) agree that their jobs offer the opportunity for a variety of skills and activities.
- 31 (70%) find their work challenging and 29 agree that it gives them a feeling of personal accomplishment 66% (29).

These findings reflect the international LIS research that shows that library staff is on the whole happy with “the work itself”, as reported in Chapter 2. Hart’s study in 2010 in another university library in South Africa had similar findings on these three factors (2010: 58).

The CPUT respondents are fairly happy with team work, morale and their supervisor’s feedback (66%, 57% and 59% respectively). Only 23% of Hart’s respondents were happy with team spirit; 55% were happy with staff morale, and only 22% claimed to get feedback from their supervisors. Nineteen CPUT respondents (43%) feel they are remunerated fairly – with another 12 neutral. This contrasts sharply with Hart’s study in which only four of her 31 respondents expressed satisfaction with this aspect and only another four were neutral.

Both libraries at the time of their respective research studies had new directors and both could claim to have gone through some rapid changes in the past few years, though it is only CPUT that had had the merger. Hart wondered if this might explain the negative findings in relation to management issues. For example she found that 54% felt that value of their work was not recognized by library management and only 35% felt that management cared about staff. The feelings at CPUT are similar with 50% agreeing that library management does not recognize the value of their work and only 30% believing that library management cares about its staff.

Only 32 people responded to the statement about the merger since many were not at CPUT at the time. Twelve claim that the merger affected their job satisfaction negatively, 12 are neutral and only eight disagree. These numbers will be returned to later in the discussion of the other questions about the merger.

The next two questions on job description relate to the concepts of task identity and meaning which are on Hackman and Oldham's Job Characteristics Model. People need to know where they fit in the organization. Creating a job description often results in a thought process that helps determine how critical the job is. Table 12 breaks down the answers to Question 5 by professional status. It shows that a large majority have a formal job description.

<b>Count</b>			
<b>Do you have a job description?</b>	<b>Professional</b>	<b>Non-Professional</b>	
Yes	20	12	32
No	2	1	3
Don't know		1	1

**Table 12: Question 5: Job identity (n= 36)**

Table 13 shows that most job descriptions match the day to day experience of respondents.

<b>Does Job Description Match Experience?</b>	<b>Professional</b>	<b>Non-Professional</b>	<b>Total</b>
Yes	17	9	26
No	4	2	6
(blank)	1	3	4

**Table 13: Question 6: Job identity (n= 36)**

Responses to some of the open-ended questions reveal some more evidence that some aspects of the library job descriptions might cause dissatisfaction for example:

“Certain job descriptions that were not disclosed to me and added to mine because certain staff member are not comfortable doing” QR19.

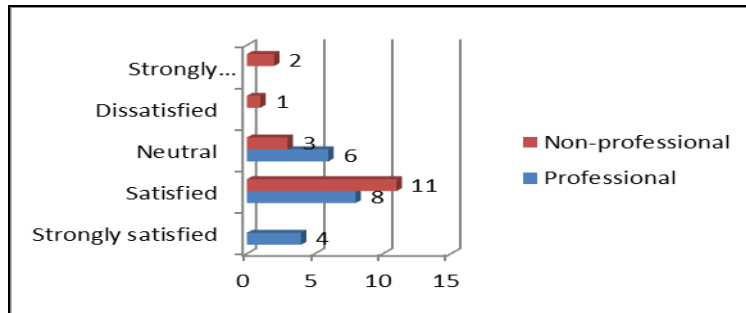
“Unfairness of duties and responsibilities of specific staff members between smaller and bigger branches – the same pay” QR3.

“The volume of work” QR22.



#### **4.2.4 Job satisfiers and dissatisfiers**

The next question, Question 7, asks respondents to rate their overall job satisfaction. Figure 5 summarizes the responses by professional status. Overall, 66% claim to be either satisfied or strongly satisfied, compared with 61% in Hart’s study (2010: 56). The numbers in the two categories, professional and non-professional, are too low to draw strong statistical conclusions. But there might be some sign of a higher level of satisfaction among professional staff, which matches some international research.



**Figure 5: Question 7: Overall satisfaction (n= 35)**

Responses to the open-ended Question 8, which asks respondents to describe the aspects of their work that satisfy them, confirm the findings of earlier questions and those of existing research. The responses were analyzed and categorized into units of meaning, some of them interlinked. Table 14 depicts the satisfiers in units of meaning with examples of the data. In line with Figure 4’s analysis of the Likert scale statements in Question 4, the strongest comments relate to attributes of the work itself and the sense of accomplishment it brings.

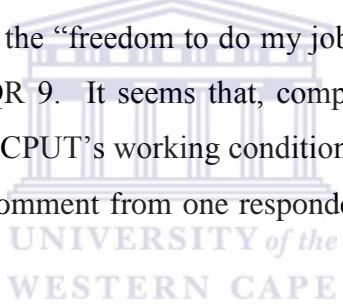
<b>Units of Meaning</b>	<b>Example of responses</b>
Work itself	“doing what I was hired to do makes me satisfied” QR 17. “I work at the “cutting edge” of the library profession” QR 21. “staff development opportunities” QR23. “opportunities to learn new things” QR 15.
Service: feedback from clients	“meeting user’s expectation” QR 4. “provide clients with relevant information and seeing the gratitude on their faces” QR 13. “excellent relationships with students and academics at this campus” QR 37. “going the extra mile for colleagues and users” QR 37. “good interpersonal relationship” QR 43. “when academics acknowledge my work as their supportive

	<p>service” QR 31.</p> <p>“gratitude shown by users when you assist them in searches for information” QR 27.</p>
Job autonomy	<p>“freedom to do my job without having to ask and get permission for basic things” QR 9.</p> <p>“able to make decisions regarding work related matters” QR 21.</p> <p>“opportunity to take your own decision and your decision is been respected with your supervisor and co-workers” QR 38.</p> <p>“free to chase dreams” QR 9.</p> <p>“library management allows me to use my initiative and creativity in doing my job” QR 23.</p>
Recognition	<p>“recognition” QR 10.</p> <p>“acknowledgement from management” QR 16.</p>
Team work	<p>“good cooperation between staff” QR 3.</p> <p>“team support and spirit that I receive from the teams I work with” QR 19.</p> <p>“colleagues with positive attitudes” QR 13.</p>
Variety of tasks	<p>“doing multi skilling makes me satisfied” QR 11.</p> <p>“the diversity of the job” QR 22.</p> <p>“ability to learn different aspects of library work” QR 37.</p>
Feedback from management	<p>“when there is problem my line supervisor talks to you straight and the problem solved, same as well my co-workers” QR 38.</p>
Working conditions	<p>“the hours are good” QR 2.</p> <p>“pleasant environment”</p> <p>“I think CPUT looks well after their employees compared to other institutions in terms of financial benefits” QR 29.</p>

	<p>“good benefits and allowance” QR41.</p> <p>“salary” QR 18.</p>
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**Table 14: Question 8: Satisfiers**

The first theme in the above table refers to the intrinsic aspects of library work, what is called in the literature the “work itself”. One of the quotations here refers to the satisfaction in being at the cutting edge of librarianship. Providing a service is an intrinsic part of being an academic librarian and several respondents mention the satisfaction this brings. There is high motivation in the feedback that respondents receive from academics and students. The team spirit at CPUT library is mentioned – confirming the findings in Question 4. The responses also give support to the finding in Question 4 on the importance of job variety. A strong theme in the responses is the pleasure in being left free to make decisions – the “autonomy” built into Hackman and Oldham’s JCM. One respondent described it as the “freedom to do my job without having to ask and get permission for basic things” QR 9. It seems that, compared with Hart’s research site, there is general happiness with CPUT’s working conditions. The author knows that there is evidence in support of the comment from one respondent that CPUT pays better than other libraries in the region.



The next question, the open ended Question 9, asks respondents to list the things that cause them dissatisfaction in their jobs, so the analysis provides the other side of the coin. Table 15 depicts the analysis of responses to Question 9 in themes or units of meaning. The table provides support for Herzberg’s argument that it is the so-called hygiene or extrinsic factors, like work relations and supervision that come to the front when people are asked about dissatisfiers. Dissatisfaction with work distribution and perceived unfair differences in pay across libraries and positions is the strongest theme. For example, one complains that librarians in charge of branches are paid no more than faculty librarians. Inadequate resources bring frustration as Hart also found (2010: 59). Distrust among staff is another quite strong theme, which confirms the not very positive finding on team work and morale in Question 4.

Issues regarding the merger process are brought in as concerns. The comments on the merger show the value of building bridges across the questionnaire questions. There was no prompting in this open-ended question as there was in the Likert scale statement in Question 4.13 and the comments on the mergers are revealing. One respondent reports “staff clinging to pre-merger institutional identities and practices” QR 43. Another says that “the merger complicated the functioning of the institution and made uncertainty” QR 29. Another also uses the word “uncertain” in her comment that “working in a library that is not yet fully functional makes you feel uncertain”. This kind of language relates to the research on the impact of mergers by Swanepoel (2004) and Hong-Wei and Sha (2000) that was mentioned in Chapter 2.

Units of meaning	Examples of responses
Unfair work distribution	<p>“unfairness of duties and responsibilities of specific staff members between smaller and bigger branches – the same pay” QR 3.</p> <p>“certain job descriptions that were not disclosed to me and added to mine because certain staff members are not comfortable doing” QR 19.</p> <p>“branch librarians who have a much greater level of responsibility and accountability are at the same level and pay class, as faculty librarians” QR 20.</p>
Inadequate resources	<p>“IT problems” QR 5.</p> <p>“limited budget to work with” QR 23.</p> <p>“postal services” QR 30.</p> <p>“when management fails to give you all the tools that you need to perform your job” QR 31.</p> <p>“the facilities in the working environment (e.g. Aleph and Printer)”.</p> <p>“no resources” QR 39.</p>
Poor leadership	<p>“no feedback” QR 4.</p>



	<p>“miscommunication between us” QR 6.</p> <p>“library management is not always responsive to problems” QR 42.</p>
Bad management style	<p>“management overriding your decision” QR 8.</p> <p>“micro management” QR 9.</p> <p>“the reporting structure in some instances does not make sense – it’s not streamlined enough- faculty librarians, e.g. report to two different” QR 20.</p> <p>“different code of conduct to certain branches” QR 42.</p> <p>“the favoritism that is displayed by library management” QR 42.</p>
Distrust among staff	<p>“distrust between staff” QR 5.</p> <p>“negative attitudes of a small number of colleagues” QR 13.</p> <p>“that staff in the two sections are divided according to race” QR 19.</p> <p>“some colleagues who just do as they please, inconsiderate towards others” QR 13.</p> <p>“undermining authority or other staff members” QR 24.</p>
Working conditions	<p>“overworked” QR 10.</p> <p>“late shift” QR 17.</p> <p>“office space” QR 25.</p> <p>“the library is short staffed on many occasions” QR 13.</p>
Lack of guidance	<p>“no training / guidance” QR 12.</p> <p>“lack of sincere mentoring skills” QR 5.</p>
Lack of support from management	<p>“nobody say thanks when you go an extra mile in your job they don’t appreciate what you are doing” QR 35.</p> <p>“not being recognized for the job and being set up for failure” QR 24.</p> <p>“lack of support from management” QR 15.</p> <p>“when staff from other departments are abusing their powers and they have the backup of more senior authority and these merely instruct you to do certain tasks for them “ QR 15.</p>

Bad student behavior	“student behaviour – misbehaviour” QR 16.
Merger	<p>“The merger complicated the functioning of the institution. It made uncertainty” QR 26.</p> <p>“Working for an institution that is not yet fully functional as result of merger makes you feel uncertain” QR 29.</p> <p>“staff clinging to pre-merger institutional identities and practices” QR 43.</p>

**Table 15: Question 9: Dissatisfiers**

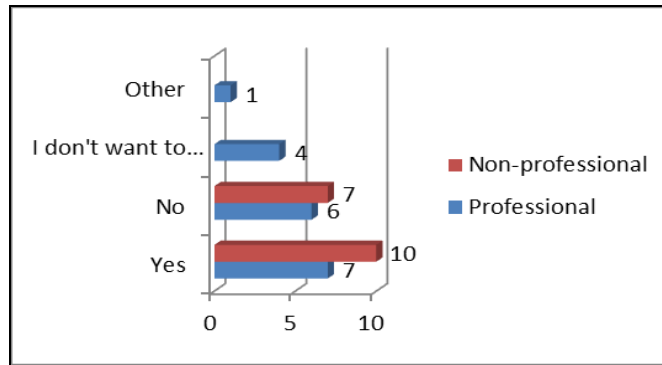
#### 4.2.5 Job commitment

The next five questions (Questions 10 to 14) all ask about respondents’ career plans. The reasoning is that current dissatisfaction might persuade people to take other jobs. Table 16 shows that 13 of those who answer the question (36%) claim to be looking for another job and another six are unwilling to answer the question. The equivalent percentage in Hart’s study was 50% (2010: 57).

Are you looking for another job outside CPUT Library at present?	Professional	Non-professional	Total
Yes	5	8	13
No	9	8	17
I don't want to answer	4	2	6
<b>Grand Total</b>	<b>18</b>	<b>18</b>	<b>36</b>

**Table 16: Question 10: Job commitment (n= 36)**

Figure 6 summarizes the answer to Question 11 which asks if respondents would accept a job offer outside CPUT Library with the same pay and without loss of benefits. The aim was to isolate remuneration issues and focus on commitment to the institution. Seventeen (48%) of the people who answer the question say Yes, with another four unwilling to answer.



**Figure 6: Question 11: Would you accept a job outside the library with the same pay and without losing benefits? (n= 35)**

Table 17 summarizes the answers to the question: *Where do you see yourself in three years time?* The strongest responses come for working at a more senior level in another library (11) and in a more senior post in CPUT Library (8). It is hard to interpret the closeness of these choices and it would be useful to ask respondents to explain their choices. Perhaps the 11 who see themselves in another library see no prospect for promotion at CPUT. Or the larger proportion of non-professionals who see themselves in more senior levels at CPUT could be because the four who are in non-professional posts despite their professional degrees might be applying for promotion when the opportunity arises.

<b>Where do you see yourself in 3 years time?</b>	<b>Professional</b>	<b>Non-professional</b>	<b>Grand Total</b>
In my same job	1		1
In a more senior job in CPUT Library	2	6	8
Working at a more senior level in another library	5	6	11
In retirement	3	1	4
Working outside LIS (in another occupation)	2	2	4
I never think about it	1	1	2
Other (Please specify if possible)	3	1	4
<b>Grand Total</b>	<b>16</b>	<b>17</b>	<b>34</b>

**Table 17: Question 12: Where do you see yourself in 3 years time? (n= 34)**

Only one person replies in Question 12 that they see themselves in the same job in three years' time. This one respondent explains in Question 13 that he/she would like change but doesn't see any chance of change. In this answer there is a sense of resentment.

<b>Reason for wishing to work outside CPUT</b>	<b>Professional</b>	<b>Non-professional</b>	<b>Grand Total</b>
There is no chance of promotion in CPUT Library	4	3	7
I've been too long in my present job am "stuck"	1	3	4
Other? (Please specify)	3	3	6
<b>Grand Total</b>	<b>8</b>	<b>9</b>	<b>17</b>

**Table 18: Question 14: Reason for wishing to work outside CPUT LIS (n= 17)**

Table 18 summarizes the answers to Question 14 which is directed at those who say they want to leave CPUT. The most cited reason is the lack of promotion prospects at CPUT, which echoes the study by Moran, Solomon, Marshall and Rathbun-Grubb (2009). Some of the earlier responses to the open-ended Question 9 on dissatisfiers might throw more light on this table, for example:

“I’m struggling for the last 8 years to be a library assistant. have all the needs of a library assistant but library management are looking for more experience which is unfair sometimes I just want to give up but thank God that I still have a job” QR 33.

“Not being recognized for the job and being set up for failure” QR 24.

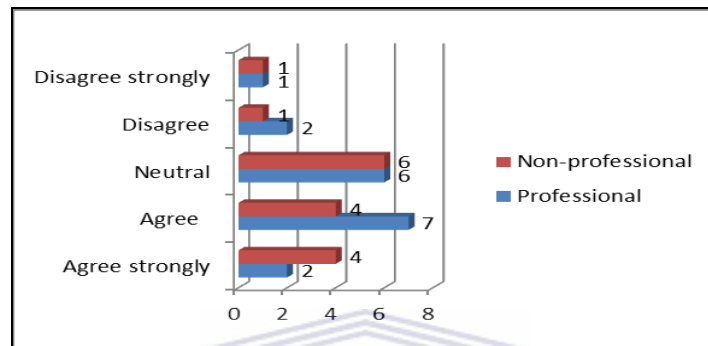
“Not getting performance bonus after performance appraisal” QR 10.

“Unfairness of duties and responsibilities of specific staff members between smaller and bigger branches – the same pay” QR 3.

“The volume of work” QR 22.

Question 15 is an important question. It asks if respondents are proud to say they work at CPUT. Only 17 of those who answer the question (50%) claim to be proud to say they work at CPUT Library – with 12 neutral. Hart had about the same response and she used statistical measures to show the link between this question and the overall levels of

satisfaction found in Question 7. In her study those people who were less satisfied were also not proud of their institution (Hart 2010: 56). It might explain the rather high number who says they are open to leaving CPUT. Hart's comment is that the academic library job market has opened up in post-apartheid South Africa. She says that employees are more mobile. Library employees enjoy their work but this does not mean that they are always committed to their institution (2010: 61).



**Figure 7: Question 15: I feel proud to say I work at CPUT Library (n=34)**

Table 19 presents the responses to Question 16 that asks respondents to suggest changes that would increase their job satisfaction. It gives them a chance to think about things from a slightly different angle and gives the researcher the chance to construct a bridge across questions. It is interesting that after years of restructuring the most mentioned wish is for a new library structure. A closer look at these comments shows that respondents are not referring to divisions and departments. They are asking for a more participative style of management and clearer reporting structures. This echoes the findings of other researchers on the link between good management or leadership approaches and job satisfaction of employees (Millard 2003; Togia, Koustelios & Tsigili 2004). Some of the respondents suggest multi-skilling and more movement across sections. Some of the respondents wish for better IT support.

Units of meaning	Examples of responses
Multi-skilling	<p>“More interesting tasks” QR 4.</p> <p>“Working on the other sections for multi-skilling’ QR 17.</p> <p>“Not working in circulation” QR 19.</p> <p>“Multi-skilling staff” QR 42.</p>
Changes in library structure	<p>“An improved library structure with clear reporting structures” QR 20.</p> <p>“A change in library management approach” QR 26.</p> <p>“More interactive participative between senior management and staff to have discussions on matters that pertains to things that is happening in the library” QR 15.</p> <p>“Restructuring” QR 10.</p> <p>“New library structure” QR 27.</p> <p>“A better understanding of work issues between units in the library: Technical services and professional information services” QR 20.</p>
Better IT support	<p>“More IT involvement as the current manpower in library IT is insufficient to effectively deal with all the relevant campuses” QR 15.</p> <p>“A more responsive and efficient ICT department” QR 20.</p> <p>“Adequate IT and maintenance support” QR 29.</p>
More staff development	<p>“Change management/Diversity workshop for staff” QR 29.</p> <p>“More openness and development in terms of training needs” QR 15.</p> <p>“Training guide for new people” QR 14.</p> <p>“Everybody qualified librarian must go to conferences” QR 14.</p> <p>“Allow staff to attend other courses which would enrich their lives” QR 42.</p>
Work relations	<p>“Better working relations” QR 29.</p>

Better working conditions	<p>“Flexi-time (as a parent there are times when you need to attend activities or meetings etc which involve your children)” QR 20.</p> <p>“Certain physical changes in the unit I work in” QR 26.</p> <p>“Better access control / security measures” QR 27.</p> <p>“Be given a space to do my work and relevant tools” QR 31.</p> <p>“Find people to work the nights shifts” QR 39.</p>
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**Table 19: Question 16: Things that would increase your job satisfaction**

#### 4.2.6 Impact of the merger on job satisfaction

There are two more questions that explore the impact of the merger – one asking people who were at CPUT before the merger to compare their satisfaction before and after it and the other asking for any free comment on the merger.

Table 20 depicts the breakdown of the effects of the merger on job satisfaction. Of the 22 respondents 11 claim to be more satisfied.

Effects of the merger	Professional	Non-professional	Grand Total
More satisfied	6	5	11
Same level of satisfaction as before the merger	2	2	4
Less satisfied	4	3	7
Not applicable as I was not here then	3	1	4
<b>Grand Total</b>	<b>15</b>	<b>11</b>	<b>26</b>

**Table 20: Questions 17: Effects of the merger on job satisfaction (n= 26)**

Question 18 is one of the open-ended questions. It asks respondents to add any free comments on their experience of the merger in 2005 in terms of their level of job satisfaction. The responses are mostly negative, although there are a few who see positive benefits for themselves and for the bigger institution. The value of open-ended qualitative questions is again shown. This question gives a richer franker picture than the earlier questions and there are some strong statements. They open up a window for

anyone interested in the impact of mergers on organisational culture. There is anger still at the merger of the two institutions which is described as a “political decision” and a “hostile take-over”. There are several comments that show suspicion between the staff of the two former institutions with mentions of “power struggles”. One says: “The merger brought about uncertainty in workflows, job culture, and staff attitudes – ‘Them versus Us’”. Some of the responses included in Table 22 might indicate more negativity among the staff from the Peninsula Technikon with claims that the Cape Technikon staff was favoured. But it is not possible to draw conclusions from such small numbers.

Table 21 depicts the results grouped into five units of meaning: anxiety and stress; power relations; loss of sense of belonging; changes in working conditions and benefits; perceived deterioration of management and service standards.





Units of meaning	Examples of responses
Anxiety & stress	<p>“The uncertainty about how the merger would impact on job led to anxiety”.</p> <p>“The merger brought about uncertainty in workflows, job culture, and staff attitudes – Them versus Us.</p> <p>“It put me in a better position with a better salary but there was a time of great uncertainty which had a negative impact on me”.</p> <p>“The period 2005-2007 was quite stressful because of the number of changes that had to take place throughout the library and especially within Technical services; however, these changes were perceived as threats by some and as opportunity by others”.</p>
Power relations	<p>“Merger was not a merger but a takeover”</p> <p>“Hostile take over”.</p> <p>“Pre 2005 was a real interesting and satisfactory experience at the LIS, post 2005 on the other hand has been a power struggle”.</p> <p>“It depends on who you rub shoulders with”.</p> <p>“It is survival of the fittest”.</p>
Sense of belonging	<p>“There were staff that refused to move from a particular campus to any other campus in the long run, I feel that this was to their detriment – and they are likely to be the ones who feel most dissatisfied with the merger process”.</p> <p>“Sense of belonging went”.</p>
Unfairness in changes in working conditions and benefits	<p>“Too many unqualified people in key positions”.</p> <p>“People from Cape Technikon were deployed, get higher position without qualification and benefit for car allowance</p>

	<p>were no longer applicable it was their benefit and they equalize their benefits with us as Pentech staff”.</p> <p>“People are not managed equally anymore in terms of positions and opportunities”.</p> <p>“We use to get a notch on the date one started working”.</p> <p>“Some of the benefits we were having before are forfeited”.</p>
Deterioration of standards of service	<p>“The standard from Pentech to CPUT has declined”.</p> <p>“Service to users has degraded; they are not treated as priority anymore”.</p> <p>“The shelf state has declined”.</p> <p>“Standard of management has gone down, they are not focused”.</p> <p>“Staff was able to move into different positions (on the same level) and benefited from increasing their skills base”.</p>

**Table 21: Question 18: Views on the merger**

A sense of belonging is difficult to maintain in a merger as shown in this quotation:

“During the merger process most of the times people were in a state of not knowing what was best for themselves. They faced a situation of losing their culture; others were in fear of losing their jobs”.

### 4.3 Conclusion

The analysis of the questionnaire responses in this chapter gives an overview of respondents’ perceptions of staff development, job characteristics, job satisfiers and dissatisfiers, job commitment and the impact of the merger. The main findings highlighted in these sections are:

- The overall job satisfaction is rather high, with 66% of respondents claiming to be either satisfied or strongly satisfied.
- There is strong satisfaction with the work itself and the sense of accomplishment it brings.

- High motivation comes from the feedback the respondents receive from academics and students.
- 75% agree that their job offer the opportunity for a variety of skills and activities.
- 43% feel they are remunerated fairly, with another 27% neutral on this question.
- There are some negative findings in relation to management issues, with 50% agreeing that library management does not recognize the value of their work and only 30% believing that library management cares about its staff.
- There is strong dissatisfaction expressed in the open-ended questions with work distribution issues and perceived unfair differences in pay across libraries and positions.
- There is frustration with inadequate resources.
- Despite the years of restructuring, there are several comments on library structures. More participative style of management and clear reporting structures are mentioned.
- The four questions on respondents' future plans reveal that commitment to the institution is not very high. Respondents like their work but 48% say they would accept a job outside the CPUT Library with the same pay and without losing benefits and only 50% claim to be proud to say they work at CPUT Library, with another 27% neutral.
- There are mixed messages on the impact of the merger, which might well be connected to the lack of institutional commitment. Only 50% of respondents who were at CPUT before the merger claim to be more satisfied now than before it. And the open-ended questions uncover the challenges in building or rebuilding a sense of belonging.

This chapter's summary and analysis will be used in the following chapter to return to and examine the research questions.

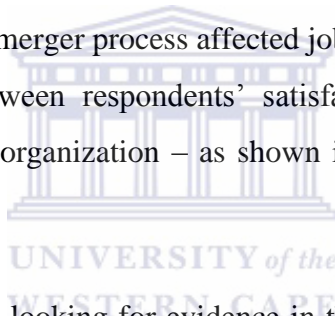
## CHAPTER 5

### INTERPRETATION OF FINDINGS

#### 5.1 Introduction

This chapter tries to explain what the findings mean and to answer the research questions stated in Chapter 3. Findings are interpreted to throw light on the research questions. The research questions are:

- Are the university library staff members satisfied with their work?
- What are the satisfiers?
- What are the dissatisfiers?
- Are there differences in satisfaction within the staff – perhaps according to variables such as job status?
- How has the recent merger process affected job satisfaction and motivation?
- Is there a link between respondents' satisfaction in their work and their commitment to the organization – as shown in their career plans in the next few years?



The questions are answered by looking for evidence in the data across related questions in the questionnaire.

#### 5.2.1 Are the university library staff members satisfied with their work?

Responses to the aspects of work experience to the Likert scale statements in Question 4, most based on the JCM which is a tried and tested window on job satisfaction, and Question 7, which asked respondents simply to rate their satisfaction give answers to this question. About 75% respondents agree that their jobs offer an opportunity for a variety of skills and activities. Skills variety is one of the core jobs characteristics mentioned in the JCM of Hackman and Oldham. When the job involves or requires a variety of skills most of the time employees retain their interest. Seventy percent agree that their work is challenging and almost the same number agree that their work gives them a feeling of personal accomplishment (66%). Herzberg argued that vertical job enrichment to make

jobs more challenging is the most effective way to motivate employees (Stueart & Moran 2007).

Question 4 also reveals that the CPUT Library respondents are fairly happy with team work (66%), morale (57%) and their supervisory feedback (59%). About 43% respondents feel that they are fairly remunerated, with another 27% “neutral” on this statement. This rather positive finding contrasts with the South African study by Hart (2010) and several studies conducted abroad (Moran, Solomon, Marshall and Rathbun-Grubb, 2004; Leckie and Brett, 1997; Togia, Koustelios and Tsigilis, 2004).

There are some negative findings in relation to management issues, with 50% agreeing that library management does not recognize the value of their work and only 30% believing that library management cares about its staff. Awan and Madmood (2010) in their study conducted in the university libraries of Pakistan revealed that when the organizational leadership does not care about its staff, the staff morale drops. There is strong negativity from respondents’ open ended comments about lack of support and recognition by management:

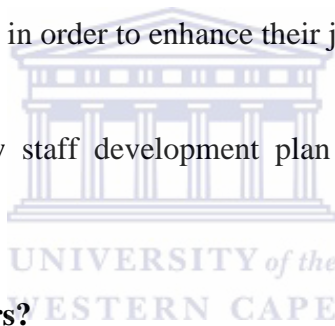
- “Nobody say thanks when you go an extra mile in your job, they don’t appreciate what you are doing” QR 35.
- “Not being recognized for the job and being set up for failure” QR 24.
- “Lack of support from management” QR 15.
- When staff from other departments is abusing their powers and they have the backup of more senior authority and these merely instruct you to do certain tasks for them” QR 15.

Question 7 reveals the overall job satisfaction of the CPUT Library respondents to be rather high, with 66% of respondents claiming to be either satisfied or strongly satisfied. This in keeping with other research indicates that librarians find their work interesting and fulfilling.

### 5.2.2 What are the satisfiers?

On being asked what they find satisfying in their jobs, the CPUT library staff, in common with those in Leckie and Brett's and Horensteins's studies ( 1997; 1993), reply that they find their satisfaction in the "work itself" - especially the relationships with and feedback from academics and students. It seems that the intrinsic aspects of librarianship, such as relationships with users, creativity and challenge, are the elements of their work that librarians indicate as the most satisfying. They also report general happiness with CPUT's working conditions. Answers to this question could be supplemented with Question 16 which asks about changes that could increase job satisfaction. Several suggestions have been given by respondents, to mention a few:

- Changes in library structure so they can participate more in decisions.
- Multi skilling - objective will be exposing library staff to different experiences and broaden their skills in order to enhance their job satisfaction.
- Better IT support.
- Implementation of new staff development plan that will include librarianship related courses.



### 5.2.3 What are the dissatisfiers?

There is strong dissatisfaction expressed in the open-ended questions with work distribution issues and perceived unfair differences in pay across libraries and positions. The unhappiness about inequality in workload echoes the study by Leckie and Brett (1997). Some comment from open ended questions in supporting the inequality on workload includes:

- "Unfairness of duties and responsibilities of specific staff members between smaller and bigger branches" QR 3.
- "Certain job description that were not disclosed to me and added to mine because certain staff members are not comfortable doing" QR 39.

There is frustration experienced by library staff from inadequate resources; this echoes Hart's (2010) findings in a study of another South African library. There is a suggestion that poor communication from library management is a cause of some dissatisfaction.

This is quite a strong thread in the literature as well (for example Sierpe 1999). The management style has been questioned by some of the respondents with comments on library restructuring. This finding echoes Millard's study (2003) that found unhappiness among Canadian academic librarians with their management and leadership. It seems that library staff seeks for more participative style of management and the desire for clear reporting structures is mentioned. The relative youth of the CPUT Library staff is noteworthy; it might explain these expectations. The comments coming from the open ended questions regarding management style are telling, for example:

- “The reporting structure in some instances does not make sense – it's not streamlined enough” QR 20.
- “Different code of conduct to certain branches” QR 42.
- “The favouritism displayed by library management” QR 42.
- “Micro management” QR 9.
- “Library management is not responsive to problems” QR42.

#### **5.2.4 Are there differences in satisfaction within the staff – perhaps according to variables such as job status?**

The groups across the possible variables such as department or job title were too small to allow for statistical comparison. With regard to the results indicated in Chapter 4 there is not much difference in relation to the overall job satisfaction of professionals and non-professionals – both groups are relatively happy with the work itself. However, there is some evidence of dissatisfaction at the anomaly that some professionally qualified people are in non-professional positions. This might be due to different policies between the two technikons on the National Diploma in LIS.

#### **5.2.5 How has the recent merger process affected job satisfaction and motivation?**

First, it has to be said that the merger of the two libraries was more complicated perhaps than other cases. The Director became ill in the middle of the planning and transition. For several years the staff had temporary “acting” top management, all of whom have now left. Posts were frozen across all branches. About thirty new people have been appointed in the last three years to fill these positions.

The findings on the impact of the merger are mixed. Only 50% of respondents who were at CPUT before the merger claim to be more satisfied now than before it. The open-ended questions towards the end of the questionnaire brought out some strong responses, which indicate that much work still has to be done to build a common sense of purpose. The CPUT study highlights the comments in the literature on the challenges of change and mergers that were mentioned in Chapter 2. Several of the CPUT are still suffering a sense of loss. Several call it a “takeover”. Several are angry still at perceived unfairness as benefits were “harmonized” across the campuses.

The lessons for management are quite clear: before the merger process they should provide a realistic merger preview and communicate openly and regularly with staff members. All staff members must be aware of what the merger is meant to achieve, why it is important, and how they will be affected. When employees are fully aware of what to expect, they are less likely to suffer from stress and resist change.

#### **5.2.6 Is there a link between respondents’ satisfaction in their work and their commitment to the organization – as shown in their career plans in the next few years?**

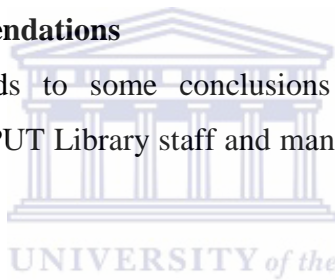
Although the CPUT librarians like their work and their profession, it does not mean that they are very committed to CPUT. The four questions on respondents’ future plans reveal that commitment to the institution is not very high. Respondents like their work but 48% say they would accept a job outside the CPUT Library with the same pay and without losing benefits and only 50% claim to be proud to say they work at CPUT Library, with another 27% neutral. Hart had similar findings in her study of another university library in South Africa (2010). But in that library it seemed that below average remuneration might be the cause or the increased mobility of staff in the post- apartheid job market. It could be that CPUT Library still has to build its own organizational culture to spread a sense of belonging among its staff. This is difficult in a library with scattered sites.



The two South African studies' findings differ from the study of academic librarians conducted in Canada by Millard (2003). He found that academic librarians in Canada on the whole tended to stay in their jobs for long periods of time. There appears to be a lack of promotion prospects at CPUT library with 25% of respondents seeing themselves working at a more senior level in *another* library in three years time. The lack of promotion prospects is a common theme in the literature of job satisfaction of academic librarians (Mallaiah, 2009; Moran, Solomon, Marshall and Rathbun-Grubb, 2009; Togia, Koustelios and Tsigilis, 2004). Wood, Miller and Knapp (2007) report several issues that the organization should consider in order to retain its staff, such as good salary, mentoring, building career progression, succession planning and appropriate opportunities for advancement.

### **5.3 Conclusions and recommendations**

This dissertation project leads to some conclusions and recommendations to be considered by three groups: CPUT Library staff and management; the academic librarian profession; and the researchers.



#### **5.3.1 Recommendations for CPUT staff and management**

Although the study on the whole provides rather positive findings on the levels of satisfaction among CPUT library staff, there are some issues that require attention. Many of them relate perhaps to the merger and the period of upheaval the library has undergone. About thirty new staff members have been appointed since the merger. There is evidence that work needs to be done to build a sense of belonging among the staff that was there before the merger and the newly appointed people. The findings that only 30% of respondents feel that the management cares about them is a pointer for management.

#### **5.3.2 Recommendations for the academic librarian profession**

In common with much of the international research, the study finds that academic librarianship is a challenging and satisfying occupation. But it does provide evidence of the negative impact of rapid and unplanned-for change. The merger was just one of the

pressures and it is clear people are still not fully adjusted. It is hoped that the study will be of interest to other academic libraries which are confronting change.

Academic librarianship faces shortages of staff as people retire and younger graduates choose other careers. The study hopefully might provide insight into how to attract and retain employees.

### **5.3.3 Recommendation for researchers**

The study is limited to one library although it does have a strong connection to Hart's study of a close-by library. It would be a good idea to extend the study. The literature review includes several larger studies of libraries in a region or country and further research could be undertaken in the wider Western Cape region. It would be interesting to compare the job satisfaction of academic librarians with public librarians as well.



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## APPENDIX A

### LETTER OF PERMISSION

University of the Western Cape  
P/Bag X17  
Bellville  
7535  
Tel: 021 959 6841  
Email: Milan@cput.ac.za

Dear Management

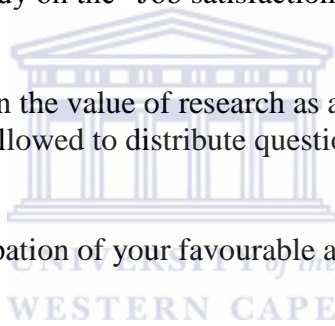
I am presently conducting a study on the “Job satisfaction in a South African academic library” as my thesis project.

Knowing your utmost interest in the value of research as a tool for development, I would like to request that if I will be allowed to distribute questionnaires within the library staff of CPUT.

Thank you very much in anticipation of your favourable action and continued support.

Yours faithfully,

Nyameka Mila  
MBibl. Student (UWC)



## APPENDIX B

### LETTER OF INTRODUCTION TO LIBRARY STAFF

27 April 2010

Dear Colleague,

I am inviting you to participate in my MBibl research project which has the title "**Job satisfaction in a South African academic library**". The objective of this research project is to attempt to understand if people are satisfied or not satisfied with their jobs and how they feel about the merger.

The questionnaire is very brief and will take about five minutes to fill out. Please be assured that all information you provide will be kept strictly confidential. Your name or other identifying information will not appear on any study report. If you have any questions or concerns about completing the questionnaire or about being in this study, you may contact me at 021 959 6841 or [Milan@cput.ac.za](mailto:Milan@cput.ac.za)

Permission to undertake the study has been given by the Cape Peninsula University of Technology Library Management but my raw data will not be shared with them.

Your participation represents a valuable contribution to librarianship research, and I thank you again for taking the time and effort in answering the questionnaire for me.

Yours faithfully,

Nyameka Mila  
MBibl. Student (UWC)

## APPENDIX C

### QUESTIONNAIRE

#### JOB SATISFACTION IN A SOUTH AFRICAN ACADEMIC LIBRARY MBIBL. PROJECT

**I have recently sent you an email explaining my project and hope that you will take the time to complete the following questionnaire. You will be anonymous and all answers will be confidential. Please place the completed questionnaire in the box I have left in your department and a person I have nominated will come and fetch them by 14 May 2010.**

1. Please tick the staff development interventions you have attended in the past year with the support of CPUT:

a	Conference(s) / symposium	
b	Workshop (s)	
c	Short course (s)	
d	Other (please specify)	
e	None	

2. Are you enrolled for a formal qualification at the moment?

a	Yes	
b	No	

3. If you answered yes to Question 2, please specify what qualification you are studying for:

4. Please tick the most appropriate box in response to the following statements:

*4.1 The value of my work is recognized by library management*

Agree strongly	Agree	Neutral	Disagree	Disagree strongly
A	b	c	d	e

*4.2 I get regular feedback on how I do my job*

Agree strongly	Agree	Neutral	Disagree	Disagree strongly
A	b	c	d	e

4.3 *In my job, I am encouraged to make independent decisions*

Agree strongly	Agree	Neutral	Disagree	Disagree strongly
A	b	c	d	e

4.4 *My daily job provides the opportunity for a variety of tasks and activities*

Agree strongly	Agree	Neutral	Disagree	Disagree strongly
A	b	c	d	e

4.5 *I feel that library management cares about its staff*

Agree strongly	Agree	Neutral	Disagree	Disagree strongly
A	b	c	d	e

4.6 *My supervisor keeps me well informed about developments in the Library*

Agree strongly	Agree	Neutral	Disagree	Disagree strongly
A	b	c	d	e

4.7 *My work gives me a feeling of personal accomplishment (achievement)*

Agree strongly	Agree	Neutral	Disagree	Disagree strongly
A	b	c	d	e

4.8 *I receive appropriate remuneration (pay) for my contribution to the Library*

Agree strongly	Agree	Neutral	Disagree	Disagree strongly
A	b	c	d	e

4.9 *Library management is responding to the important internal issues*

Agree strongly	Agree	Neutral	Disagree	Disagree strongly

A	b	c	d	e

*4.10 I have a challenging work environment which encourages me to develop my potential*

Agree strongly	Agree	Neutral	Disagree	Disagree strongly
A	b	c	d	e

*4.11 I am happy with the team spirit in my work environment*

Agree strongly	Agree	Neutral	Disagree	Disagree strongly
A	b	c	d	e

*4.12 The morale of the people with whom I am working is good*

Agree strongly	Agree	Neutral	Disagree	Disagree strongly
A	b	c	d	e

*4.13 The stress of the merger process affected negatively my feelings of job satisfaction* (Ignore if you were not at CPUT Library during the merger)

Agree strongly	Agree	Neutral	Disagree	Disagree strongly
A	b	c	d	e

5. Do you have a job description?

a	Yes	
b	No	
c	Don't know	

6. If you answered yes to Question 5, does it match your experience of your real job

a	Yes	
b	No	

7. On the scale below please rate your overall job satisfaction

Strongly satisfied	Satisfied	Neutral	Dissatisfied	Strongly dissatisfied
A	b	c	d	e

8. Please describe about 3 things (if possible) that give you satisfaction in your job

9. Please describe about 3 things (if possible) that dissatisfy you in your job

10. Are you looking for another job outside CPUT Library at present?

Yes		a
No		b
I don't want to answer		C

11. If you were offered a job outside the Library with the same pay and without losing your benefits would you take it?

Yes		a
No		b
I don't want to answer		C

12. Where do you see yourself in 3 years time?

A	In my same job	
B	In a more senior job in CPUT Library	
C	Working at a more senior level in another library	
d	In retirement	
E	Working outside LIS (in another occupation)	
F	I never think about it	
G	Other (Please specify if possible)	

13. If you ticked *Answer a* in Question 12, please explain why you see yourself in the same job in three year's time by ticking the most appropriate answer below:

A	I like where I am & so have no desire to change it	
B	I would like change but don't see any chance of change	
C	Other reason for your answer (Please specify)	

14. If you said in Question 12 that you see yourself as working *outside* CPUT LIS, is it for any of the reasons below? (More than one possible answer)

A	There is no chance of promotion in CPUT Library	
B	I've been too long in my present job and am "stuck"	
C	Other? (Please specify)	

15. Do you agree with this statement? *I feel proud to say I work at CPUT Library*

Agree strongly	Agree	Neutral	Disagree	Disagree strongly
A	b	c	D	E

16. Please suggest 3 changes that you feel would increase your job satisfaction



17. If you were in the Library before the merger in 2005, how would you compare your overall job satisfaction today?

A	More satisfied	
B	Same level of satisfaction as before the merger	
C	Less satisfied	
D	Not applicable as I was not here then	

18. Please add any free comment on your experience of the merger in 2005 in terms of your levels of job satisfaction.



19. Personal information

19.1	Branch			
19.2	Department / Division			
19.3	Job title			
19.4	Acting?		Permanent?	
19.5	Level / Grade			
19.6	Qualifications			
19.7	How many years in CPUT Library			
19.8	How many years in your present job			
19.9	Gender	M	F	
19.10	Age			

***THANK YOU FOR YOUR TIME & HELP***

***PLEASE PLACE THE COMPLETED QUESTIONNAIRE IN THE BOX PROVIDED***

