

**AN INVESTIGATION OF JOB SATISFACTION AMONG LIBRARY  
STAFF IN SELECTED ACADEMIC LIBRARIES IN TANZANIA**

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**PhD (Information Studies) Thesis  
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**AN INVESTIGATION OF JOB SATISFACTION AMONG LIBRARY  
STAFF IN SELECTED ACADEMIC LIBRARIES IN TANZANIA**

**By**

**Valeria Kyumana**

**A Thesis Submitted in Fulfilment of the Requirements for the Degree of Doctor of  
Philosophy (Information Studies) of the University of Dar es Salaam**

**University of Dar es Salaam  
November, 2018**

**CERTIFICATION**

The undersigned certify that they have read and hereby recommend for acceptance by the University of Dar es Salaam a thesis titled: *An Investigation of Job Satisfaction among Library Staff in Selected Academic Libraries in Tanzania* in fulfillment of the Degree of Doctor of Philosophy of the University of Dar es Salaam.

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I, **Valeria Kyumana**, declare that this thesis is my own original work and that it has not been presented and will not be presented to any other University for a similar or any other degree award.

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## **DEDICATION**

I dedicate this thesis to my late father Mr. Hilmar Kyumana, for always believing in me and my mother Mrs. Mariana Ramadhan Kyumana, for wanting the best of me and pushing me to be the best.

**LIST OF ABBREVIATIONS**

ACRL	Association of College and Research Libraries
ALA	American Library Association
COTUL	Consortium of Tanzania University and Research Libraries
FGDs	Focus Group Discussions
HESLB	Higher Education Students' Loans Board
HR	Human Resource
HRM	Human Resource Management
IFLA	International Federation of Library Associations
IFM	Institute of Finance Management
ILO	International Labour Organisation
LIS	Library and Information Science
MSQ	Minnesota Satisfaction Questionnaire
OPRAS	Open Performance Review and Appraisal System
SAUT	St. Augustine University of Tanzania
SLADS	School of Library, Archives and Documentation Studies

SPSS	Statistical Product and Service Solutions
TCU	Tanzania Commission for Universities
TLA	Tanzania Library Association
UDOM	University of Dodoma
UDSM	University of Dar es Salaam
WMJSCS	Work Motivation, Job Satisfaction and Commitment Scale

## ABSTRACT

The main purpose of this study was to investigate the issue of job satisfaction among library staff in selected academic libraries in Tanzania. Specifically, the study aimed to measure the level of job satisfaction of library staff, assess the effects of motivational and hygienic factors on library staff job satisfaction; and compare public and private university libraries' job satisfaction. The study involved the University of Dar es Salaam, University of Dodoma, St. Augustine University of Tanzania and Iringa University libraries located in Dar es Salaam, Dodoma, Mwanza and Iringa regions, respectively. Data were collected from 141 respondents using questionnaires, face-to-face interviews and focus group discussions and analysed using Statistical Product and Service Solution (IBM-SPSS) software and content analysis. Descriptive statistics describe basic features of the data in the study. The findings revealed that all the four academic libraries experience moderate/average job satisfaction. The nature of the library work affected job satisfaction negatively because of repetitive and routine activities whereas job security, as a hygienic factor, caused low job satisfaction due to government reforms resulting in employment insecurity. Both private and public university libraries experienced average job satisfaction with financial constraints noted as a major challenge in these libraries. Overall, the study found library staff in the selected academic libraries to have average job satisfaction as a result of job insecurity; work design, which lacks variety of activities; inadequate supervision and insufficient recognition within the university set-up. As such, the study recommends for the improvement in motivation for library staff through the provision of recognition and improvement of working conditions; collaboration between library and teaching staff which has to be nurtured and positive; library need prioritisation during budget allocation; status of the library staff need to be improved and enhanced through the efforts of library partners, with frequent salary reviews and timely promotions being fostered to boost job satisfaction.

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## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Research Problem

Job satisfaction is an important research topic in industrial and organisational psychology: after all, it is one important dimension of an individual's happiness at work (Buitendach and Rothman, 2009). Westover and Taylor (2010) point out that, over the past four decades, job satisfaction has generated considerable interest in the research community across the globe. This has been motivated by utilitarian reasons such as reduced absenteeism, turnover, and increased productivity in the workplace, on the one hand; and humanitarian reasons, such as improved health and well-being of the workers, on the other.

According to Liam (2008), employed individuals spend most of their time doing their jobs. As a result, their feelings about their jobs are likely to affect their lives in general. Emmerik (2004) asserts that work satisfaction is a highly important variable in organisational studies as it is associated with a variety of constructs, such as job characteristics, group and organisational characteristics and leader relations. Haque *et al.* (2012) on their part, note that an appreciation of the requirements of the working librarians and making efforts in meeting their job satisfaction have an effect on the quality of service libraries provide.

Tsigilis, Koustelios and Togia (2004) associate job satisfaction with pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. Armstrong (2008) explains that positive or favourable attitudes indicate job satisfaction whereas negative and unfavourable attitude towards the job denote job dissatisfaction. Masanja (2013) observes that, these positive or negative emotions of an employee towards a certain job need to be understood well by organisational administrators because, on the one hand, positive emotions lead to positive implications such as reduced turnover, high productivity, loyalty, secured work facilities, high morale towards the job and other similar benefits. On the other hand, negative emotions result in negative implications, such as vandalism, low productivity, employee turnover, low morale towards the job among employees and low commitment.

Improving employees' commitment and job satisfaction in general, is therefore fundamental to improving the performance and quality of products and services and increasing the productivity of workers as well as development of a positive outlook towards the job. Also, employee satisfaction influences the organisational performance as well as customer satisfaction (Masanja, 2013).

Topper (2008) conducted a job satisfaction survey with 3,095 library staff members in the US. The sample included library staff of all libraries and ages. The findings revealed that 72 percent were "satisfied" or "very satisfied" with only 23 percent being "somewhat satisfied". In another survey of US and Canadian libraries, Plate and Stone (1974) found that factors involved in producing job satisfaction were distinct and

different from the factors that lead to job dissatisfaction. Factors producing job satisfaction are concerned primarily with the actual job content and the reasons for dissatisfaction are related to the job environment. Similar findings have been reported in the UK (Oshagbemi, 1997); in Russia (Linz, 2003); and in the Greek academic libraries (Tsigilis, Koustelios and Togia, 2004).

Even though there is high a level of satisfaction among library workers in developed countries, scholars are quick to point out reasons for dissatisfaction, their challenges and disappointments mainly concerning salaries, funding and management. Respondents in smaller libraries reported that they “get no respect” from their colleagues. In larger libraries both public and academic, bureaucracy was the common source of frustration (Linz, 2003; Tsigilis *et. al.*, 2004; Topper, 2008).

Contrary to the developed countries, job satisfaction in developing countries is low. In Nigeria, for example, job satisfaction was low in several studies that were carried out (Edem and Lawal, 1999; Tella, Ayeni and Popoola, 2007; Amusa, Iyoro and Olabisi, 2013). Factors such as poor working conditions, policy and administration of libraries, occasional selective promotion, and wages, were among causes of dissatisfaction (Badawi, 2006; Adio and Popoola, 2010). In Kenya, employee turnover is one of the biggest challenges in many organisations. The findings of a study on job satisfaction and employee turnover revealed that employees were dissatisfied and demotivated due to poor communication (Nyakego and Mulongo, 2014).

A qualitative study on the dimensions of job satisfaction of library professionals revealed that, on the one hand, meeting and helping customer/clients and continuing professional development were causes for satisfaction. On the other hand, job dissatisfaction was experienced due to promotion being few and far in between, public perception of low image, constraints of facilities and space and lack of communication between administration and staff (Haque *et al.*, 2012). Hyder and Batool (2013) found that the job satisfaction level of librarians in developing countries was “lower” than that of developed countries. The major reason for this was society did not value indispensably information experts and librarians. Ullah (2012) investigated the relationship between the work motivation and job satisfaction of librarians. The study found significant association between work motivation and job satisfaction. Literature review concludes that job satisfaction is significantly associated with the nature of work, fair treatment, co-workers and status of librarians in the society.

In a study on what today’s academic librarians can reveal about recruiting and retaining library workforce of tomorrow, findings revealed initiatives for retaining librarians in academic libraries and enhance job satisfaction to include: intrinsic job rewards such as participatory management, empowerment, and freedom to create new services, recognition and small rewards, support employee efforts to develop new programmes, seeking grant funding for special projects, attending workshops and training, contributing to local state, and national professional association, research, publish, and presenting, gaining subject expertise, and learning other job skills through job rotation (Moran *et al.*, 2009).

The empirical evidence reveal that job satisfaction naturally depends on the economic, social and cultural conditions of a given country (Lund, 2003). This explains why findings may differ from country to country, organisation to organisation and from one profession to another. Thus, despite the availability of numerous studies conducted on job satisfaction of employees from different professions and particularly for librarians on different countries and organisations/institutions, it is vital to investigate job satisfaction in the context of Tanzania's academic libraries for the library profession to fill the gap.

In a survey done by a team of librarians (Manda, 1989; Nawe, 1989; Ngaiza, 1989; Nkebukwa, 1989; Puja, 1990; Sikazwe, 1989) from the University of Dar es Salaam library on the status of human resources for information and library services in six ministries noted that all the ministries faced problems of staff shortages. Furthermore, Nawe (2001) reports that the staff managing the services were, on the whole, dissatisfied with the level of services provided. Also, the staff were not satisfied with the employers' attitude towards library services as they felt they were being sidetracked; their capabilities and potential were not recognised and their requests and opinions were not taken seriously. However, the study did not provide any evidence on the level of satisfaction or how institutional policy concerning libraries worked, let alone how their relationship with supervisors or the work itself affected their job satisfaction.

Furthermore, library staff were not involved in decision-making, opportunities for professional growth were minimal, budget cuts were a norm and their image was poor

(Matefu, 2002; Kyumana, 2013). Librarians at UDOM expressed their grievances in a letter to the editor, *Mwananchi* (2015, Aug. 14) which reads in part:

*“Librarians are marginalised and working in very difficult conditions coupled with threats from supervisors. Humiliation from higher management is experienced. Payment for extra duties/shifts is not given, politics in the promotion process is evidenced and opportunities for advancement are not available.”*

Despite the number of challenges experienced by library staff in Tanzania or the number of studies testing Herzberg’s motivation-hygiene theory in different countries, institutions and professions, no such study had been hitherto seen in Tanzania to investigate the general level of satisfaction or how motivational factors (achievement, recognition, work itself, responsibility and advancement) and hygiene factors (university policy and administration, working conditions supervision, relationship with supervisors and co-workers, pay, job security and status) affect job satisfaction of librarians in the country’s academic libraries.

Against this backdrop, the present study attempted to fill that gap as understanding and improving job satisfaction in any profession in general, and librarians in particular, is important in the successful administration of many libraries. Indeed knowing the important level placed by individuals on certain satisfiers can help managers and librarians to promote better human resources management practices and planning of motivational strategies that could remedy the situation.

## **1.2 Statement of the Research Problem**

There is low job satisfaction among library staff in developing countries resulting from either their job or from the environment (Jayaraman and Kumar, 2013; Alansari, 2011; Badawi, 2006); this state of affairs results in undesirable work outcomes such as high rate of staff turnover, absenteeism, and poor performance while on an individual it leads to feelings of apathy and stress. Although job satisfaction phenomenon has been researched upon extensively, particularly in the developed world's context and even developing countries, there is paucity of retrievable evidence on what the situation is like in Tanzania's academic libraries.

In Tanzania, the situation of job satisfaction among library staff with their work (motivational factors) and its environment (Hygiene factors) had yet to be researched upon. Nawe (2001), while examining the future of library and information services in the country, noted that little has been done by professionals to study human resource issues as inferred from the areas covered by library professionals in their researches. In another study on work-related stress among library and information workforce, Nawe (1995) hinted that both sources of satisfaction and stress for the library professionals are tied to their relationship with their patrons as well as with colleagues. Furthermore, negative stress emanates from the environment in general; however, the subject of satisfaction was not one among the objectives explored in detail (ibid).

Moreover, despite challenges facing library staff in Tanzania (Nawe 1995; 2001 & 2003) there is little scientific evidence in academic libraries on the library staff's level of job satisfaction and factors that affect satisfaction levels. Furthermore, there is little literature on the Herzberg motivation-hygiene factors and how they affect particularly library staff job satisfaction in Tanzania's academic libraries. The studies available are either not directly linked to determining job satisfaction or focus on the effects of motivation and hygiene factors on library staff job satisfaction or they are outdated considering the changes that have occurred and continue unfolding in the library profession especially in Information and Communication Technologies, digitization, automation and management of libraries in the digital age.

As such, an investigation of job satisfaction is *sine qua non* as a deeper understanding of this phenomenon would assist in understanding the library staff's level of job satisfaction that could eventually translate into needs identification and better planning of motivational strategies in the country's academic libraries.

### **1.3 Research Objectives**

The study was guided by the following objectives:

#### **1.3.1 General Objective**

To investigate job satisfaction among library staff in selected academic libraries in Tanzania.

### **1.3.2 Specific Objectives**

- i. To measure the level of job satisfaction among library staff in selected academic libraries;
- ii. To assess the effects of motivational (intrinsic) factors on job satisfaction among library staff in selected academic libraries;
- iii. To assess the effects of hygiene (extrinsic) factors on job satisfaction among library staff in selected academic libraries; and
- iv. To compare the level of job satisfaction of selected public and private university academic libraries.

### **1.4 Research Questions**

- i. What is the level of job satisfaction among library staff in selected academic libraries?
- ii. How do the motivational (Intrinsic) factors affect job satisfaction among library staff in selected academic libraries?
- iii. How do the hygiene (extrinsic) factors affect job satisfaction among library staff in selected academic libraries?
- iv. What is the comparison of job satisfaction of the selected public and private university academic libraries?

### **1.5 Significance of the Study**

According to Origo and Pagani (2008), studying job satisfaction is important because it may have an indirect effect on labour productivity: indeed, highly satisfied workers exhibit higher job performance (e.g. in terms of lower turnover rates and absenteeism). Economists have primarily been interested in “job satisfaction as an economic variable” because more satisfied workers are more motivated and, hence, more productive, hence generating positive effects on overall firm profitability. Hence, this study is paramount to Tanzania academic libraries due to the following reasons:

Firstly, the investigation of job satisfaction has attracted research interest because employee job satisfaction is important in enhancing organisational productivity and boosting employee morale. This study contributes to an understanding of the job satisfaction phenomenon and the extent to which the variables related to their motivation and hygiene factors affect their job satisfaction in the context of Tanzania’s academic Libraries. In fact, the findings provide a deep understanding of which factors satisfy or dissatisfy library staff that, in turn, facilitate better planning for motivational strategies.

Secondly, this study reveals library staff’s attitudes towards the variables of their work environment and the job in general (i.e. organisational policy and administration, pay, promotion, recognition, job security, advancement, relationship with peers, supervisors and management). After all, library staff’s attitudes towards their career are fundamental in improving the quality of service. Evidence from various studies suggest that high

quality service provision and better support of the university mission, vision and goals results from the library staff's positive attitudes or feelings towards their job.

Moreover, the findings of the current study inform decision-makers and the public on the contribution of motivation and hygiene factors to the library staff's job satisfaction and how these are related to library staff job satisfaction and commitment. This information, in turn, can assist university management in policy-making and planning for motivational strategies congruent with the current work environment, technologies, while taking into account new labour laws.

Furthermore, the study contributes to the existing body of knowledge and literature related to library staff job satisfaction in the context of Tanzania's academic libraries. Also, the modified conceptual framework adopted from the Herzberg Two Factor Theory and Situational Occurrence Theory contributes to the body of theories.

### **1.6 Scope of the study**

Delimitations of the study address how the study is narrowed in scope or what it is confined to (Luambano, 2013). The study was conducted in four academic libraries of the University of Dar es Salaam, University of Dodoma, Iringa University and St. Augustine University of Tanzania. The UDSM and UDOM academic libraries represent public universities whereas SAUT and Iringa University libraries represent private universities.

The study was confined to these four (4) selected academic libraries out of thirty-three (33) academic libraries in Tanzania as accredited by TCU in 2016 due to time provided for the study i.e. three years (aimed at covering and completing proposal writing, literature review, data collection, analysis and report writing) and limited finances provided. To ensure representativeness and comparison of data, two (2) public out of twelve (12) universities libraries and two (2) private out of twenty-one (21) university libraries were selected for the study. These libraries were located in four different regions: Dar es Salaam (UDSM Library), Mwanza (SAUT Library), Dodoma (UDOM Library) and Iringa (Iringa University Library).

### **1.7 Limitations of the Study**

The number of library staff was small in each selected academic library, hence to ensure no key individual failed to participate in the study, non-probability sampling technique was used to select the respondents for the study. Thus, library staff were selected based on their availability in their respective academic libraries excluding those who had reasons for being absent, for instance, on study, maternity or sabbatical leaves. Despite the delimitations and limitation of the study, the research objectives were fulfilled as required.

## **1.8 Definition of Key Terms**

The following definitions cover terminologies and concepts as applied in this study;

### **1.8.1 Job Satisfaction**

In this study, job satisfaction refers to a general attitude or reaction of employees in relation to their jobs and job elements such as work environment, work conditions, rewards, and communication with colleagues as adopted from Onuoha, Samuel and Ojo (2014). Also, job satisfaction is a positive feeling about a job, stemming from an assessment of its characteristics and can be understood in terms of its relationship with other key factors such as interpersonal relationship, work conditions, recognition, pay, status, security and opportunities for growth (Robbins and Judge, 2013).

### **1.8.2 Job Dissatisfaction**

Job dissatisfaction is an employee's response to his/her job that can range from feelings of apathy, to depression and despair, to anger, frustration and resentment. It leads to a desire to quit and move on to something better as adopted from Smith (2011). According to Jianguo and Frimpong (2011), job dissatisfaction is the psychological condition of an employee brought about by the problematic conditions at work. Job dissatisfaction happens because of work overload, lack of control, unfairness, value conflict and insufficient reward. In fact, "job dissatisfaction is the loss of meaning in one's world" (Jianguo and Frimpong, 2011:1116).

### **1.8.3 Library Staff**

In this study, library staff constitute “professionals”, for example practitioners working in the library with university degrees (bachelor’s, master’s and PhDs) and “paraprofessionals” who are library staff practitioners with certificates or diplomas in librarianship as adopted from Adomi and Nwalo (2003).

### **1.8.4 Academic Libraries**

An academic library definition, according to Murugan (2013), is a library which serves an institution of higher learning such as college or a university whose main purpose is to support the host institution’s curriculum and research of the university’s faculty and students.

### **1.8.5 Private University**

These are universities which are not funded by the government. They receive tax breaks, public students’ loans and grants, and are subjected to government regulations. Most of the private universities are owned by non-profit organisations. Private universities are generally smaller than public universities and have smaller class sizes than public universities.

### **1.8.6 Public University**

This is a university that is predominantly funded by public means through national or sub-national governments. Public universities and colleges are generally larger and have

larger class sizes. A public university is likely to provide larger selection of majors, with both general classes and specialised programmes than a private one.

### **1.9 Organisation of the Thesis**

The thesis is organised by themes, however, the first chapter provides the background to the statement of the problem. The second chapter reviews literature organised from important aspects surrounding job satisfaction such as human resource management, motivation and following the chronological order of the objectives to expound on the specific themes. The third chapter discusses the research methodology used covering research design, data collection methods and sampling techniques. The fourth chapter provides findings of the study organised by the objectives of the study. The fifth chapter discusses the findings of the study according to specific objectives. Lastly, the sixth chapter provides summary of findings, conclusions and recommendations.

### **1.10 Summary of the Chapter**

This chapter has described job satisfaction by providing the background covering its meaning, research done on the topic and the situation in Tanzania. It's statement of the research problem focuses on what needs to be investigated. Moreover, it clearly states the objectives and research questions guiding the literature review, data collection, analysis and discussion. It has underscored the value of investigating job satisfaction, thus providing a justification for investigating job satisfaction. Furthermore, it has delineated the limitations and delimitations of the study. Finally, it has provided the definitions of key terms as applied in this study.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

This chapter reviews literature related to job satisfaction to show the current study on previous research. It defined and discusses job satisfaction and dissatisfaction in general. Specifically, it reviews literature pertaining to the concepts of work, human resource management, motivation, job satisfaction and inter-relationships between the concepts. The literature review follows the specific objectives under the subtitle of trends in job satisfaction and dissatisfaction. For the first objective, the review discusses the level of job satisfaction. For the second and third objectives, the literature review focuses on factors affecting job satisfaction, including both motivational (intrinsic) and hygiene (extrinsic) factors. The review also compares job satisfaction literature between one country and another or one organisation and another in relation to the fourth objective of the study. Furthermore, the chapter reviews literature on job satisfaction in Tanzania before establishing the research gap that the study set out to fill. Subsequently, the chapter provides the theoretical and conceptual framework that guided the study.

#### 2.2 Conceptualisation of Job Satisfaction

Despite its wide application in scientific research, as well as in everyday life, there is still no general agreement on what constitutes job satisfaction. In fact, there is no defined and universally acknowledged definition of what job satisfaction represents

(Aziri, 2011). Different authors have different approaches to defining job satisfaction. Some of the most commonly cited definitions on job satisfaction are as follows:

Job satisfaction is a complex phenomenon that can be variably interpreted. It is the absence of pain, oppressiveness and intolerance and indeed, enjoyment of work. In fact, job satisfaction is one of the most elusive constructs in the study of industrial relations. After all, job satisfaction studies are based on emotional responses of employees which are related to some socio-cultural, organisational and personal variables such as pay, promotion, supervision, benefits, contingent rewards, operating procedures, co-workers, nature of work, working conditions and social status (Jayaraman and Kumar, 2013).

Robbins and Judge (2013) define job satisfaction as a positive feeling about a job, emanating from an assessment of its characteristics. A person with high level of job satisfaction holds positive feelings about his or her job, whereas an unsatisfied person holds negative feelings. The job characteristics (dimensions) that contribute significantly to employees' job satisfaction include the work itself, pay, promotion, working conditions, supervision, co-workers and healthy working environment (ibid).

Topper (2008) defines job satisfaction as a general attitude of the workers towards the wages, work conditions, control, job promotions, social relations at work, recognition of talent and other similar variables, personal characteristics, and group relations other than the work life. The difference between the results that the individual desires and those they maintained would affect their job satisfaction. Mousavi *et al.* (2012) describe job satisfaction as a pleasing emotional associated with the appraisal of one's job or

experience. Low activity, absenteeism, aggression, disease, and turnover can constitute consequences of job dissatisfaction. Usually, employees display their dissatisfaction with the work conditions through resignation, objection and negative actions.

In addition, job satisfaction represents a combination of positive or negative feelings that workers have towards their work. Usually, a worker once employed in an organisation, he/she brings to it the needs, desires and experiences which determine expectations that he/she has dismissed; job satisfaction represents the extent to which constitute his/her expectations that ought to be matched to the real awards. Not surprisingly, therefore, job satisfaction is closely linked to how individuals behave in the workplace (Davis *et al.*, 1985).

Furthermore, job satisfaction is a collection of feelings and beliefs that people have about their current job. The degree level of job satisfaction can range from extreme satisfaction to extreme dissatisfaction. In addition to having attitudes about their jobs as a whole people can also have attitudes towards various aspects of their jobs, for example, the kind of work they do, their co-workers, supervisors or subordinates and their pay (George *et al.*, 2008).

Herzberg *et al.* (1959) expounded on the dual factor theory of job satisfaction, which states that there are two groups of factors which determine job satisfaction or job dissatisfaction. Herzberg's (1966) two-factor theory suggests that only job-content facets (e.g. achievement, responsibility, the work itself, promotion, advancement) lead to satisfaction. On the other hand, job context-related factors (e.g. pay, security, working

conditions, relationship with co-workers and supervisors, policy and administration) lead to job dissatisfaction and not satisfaction (Oshagbemi, 1997). Overall, job satisfaction is a complex and multifaceted concept which means different things to different people. Although job satisfaction is usually linked with motivation, the nature of this relationship remains vague. After all, satisfaction is not the same as motivation. In fact, job satisfaction is more of an attitude, an internal state than otherwise. It could, for example, be associated with personal feelings of achievement, either quantitative or qualitative (Mullins, 2007).

### **2.3 Conceptualisation of Job Dissatisfaction**

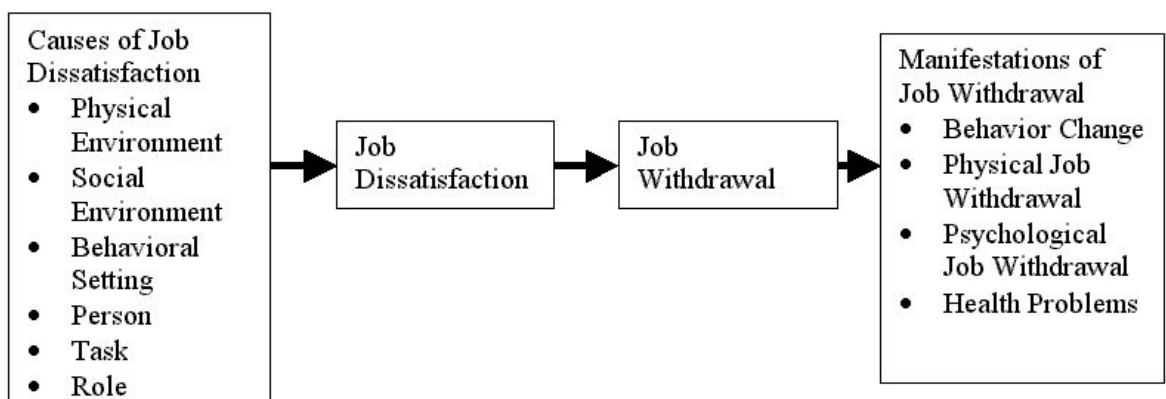
Job dissatisfaction is an employees' dissatisfaction with the work they do and their negative attitude towards the job such as weariness, reluctance and a sense of escape. Eroglu, Coban and Irmis' (2014) research show that dissatisfied employees have higher intention to quit than satisfied ones. The signs of job dissatisfaction among employees include absenteeism, burnout, frequent errors while working and, finally, the intention to quit altogether. Employees, who are dissatisfied with their jobs, are more introverted, hostile, emotionally unstable and distressed. Indeed, job dissatisfaction makes employees feel powerless and untalented. In the case of a dissatisfaction that cannot be dealt with personally, personality disorders and diseases may arise.

According to Talukder, Talukder and Alam (2014), job dissatisfaction can only arise from the experience of unpleasant surprises with the current job, good surprise with the

current opportunities, or unexpected constraints such as becoming involuntarily laid off and unemployed:

*“When negative stress is high it reduces job satisfaction. When a job does not correspond with an employee’s personal life, or is the source of anxiety and confusion, it’s stressful. Work conditions: Work places must be in normal conditions allowing employee to do their job properly. In working places where there is insufficient conditions, employee motivation level decreases and such a situation affects employee job satisfaction negatively” (Talukder, Talukder and Alam, 2014:184).*

Figure 1 presents the overall model on job dissatisfaction-job withdrawal process:



Source: Geocities (2016)

**Fig. 1: An Overall Model of the Job Dissatisfaction-Job Withdrawal Process**

Generally, satisfaction and dissatisfaction are not points on the same line, but rather distinct attitudinal entities. For example, a variable that increases worker satisfaction does not, necessarily decrease dissatisfaction; conversely, the presence of a variable that increases a worker’s dissatisfaction may have no effect on the same worker’s satisfaction (Bernstein, 2011). Thus, Herzberg (1966) contended that, factors causing

satisfaction and dissatisfaction in workers were dissimilar and, as such, the concepts of satisfaction and dissatisfaction cannot be functional opposites despite being linguistic opposites. As such, the opposite of 'satisfaction' is not 'dissatisfaction' and neither is the opposite of satisfaction no satisfaction. Correspondingly, the opposite of 'dissatisfaction' is not 'satisfaction' and no dissatisfaction either.

Pors and Johannsen (2002) noted in their survey of dissatisfaction among employees that up to 25 percent of the workforce leave their respective jobs before having worked there for three years. The main reason for this behaviour is not connected with a general high level of mobility; it is connected with dissatisfaction. It is also costly for firms and institutions to recruit people. People employed for less than three years do express dissatisfaction with leadership, opportunities for growth, recognition and failure to relate to the organisation's mission and vision resulting in failing to realise objectives.

#### **2.4 Work History and Significance to the Society**

Even a brief history should start at the beginning. Smith (1937) in his book that probed the nature and causes of the wealth of nations would put it, work was toil and trouble. Even in the beginning, work as toil and trouble was contrasted with leisure, ease, or rest. The author also highlights another important conception of work as "the real price of everything," since working transforms natural objects into things that people need or want. Thus, what everything really costs to the human being who wants to acquire it is the toil and trouble of acquiring it (Dupre and Gagnier, 1996). Work is usually of relatively high importance when compared with meaning in other areas in a person's

life. Working is also generally more important than leisure, community and religion and ranked second to family. Work is apparently so important to some individuals that they can work even when they have enough money to maintain their lifestyle without it. For some individuals, life and work are inextricably tied and for others, work and other aspects of their lives could not be further apart (Shacklock and Brunetto, 2011).

According to Nerison (1999), work determines a person's worth and his/her place in society in addition to influencing one's psychological identity and sense of well-being. Moreover, work establishes one in the community of human kind and links a person to others, advances the goals of culture, and gives purpose to one's very existence. Overall, work is dynamic, complex, and diverse in today's society with everyone developing his/her own meaning for and motivation to work.

Furthermore, an article by Belarusian State University (2016) asserts that people's lives are an odd mixture of different moments of action and inaction, work and rest. Work saves people from the dullness and boredom in life. It puts our energies to a proper use. Unused energies create disorders in us as they make people physically sapped and mentally unhappy. On the other hand, idleness is more tiresome and painful than work. In fact, even the most unpaid, unimportant and unpleasant work is better than no work.

The nature of much library work involves a great deal of administrative repetition. With technology ever increasing, changes to the working lives of library staff are frequent. Moreover, financial resources are usually restricted, as only limited finances are available for staff salaries. Staff in libraries can be diverse in age, cultures and

experiences and may have a broad range of expectations from their employment. As libraries are still seen by many employees as safe havens in which to work, staff turnover is generally not ascertained. For those who are ambitious, rigid organisational structures have resulted in fewer opportunities for promotion within the same organisation coupled with limited possibilities for them to further their careers in other sectors of the profession (Green, Chivers and Mynott, 2000). As such, an understanding of people's feelings of well-being in the workplace or, equivalently, their levels of "job satisfaction", is important to public policy (Borooah, 2009).

## **2.5 Job Satisfaction and Human Resource Management**

Armstrong (2008) defines human resource management as a strategic and coherent approach to the management of an organisation's most valuable assets the people working there who individually and collectively contribute to the achievement of its objectives. Tella, Ayeni and Popoola (2007) note that the management of people at work is an integral part of the management process. In fact, to understand the critical importance of people in an organisation is to recognise that the human element and the organisation are synonymous. In this regard, a well-managed organisation usually sees an average worker as the root source of quality and productivity gains. Such organisations do not look to capital investment, but to employees, as the fundamental source of improvement. Moreover, an effective organisation would make sure that there is a spirit of co-operation and a sense of commitment and satisfaction within the sphere of its influence.

Armstrong (2008) further explains the first HRM concept as was made by the Michigan school, which hold that HR systems and organisational structures should be managed in a way that is congruent with an organisation's structure. Overall, they explain that there is a human resource cycle which consists of four generic processes or functions that are performed in all organisations:

- i. *Selection*- matching available human resource to jobs;
- ii. *Appraisal*- performance management;
- iii. *Rewards*- the reward system is one of the most under-utilised and mishandled managerial tools for driving organisational performance; it must reward short as well as long-term achievements, taking into account that a business must perform in the present for it to succeed in the future; and
- iv. *Development*- developing high quality employees (Armstrong, 2008)

Human resources are the heart of all operations in a given organisation. Albattat and Som (2013) note that human resources are one of the main parts of the product performing the difficult role of enhancing the organisational image. As in other industries, the education sector highly depends on humans having direct contact with their customers. With the help of human resources, an organisation can enhance its business; however due to employees' various needs, it becomes increasingly difficult to retain their employment. Therefore, the focus should be on understanding their needs to achieve their satisfaction.

The development of different libraries such as academic libraries, public libraries, research libraries, school libraries and national libraries has an effect not only on the client but also on professionals as well as the human resource management of the library. The academic library brings about changes in the activities of the library in terms of users, jobs and staffing. It is widely accepted that human factors constitute one of the key components of the libraries, and yet relatively little attention has been paid to human and organisational factors in the academic library. Indeed, these directly contribute to the productivity of libraries and higher learning institutions.

Within the context of libraries, Mashoeshoe-Chadzingwa (2010:451) defines human resource management as “the strategic and coherent approach to the management of an organisation’s most valued assets the people working there, who individually and collectively contribute to the achievement of the objectives of the business”. In general, HRM denotes the design of formal systems in an organisation to ensure effective and efficient use of human talent to accomplish organisational goals.

Onuoha, Samuel and Ojo (2014) note that academic libraries play a fundamental role within the university community through the facilitation of teaching, learning and research. Staff of university libraries are responsible for the daily activities of a library, which includes the selection, acquisition, organisation and dissemination of library materials. To work effectively, library staff should have a sense of job satisfaction. Tella, Ayeni and Popoola (2007) elaborate that, making employees satisfied and

committed to their jobs in academic and research libraries requires strong and effective motivation at various levels, departments and sections of the library.

In the same vein, Mashoeshoe-Chadzingwa (2010) further asserts that organisations, enterprises and services had swiftly and meticulously attended to issues of human and human resources as indispensable drivers of any business' success. In fact, organisations have even transformed structurally, adopted the HR approach and devised formal systems for ensuring that HR matters were professionally handled and managed. After all, the success of any service depends largely on the well-being of its employees.

With regard to human resource management in general, and its implication on job satisfaction in particular, Cambre *et al.* (2012), while explaining group level differences in job satisfaction contend that individual employees might differ considerably when it comes to job satisfaction and job-related well-being. In research on HRM, there is also an increasing interest in group level processes and outcomes, including group level job satisfaction, which could partly influence the effects of organisational policies and practices pertaining to organisational performance. In this line of research, there has been an apparent shift from studies between organisations to studies on a single sector industries and/or single large companies. Many of the institutional factors influencing HRM and HR outcomes are implicitly being controlled by choosing a sector study approach in one country. Furthermore, this approach allows HR scholars to examine more closely the differences in HR processes and implementation within organisations.

Overall, Mashoeshoe-Chadzingwa (2010) observes that organisations, including library services in Southern Africa are changing from personnel management to strategic approaches to HRM and HRD. Yet, the participation of library managers ranges from zero, very low to average. Participation has varied with different libraries in the areas of recruitment, HRD, employment relations, health/safety, performance appraisal, to compensation. In fact, discussions have highlighted the need to sensitise library managers on relevant HRM matters. Therefore, library managers should work as a team with HR professionals to focus fully on HRM as affecting library services in the sub-region and in their specific countries and organisations. In addition, more studies or in-depth research coupled with sensitisation mechanisms should be carried out on HRM in different libraries in different countries.

## **2.6 Job Satisfaction and Motivation**

The term ‘motivation’ has been derived from the Latin word ‘*movere*’, which means to move. Motive is anything that initiates and sustains activity; it serves as a psychological force within an individual that sets him/her in motion. Moreover, behind every human action, there is a motive. That motivation is a general inspirational process that gets members of the team to work together effectively, give their undivided loyalty to the group, carry out tasks that they have accepted properly and generally play an effective role in group work (Gupta, 2010).

Al-Aufi and Al-Kablan (2014) elaborate that academic libraries play a central role in the advancement of education and scientific research. Specifically, the libraries effectively contribute to the educational systems of universities; help meet the universities' objectives, and support educational and research policies. Thus, motivating and investing in these academic libraries is beneficial to the development of both the organisation and society. Indeed, there is a need to establish an appropriate motivation system for librarians to empower workers and achieve quality in information services. In other words, providing efficient services to users depend highly on the motivation of these librarians.

As motivation is a precursor to organisational outcomes such as job satisfaction and job performance, which are key areas of interest for managers and researchers, literature on motivation and job satisfaction links these concepts and provides a deeper understanding on designing jobs and motivational strategies for employees. Westover, Westover and Westover (2010), point out that the principles of job satisfaction and motivation are closely related, and are key for an effective and productive workplace to evolve.

A common belief is that having well-motivated staff is a significant factor in engendering an effective library and information service. However, the task of ensuring a high level of staff motivation requires from library managers a range of managerial, sociological and psychological skills for which they have had little or no training at all (Green, Chivers and Mynott, 2000). Green, Chivers and Mynott (2000) assert that, library managers should recognise when members of staff are de-motivated and address

the factors that are contributing to the situation. In fact, managers need to combine the diverse needs of the organisation with the individual needs of the staff to keep them motivated, a daunting task for managers with limited managerial education, training or experience. Nevertheless, instilling motivation help them increase the possibility of providing an effective library service and ensure job satisfaction of library staff.

Lack of motivation, on the other hand, inclines individuals to experience a lower level of satisfaction at work, coupled with low performance and a high rate of absenteeism. Such personnel are more likely to leave the organisation than motivated ones. As there are high organisational costs associated with low job satisfaction, low performance quality, high rates of absenteeism, and high turnover rates, constitute organisational costs, which over time could cripple an organisation. Therefore, organisations should have a high degree of interest in the motivating employees as the motivating potential of a job serves as a precursor to various job-related outcomes (Friday and Friday, 2003).

When investigating library and information science students' perception of the library and information profession and their motivation for undertaking a degree in this field, Simon and Taylor (2011) noted that librarians usually come off badly in terms of perceived status and earning potential in comparison to not only doctors or lawyers, but also in relation to "similar" professions such as teaching. Their findings also revealed that it was the experience of working in the library and information services which made people engage with and commit to the profession. In this regard, problems with the image and status were often overcome with experience. In fact, many respondents

described their route into library and information work as an accident, and the decision made at this point may indicate that the ‘accident’ morphed into a viable career path (ibid).

On the other hand, when establishing an algorithm to identify the most motivated employees, Canos-Daros (2013) established that both employees and managers considered motivational factors that could be classified into eight (8) types:

- i. Self-motivation (recognition, achievement, relationship building, responsibility for work, flexibility);
- ii. Management (leadership style, personal acknowledgement, supervisory satisfaction, strategic thinking, supportive management);
- iii. Development (career development/promotion, general satisfaction, social satisfaction, organizational commitment);
- iv. Communication (feedback from others, use of technologies, internal/external communication);
- v. Monetary incentives (pay satisfaction, pay and benefits/reward, wage increases, allowances, performance-related bonuses);
- vi. Team (team work, team unity, team success, dispositional work loyalty);
- vii. Ethics (organisational culture, following good practice, work ethic, values/beliefs, work-life balance and dignity);
- viii. And others (security satisfaction, housing, health insurance, granting unpaid holidays, awards and status/position).

Deeb (2016) noted that, motivating employees to complete their job duties at a satisfactory or better level can be challenging. In this regard, staff members show motivation when they are self-inspired to perform tasks and are proud of their work output. Employees, who do not have the drive to succeed at their company adversely impact others in the workplace, which can directly affect the success of small businesses or organisations. Dissatisfaction in the office environment can lead to de-motivation and negative consequences. After all, employees, who are not motivated, perform at a lower level than other workers. In fact, low productivity is attributable to not being motivated and other employees may feel that they must work harder to compensate for unfinished tasks. Secondly, when one employee lacks motivation, it can bring down the morale of the entire office. Moreover, gossip and complaints among the ranks can turn into discontent among employees. Overall, dissatisfaction with their jobs can spread and even prompt employees to want to quit. Also, unmotivated employees may lack the energy or patience to deal with customers. To avoid these situations, Simon and Taylor (2011) suggest that it was necessary to know motivational factors and their importance for managers and employees. Due to the subjectivity underlying motivation processes, managers and employees can have different beliefs, expectations and points-of-view about the same reality.

## **2.7 Trends of Job Satisfaction and Dissatisfaction**

The search for an understanding of the causes of job satisfaction is an ongoing area of interest for social scientists and managers. The premise is that satisfied workers would

be more productive and remain with an organisation longer than dissatisfied workers who tend to be less productive and more inclined to quit (Buitendach and Rothman, 2009).

Eskildsen, Kristensen and Westlund (2004) acknowledged that less has happened in the field of job satisfaction with respect to developing standardised measuring methods with most of the studies done on job satisfaction and intrinsic work motivation being limited to specific countries or specific organisations. In consequence, the studies report different and, sometimes, contradictory findings on the effect of employee characteristics such as gender, age and education level on work motivation and job satisfaction.

However, Cambre *et al.* (2012:202) skeptically noted that “the same job can vary enormously in its demands, control and support, depending on the organisation or context in which it is located. Thus, it may still be necessary to define the unit of analysis quite, for example, job X in location Y of organisation Z at time T”. It is on this basis that Tsigilis, Koustelios and Togia (2004) concluded that the lack of consistent findings could be attributed to research, hence emphasizing on general relationships rather than on examining relationships in specific job context. Thus, job satisfaction literature will be discussed following the themes established in the research objectives, i.e.: level of job satisfaction, factors affecting job satisfaction (motivational and hygiene factors), comparison of job satisfaction between either countries or institutions and the situation of job satisfaction in Tanzania.

### **2.7.1 Level of Job Satisfaction**

Westover and Taylor (2010) researched on the international differences and job satisfaction levels in six countries: West Germany, Great Britain, the US, Hungary, Norway and Israel. The results of the study indicate that rewards, particularly intrinsic ones, such as interesting job and job autonomy, are major drivers of job satisfaction for many countries. Additionally, Public Service Motivation –fit (PSM-fit) had a positive and significant impact on job satisfaction. Furthermore, country-by-country regression results demonstrate that there are important country differences in PSM, rewards, and work relations. Therefore, any work organisation such as multinational corporations, global NGO's, local and national governments, and labour unions ought to understand that individual workers in different countries face unique economic and social conditions that impact on their experience in the workplace. Westover and Taylor's (2010) utilised non-panel longitudinal data from the International Social Survey Programme on Work Orientations I, II and III of 1989, 1997 and 2005. In other words, they used pre-existing dataset. However, the current study was similar to Westover and Taylor (2010) as it investigated job satisfaction of library staff in academic libraries albeit by collecting data from the field as there were no pre-existing data to guide the study.

Uppal (2005) studied workplace characteristics and job satisfaction among Canadians with disabilities using nationally representative Canadian data attempting to account for the low levels of job satisfaction. The study found that workers with disabilities reported lower levels of satisfaction with their jobs than the able-bodied ones. Working conditions that fuel lower levels of job satisfaction include discrimination, harassment,

threat of layoff, poor interpersonal relations, risk of injury, too many demands and other related problems. When these variables were controlled, individuals with a mobility disability were no longer less satisfied with their jobs than the able-bodied ones. The dissatisfaction among other types of disabilities remains, though the magnitude decreases. Also, the negative effect was the strongest for workers who were visually-impaired.

The present study differs from Uppal (2005) in two areas. Firstly, the population of the study is not limited to only those with disabilities but is inclusive of all library staff in academic libraries under study. Though one of the similar advantages is that the presence of disabled respondents would enable their challenges to be compared to those of this study to establish what can be done. Secondly, the study covers workers with disabilities from Canada, and not those operating in the context of Tanzania.

On the other hand, Pors and Johannsen (2002) examined job satisfaction and motivational strategies among library directors using a comprehensive survey of Danish library directors. The study found that, when directors were asked to indicate how satisfied they were with leadership job; their response revealed a remarkably high degree of satisfaction with the job among library directors and middle managers. Also, the study established that the factors included freedom to organise the work, delegation, distribution of decision-making in the organisation, competency development and personal development. This study is similar to the current study as it is also guided by Herzberg's two-factor theory in analysing satisfaction, noting that variables associated

with job content have a significant influence on the leaders' job satisfaction. However, Pors and Johannsen's (2002) study differs in terms of context, as it covers only Denmark. Moreover, that study focused only on library leaders' satisfaction with regard to their jobs and work conditions, and thus, excluded other library staff who had no managerial positions.

In India, Jayaraman and Kumar (2013), while determining the job satisfaction of digital library professionals working in arts college libraries in Coimbatore city found that these professionals were less satisfied with their job. And when examining the facets of a library job, they found that independence, variety of work, social status of the job, supervision-human relation, supervision-technical, moral values, authority, ability utilisation, library policies and practices, scope of advancement, relation with co-workers, recognition of job done and achievement had a significant effect on job satisfaction. This study is similar to the current study as it measured job satisfaction and identified how motivation and hygiene facets affect the satisfaction level. However, the current investigation covered Tanzania, hence providing evidence from library staff in academic libraries as opposed to Jayaraman and Kumar's (2013) study which covered one city in India.

Using the Minnesota job satisfaction questionnaire for validation purposes in selected organisations in South Africa, Buitendach and Rothman (2009) investigated the manifestation of job satisfaction and the results confirmed a two-factor model of job satisfaction consisting of extrinsic and intrinsic job satisfaction. Based on the objectives

of the study, the results confirmed the reliability analysis of MSQ that the two subscales were sufficiently internally consistent. On the side of relationship of subscales with demographic variables, there were differences between job satisfaction and age and race groups. Buitendach and Rothman's (2009) study is similar to the current one as it uses the MSQ scale to measure job satisfaction, hence confirming its reliability. Also, demographic variables influence have been analysed to assess their effect on job satisfaction. The only disparity is the coverage. This study covered academic libraries and involved library staff only whereas their study covered different organisations and not just libraries.

On examining gender and job satisfaction Onuoha, Samuel and Ojo (2014) carried out a survey of library staff in private university libraries in Ogun State, Nigeria. Their findings revealed moderate level of job satisfaction across gender with males accounting for 27.2 percent and females for 35.1 percent of the total percentage of 62.3 percent for job satisfaction. In that study, gender did not have a significant influence on job satisfaction. In the meantime, factors such as stringent conditions for promotion, denial of access to benefits and lack of job security were major constraints to job satisfaction. Based on their findings, it is apparent that gender had no significant bearing on the job satisfaction of library staff in private universities despite gender discrimination being identified as a constraint to job satisfaction. Whereas the current study considered hygiene and motivational factor that may or may not contribute to librarians' job satisfaction in academic libraries, Onuoha, Samuel and Ojo's (2014) research took into account the gender dimension only and focused on private university libraries.

Al-Aufi and Al-Kablan (2014) who assessed work motivation for academic librarians in Oman found that employees in the Omani academic libraries perceived a modest level of motivation. Their lower-order motivation needs (food, clothes, shelter) were rated as satisfactory except for security needs, which indicated a level below satisfaction. On the other hand, the upper level needs of self-esteem were not adequately satisfied. Though the study objective was not to determine job satisfaction directly, the outcome led into that direction. Moreover, Al-Aufi and Al-Kablan (2014) investigated motivation using Maslow's Hierarchy of Needs. This study, on the other hand, did not use Maslow's theory and opted for Herzberg's two-factor theory instead. Like Al-Aufi's study, the aim of this research with regard to theories used was not to test them but to measure, explain and understand factors affecting library staff's job satisfaction in Tanzania's selected academic libraries according to the variables underlined in the given theories.

### **2.7.2 Factors Affecting Job Satisfaction**

While investigating expectations of employees toward the workplace and environmental satisfaction, Lee (2006) found that satisfaction with the workplace was positively associated with job satisfaction. Using linear regression analysis, that study found no significant difference between perception-based measures and gap measures for explaining work environment satisfaction. The results propose that physical environmental status below the expectation levels leads to dissatisfaction whereas levels exceeding expectation did not increase satisfaction levels.

Lee's (2006) study focused on job satisfaction, specifically investigating one of the variables in detail i.e. environmental workplace, which is one of the hygiene factors explored in the current study. In this regard, a questionnaire measuring workplace characteristics was developed and the design was based on the propositions of SERVQUAL (service quality). Moreover, the employee population used in Lee's study was limited to office workers in the manufacturing headquarter facilities or office settings in Michigan, USA whereas this study focused on library staff in Tanzania.

Oshagbemi (1997), who investigated job satisfaction and dissatisfaction in higher education, focusing on university teachers, found that they mostly explained their job satisfaction and not other considerations such as administration and managerial duties, present pay, promotions, head of unit's supervision/behaviour, or their physical conditions/working facilities. Also, the list of teaching related items explaining the job satisfaction of the respondents included student enthusiasm, admissions, pleasant students, meeting young people, contacts with students, high degree of autonomy in teaching and course development, helping students to pass examinations and doing well, opportunity to work with and learn from students some of whom have responsible jobs in developing countries, students' feedback on courses, supervision of students' projects and helping mature students achieve more than they thought they could.

As in the present study, Oshagbemi (1997) uses the Herzberg's Two-factor Theory and the Situational Occurrence Theory of job satisfaction to identify factors that cause satisfaction or dissatisfaction among university teachers. The difference is that

Oshagbemi's study was carried out in the United Kingdom (UK), a context that is completely different from one obtaining in Tanzania. Moreover, the study manages to show that there are other factors other than those in the two-factor theory that could lead either to satisfaction or dissatisfaction. Some of these factors would not be investigated in this study due to the difference in nature of work of library staff and university teachers. Furthermore, the study focused on university teachers whereas this study focuses on university library staff.

Work flexibility is a wide and heterogeneous concept. Flexibility is generally a key to the success of firms and of labour market in general due to its direct impact on work conditions, productivity, profitability and global firm and market performance. Origo and Pagani (2008) provided evidence from Europe in their study on workplace flexibility and job satisfaction and found that functional flexibility has a positive bearing on both extrinsic and intrinsic job satisfaction. However, it does not affect significantly satisfaction for the extrinsic part of the job. In fact, flexible working time reduces satisfaction relative to the extrinsic aspect of one's job, although it has no effects on intrinsic job satisfaction. Overall, the results indicate that workers also attach great importance to the non-monetary aspects of the job, which are more likely to be improved by many forms of functional flexibility than numerical and working time flexibility.

Origo and Pagani's (2008) study differs from this study in two major areas. Firstly, that study was carried out in Europe, an operational environment that is different from one found in Tanzania. Secondly, though the study focused on job satisfaction, it only

investigated work-place flexibility. This study, on the other hand, focuses on a wide range of factors in addition to noting that flexibility would be discussed on the aspect of work environment as one of the hygiene factors and the job itself as one of the motivational factors. In short, it explores this concept in the context of Tanzania.

Artz (2010), who explored the fringe benefits and job satisfaction, found that fringe benefits are significant and positive determinants of job satisfaction. However, the author also notes that, although fringe benefits are an important part of workers' compensation packages they have yet to be given much attention in job satisfaction literature. In Artz' (2010) study, variables explored to cover fringe benefits include flexible work hours, pension/retirement plan, dental insurance, parental leave, employer provided child care, employer offered vacation days, profit sharing and health insurance. The study concluded that fringe benefits can impact on work job satisfaction in either positive or negative ways.

Artz' (2010) study is similar to the current study as it treats fringe benefits as one of the variables for determining the effect on job satisfaction of library staff in academic libraries in Tanzania. Artz (2010) who covered fringe benefits in the context of the US had some variables such as dental insurance and employer provided child care that cannot be applicable in the context of Tanzania.

This brings in the issue of quality management, which is a philosophy aimed at achieving or exceeding customer expectations by focusing on employee involvement and continuous improvements in quality. Examining job satisfaction and quality

management, Menezes (2012) conducted an empirical analysis, which established that job satisfaction is positively linked to desired employee and organisational outcomes. Yet these findings do not support expectations that quality and high involvement management could lead to higher organisational performance but erode employee job satisfaction.

Menezes' (2012) study differs from the current research methodologically as it used the Workplace Employment Relations Survey of 2004 (WERS 2004) which provides information on workplaces including the use of specific quality and human resource management practices, employees' job satisfaction and other outcomes, something that is not available in developing countries in general and Tanzania in particular. Also, population-wise Menezes's (2012) study included workers from different organisations whereas this study focused only on library staff in academic libraries and, finally, the study covered the British workplace and workforce. This study is similar to the current study as it also explores job satisfaction, hence facilitating in strengthening discussions on the quality of service based on the level of job satisfaction. The difference has to do with the context of the current study.

In another study aimed at establishing the relationship between job satisfaction and burnout among Greek academic librarians, Tsigilis, Koustelios and Togia (2004) used a two-factor model and found that librarians' job satisfaction is mainly determined by the 'organisation as a whole', and 'working conditions' followed by 'supervision' and the 'job itself' aspects. On the other hand, 'emotional exhaustion' emerged as the strongest

determinant of burnout followed by ‘depersonalization’ (ibid). Moreover, the study established that the relationship between job satisfaction and burnout was negative. This negative relationship implies that higher job satisfaction tends to be accompanied by lower levels of burnout (ibid).

Tsigilis, Koustelios and Togia’s (2004) study is similar to the current one in terms of the variables used to investigate job satisfaction. The only difference is the ‘burnout’ concept, which is not one of the objectives investigated in the current study though it was anticipated to be one of the negative outcomes of low level job satisfaction.

In a study on job satisfaction, Topper (2008) found that 85.6 percent of the respondents responded that they were satisfied and would choose librarianship again had they were to start all over. The study also noted that the cause of library staff dissatisfaction include their challenges and disappointments, especially concerning their salaries, funding and management. In addition, library administrators were frustrated by the administrative’s incompetence who said that budgeting and on-the-job politics were areas they were “most unprepared” for. The study further cautioned that high satisfaction levels could end if the library profession failed to overcome its chronic problem of under-funding and acquire new political and management skills.

Topper’s (2008) study differs from the current one context-wise as it was carried out in the US. Also methodologically, Topper’s study took the form of literature review of psychological and sociological studies on job satisfaction in general and, especially, for library staff workers whereas this study collected field data.

On studying career choice, satisfaction and perception about their professional image among Kuwait librarians, Alansari (2011) established that the problem of image has been a major concern for librarians for a long time. This concern has generated much literature both in the past and the present. Mostly, Western in origin, the professional image largely deals with unfavourable, generally female, stereotype of librarians. The author acknowledges that the socio-economic status of a profession depends on its perceived value to a society, the education qualifications necessary to practise it, and the material benefits received by its practitioners. Overall, the library and information profession has always lagged behind in these areas compared to other high value, highly visible professions such as medicine, law and engineering. In this regard, the International Federation of Library Associations and Institutions (IFLA) note:

*“The general image by the public of the profession and the practice of librarianship is poor. The reputation of the profession is low and as a consequence the status of the workers in it is also low, this is manifested by poor salaries and inadequate conditions of service. The picture is not standard worldwide but it is to varying degrees and it is fairly accurate for most countries. IFLA added that this state of affairs is especially serious in developing countries where the relatively low level of education and the resultant lack of appreciation for the value of information generally, lead to this diminished view of the profession at large.” (Alansari, 2011:576)*

Alansari (2011) also acknowledges that in 1992, the IFLA sponsored an international study of the status and image of the information profession and the people who practise it. Questionnaires were sent to 152 organisations in 90 countries; in response, 292 individuals from 34 countries returned the questionnaires. The majority of the respondents (82.3%) considered the status of the library profession to be low whereas

only 10 percent disagreed. The top eight (8) of the seventeen (17) listed factors that contributed to the low image and status of the information profession as selected by the respondents are:

- i. Public has hardly any knowledge of the librarian's work.
- ii. Public is unaware of the responsibility for amounts of money and personnel involved in running libraries.
- iii. Public is unaware of the social responsibility of librarians.
- iv. The job of the librarian is poorly paid.
- v. Users of libraries cannot distinguish the librarian from other employees.
- vi. The quality of service is poor in some libraries.
- vii. Librarians play a marginal role in the development of the economy of the country.
- viii. Libraries receive little government funding (Alansari, 2011: 576)

In this light, Alansari's (2011) study found that Kuwaiti librarians experienced moderate levels of job satisfaction. The study offers insights into the job satisfiers and dissatisfiers as well as the respondents' perception of the major factors affecting the librarians' image. The results also show that extrinsic measures, such as recognition and accomplishment, fair performance evaluation, and job security were ranked at the top and are the most important aspects of job satisfaction whereas intrinsic measures, such as suitable daily working hours and nature of work, fell close to the bottom of the list. Another major finding is the cause of the librarians' job dissatisfaction. This occurs in

the areas of benefits, contingent rewards, communication, salaries, working conditions, and promotions (ibid).

In Nigeria, Badawi (2006) investigated the factors affecting the level of job satisfaction of female librarians using Herzberg's hygiene and motivational factors of job satisfaction. The study used 228 randomly selected female librarians from 35 libraries drawn from the six geographical zones of Nigeria to constitute a sample. The results of the study showed that female librarians in Nigeria are very satisfied with the achievement, interpersonal relationships, recognition, growth/advancement, work itself, salary, personal life and job security. They reported moderate satisfaction with supervision and responsibility. They also associated the lowest job satisfaction with the dire status and work conditions. The study established that the one overwhelming factor behind the dissatisfaction of female librarians was their attitude towards policy and administration of libraries.

Badawi's (2006) study is similar to the current one as the study investigated the job satisfaction of library staff in academic libraries using Herzberg hygiene and motivational factors of job satisfaction. However, the current study was not limited to female librarians as in the Badawi's study or cover other types of libraries such as public, school, national or research libraries. The focus of the current study was on academic libraries only.

Generally, the computerisation of library operations is a relatively new ongoing practice in many academic institutions' libraries. As a result, a number of questions can be asked in association with the impact of information technology on job satisfaction among academic library staff. In Kenya, Bii and Wanyama (2001) investigated the automation and its effect on job satisfaction among library staff of the Margaret Thatcher library (MTL), at Moi University, and found that there was a myriad of problems within the library regarding the training and access to automated systems of interest. However, library staff members viewed automation as enrichment and a source of satisfaction with their jobs. The few members of MTL staff, who viewed automation as a source of dissatisfaction, faulted the way automation was handled. In particular, training and subsequent rights to access and use of the software packages available was the main cause of discontent among these librarians. Bii and Wanyama's (2001) study is similar to the current study as it focuses on job satisfaction of library staff. The only difference is the scope of that study as it took place in Kenya and was limited to job satisfaction with regard to library automation. This study, on the other hand, focused on the overall job satisfaction regarding the work itself (motivational aspects) and the environment (hygiene) factors of library staff in Tanzania's academic libraries.

Amusa, Iyoro and Olabisi (2013) investigated the work environment and job performance of librarians working in the public universities of South-West Nigeria using a survey research approach. The study found that the work environment of librarians in terms of physical facilities, open communication, motivation were fairly favourable while personal emoluments were considered not favourable at all. This inadequacy is

reflected in the job performance of the librarians as they rated their performance as only fair. The study also established that there was a significance correlation between the work environment and the job performance of the librarians. In addition, the favourable work environments correlate with the high productivity of personnel in any organisation. Amusa, Iyoro and Olabisi (2013) in this regard focused on investigating how the environment could affect the job performance of the library staff. However, the study was narrow in perspective and investigated in detail the work environment. Similarly, the current study analysed the work environment; but not as the only variable on which the study focused on, but as one among the variables in Herzberg's hygiene factors.

Edem and Lawal (1999) examined the job satisfaction and publication output among librarians in Nigerian universities. The results of the empirical analysis indicate that, of the six dimensions of job satisfaction used in the study, only three i.e. achievement, responsibility and recognition had a significant influence on librarians' publication output. Other dimensions such as the salary, university library policies and administration, and supervision had no significant influence on their publication output. The study also found that the intrinsic job satisfaction dimensions had the greatest bearing on the quantity of publications in the sample population. However, the extrinsic job satisfaction dimensions, which do not influence publication output, should not be neglected and, thus, could be improved upon to enhance job satisfaction and raise the publication productivity. Contrary to the current study, Edem and Lawal (1999) used a stratified random sampling method to select librarians in 22 university libraries in Nigeria. Moreover, the focus of their study was on the publication output, something

that para-professional library staff cannot do. On the other hand, the study is similar to the current one as it investigates job satisfaction using both intrinsic and extrinsic factors of job satisfaction among library staff.

In Kenya, Nyakego and Mulongo (2014) which assessed the job satisfaction and employment turnover in the Kerio Valley Development Authority (KVDA), found that most of the employees at KVDA were dissatisfied and demotivated due to poor communication channels in the organisation coupled with poor working conditions. The findings also indicate that those who were satisfied with their jobs despite the conditions had poor academic qualifications, which limited their prospects of pursuing alternative job opportunities elsewhere. The study also concludes that the likelihood of turnover was high due to lack of job satisfaction. This study used the situational occurrence theory of job satisfaction as propagated by Quartstein, McAfee and Glassman (1992) to explain job satisfaction as in the current study. However, Nyakego and Mulongo's (2014) study was limited to the KVDA organisation, and covered non-library staff. Neither did the study consider other factors associated with the job itself (motivational facets) that might lead to turnover.

Poon (2004) who investigated the effects of performance appraisal politics on job satisfaction and turnover intention, found evidence that performance ratings are often manipulated for political purposes. For clarity purposes, political behaviour is behaviour not formally sanctioned by the organisation that is strategically designed to maximise self-interest. Based on the study's hypothesis, the findings revealed that, when employee

perceived performance ratings to be manipulated for effective reasons such as personal liking and for punishing employees, they experienced a reduced job satisfaction. These perceptions also influenced the employees' intention to quit, albeit indirectly, through reduced job satisfaction. Moreover, the manipulation of ratings due to personal bias or actions aimed at punishing employees were likely to be viewed as unjustified and unfair, thus resulting in low job satisfaction and high turnover intention (ibid). Though Poon's (2004) study dwelled on job satisfaction as the current study, its focus was narrow as it only examined the effects of employees' perception of political motives of the performance appraisal in Malaysia. The study concentrated on workers who were employed in different organisations and not limited to library staff. The current study, on the other hand, investigated job satisfaction. However, one of the variables studied include promotion and recognition, which are linked to what Poon researched.

### **2.7.3 Comparison of job satisfaction between Countries and/or Organisations**

While comparing levels of job satisfaction in the countries of Western and Eastern Europe, Borooah (2009), firstly, examined the extent of the difference between the two sets of countries and then explained these differences in terms of job characteristics between the countries. The results revealed that, compared to East European countries, job satisfaction levels were considerably higher in West European countries. Moreover, there was considerably greater inequality in the distribution of job satisfaction in East Europe, compared to West European countries. Factors that were important for determining job satisfaction and responsible for difference in satisfaction levels between

these two sets of countries include attitudes towards a job, job characteristics, general level of satisfaction and socio-demographic characteristics. The study concluded West European countries had higher levels of job satisfaction than East European countries largely because they were endowed with those attributes which promoted job satisfaction. In addition, the study noted that the greater the weight one placed on the external aspects of a job pay, holidays, and promotion chances the more likely one was to be dissatisfied. On the other hand, the greater the weight one placed on the internal aspects of the job responsibility, usefulness, social interaction the more likely one was set to be satisfied.

In relation to this study, Borooah (2009) also focuses on job satisfaction but the scope of that study is different. Whereas the study by Barooah covers 33 countries from West and East Europe, the current one covers only one country, Tanzania. In all, 12, 151 respondents from West European countries and 9, 240 from East European countries, hence, a total of 21, 391 respondents from different professions, took part in that study. The current study, on the other hand, focused only on library staff in the selected academic libraries of Tanzania.

A study on work motivation and job satisfaction in Nordic countries focused on the differences in job satisfaction and intrinsic work motivation between employees with different characteristics. In all, 9,623 employees from randomly selected households participated in the survey. In this study, Eskildsen, Kristensen and Westlund (2004) confirmed that Danish workers report a significant higher level of job satisfaction with

respect to both job satisfaction and internal work motivation than workers from other Nordic countries. In contrast, Swedish workers reported significantly lower levels than workers from other Nordic countries. The authors noted that the relationship between job satisfaction and intrinsic work motivation in age was far from being u-shaped in the Nordic countries; in fact, the relationship was close to being perfectly linear. The findings also confirmed that highly educated employees were less satisfied than other less qualified employees (ibid).

Eskildsen, Kristensen and Westlund's (2004) study differs from the current study in terms of context as it was carried out in Europe and covered five countries of Denmark, Norway, Sweden, Finland and the Netherlands. Also, data analysis for this study is based on the Nordic Employee Index, which is an attempt to develop a standardised way to measure job satisfaction. The index was launched in August 2001. This study, on the other hand, obtained data from the field and utilised no index to compare the results from Tanzania or in any developing country.

In Nigeria, Tella, Ayeni and Popoola (2007) conducted a study on work motivation, job satisfaction and organisational commitment of library personnel in Oyo State. The study found a correlation between perceived motivation, job satisfaction and commitment although the correlation between motivation and commitment was negative. Moreover, findings of that study reveal differences in the job satisfaction of library personnel in academic and research libraries. Tella, Ayeni and Popoola (2007) focused on work motivation, job satisfaction and commitment in addition to targeting library personnel of

research and academic libraries and designing a modified questionnaire tagged as work motivation, job satisfaction and commitment scale (WMJSCS) to collect data for the study. The resultant findings were relevant to the current one as they facilitated the discussion of the findings obtained from the field.

#### **2.7.4 Job Satisfaction in Tanzania**

Although there is scarcity of studies that have been done to investigate specifically the library profession job satisfaction in Tanzania, a number of studies have been documented on job satisfaction of different professions in different working environments of the country.

Magayane (2008) conducted a study on the determinants of job satisfaction in the police force in the Dar es Salaam zone. In all, 145 respondents participated in the study. The study investigated the recruitment procedures and job satisfaction in the police force. Content analysis was used during data analysis. The study established that respondents were not satisfied with recruitment in the police force. The findings reveal that these recruitments were dominated by favours, corruption, nepotism, forgery of certificates and bias. The study asserted that these corrupt practices negatively affected the performance of the police force because most of those recruited were not necessarily committed to serving the police force. The findings further reveal that there was job dissatisfaction, which was caused by low remuneration/low salary, mistreatment of police officers in terms of administrative practices, poor housing, poor interpersonal relations, bad retirement and pension plans, risk allowances with no proper insurance as

well as improper staff training. Magayane's (2008) study relates to the current study as it was carried out in Tanzania. The point of departure between the two studies, however, lies on study population and coverage as Magayane focused on the police force in Dar es Salaam zone whereas this study focused on library staff of academic libraries from four different regions of Tanzania.

Studying the determinants of job satisfaction among administrative staff in higher learning institutions, Nkya (2013) used a sample of 152 respondents from the Open University of Tanzania. The study found that organisational policies, supervisor-subordinate communication, job design and office facilities were the determinants of job satisfaction among employees in OUT. The existence of employee training and development policies, remuneration packages, recruitment packages policy, equal opportunity for growth policy, fair and equitable salary policy, transparency performance feedback, transparent performance appraisal process, health and safe working environment policy as well as health training policy was important in determining positively employees' job satisfaction. The study also recommended for the development of a well-planned strategically placed and quality HRM policy, as an essential tool for the determination of administrative employees' job satisfaction in Tanzania's higher learning institutions.

Nkya's (2008) study which focused on identifying the determinants of job satisfaction among administrative staff of OUT, did not include academic staff. Moreover, it indicated no library staff involvement. On the other hand, this study's focal point was on

all library staff available in the selected academic libraries. Nevertheless, the factors determining their job satisfaction were identified as in the case of Nkya's (2008) study.

Shadrack (2013), while examining the motivational packages and job satisfaction among employees in international NGOs based in Tanzania, found that training opportunities, good working environment, bonus allowances, awards and salary increments as well as job security, were among motivational factors they implemented. The findings also indicate that the respondents were not satisfied with motivational packages they got from their organisation which eroded their commitment to their work, hence leaving them dissatisfied. In addition, the treatments they received and the amount of close supervision they got from their bosses made them somewhat dissatisfied with the opportunity they received for completing their work accurately. In short, the respondents were dissatisfied despite being provided with the job security and permanent employment. As a result, they still wished to quit working with their organisations.

Moreover, Shadrack (2013) noted that, despite the availability of motivational packages in international NGOs in Tanzania, poor implementation of motivational packages had been highly associated with job dissatisfaction. This problem was identified with the failure of organisations to create opportunities for additional benefit allowances, failure of the organisation to recognise the employees' contribution to the organisation service delivery explained by the conditions set for recognising best performers, and lack of staff development opportunities for employees to advance their careers. Likewise, the respondents were found to lack motivation because of the type of work they performed

and failure to complete their work accurately due to the absence of a conducive working environment, which includes office equipment to motivate them to deliver more services for their organisations. Furthermore, the employees perceived low motivation towards their working environment when they saw that the management of the international NGO were not making extra efforts to motivate them.

Shadrack's (2013) study relates to the current one as it was carried out in Tanzania and examined motivational packages in terms of the job itself or the environment from which the work was performed. Whereas, Shadrack's (2013) study focused on workers employed in international NGOs, the current study concentrated on library staff in selected academic libraries.

With regard to the career plateau, which is defined as the point at which the employees' likelihood of additional hierarchical promotion is very low, Rugumamu (2014) found that out of 150 respondents, 79 (53%) disagreed with the suggestion that they experienced a career plateau, 54 (36%) were neutral whereas 17 (11%) respondents agreed being on that quandary. Overall, the study found a negative relationship between career plateau and job satisfaction, noting that the higher the levels of career plateau, the lower the amount of job satisfaction (ibid).

For the current study, career plateau is not one of the objectives although it could be one of the challenges library staff experience when it comes to promotions, as one of the variables considered in the study. In contrast, Rugumamu (2014) focused on all

employees at the University of Dar es Salaam whereas this study focused only on library staff at the UDSM.

Hape (2010) examined the determinants of job satisfaction among primary school inspectors in Dar es Salaam region and covered the three municipalities of Temeke, Ilala and Kinondoni. The study found that employees were satisfied with some factors but were not satisfied with others. Factors such as poor working conditions and incentives, inadequate resources and poor interpersonal relations reportedly impeded job satisfaction among primary school inspectors. The study also found that employees were not happy with their work due to inadequate salaries and other monetary incentives. In addition, primary school inspectors were least satisfied with their pay, promotion, rewards, work environment, work resources and lack of recognition from other stakeholders in their respective municipalities. The study found that employees were generally not satisfied with their job, a fact that inevitably translated into poor achievement of organisational goals.

## **2.8 Theoretical and Conceptual Framework**

Two theories were used in this study as the basis for conceptual framework, i.e. the Herzberg's Two Factor Theory and the Situational Occurrence Theory. Their contributions are discussed and the conceptual framework emanating from the combination of the two theories is provided with its rationale.

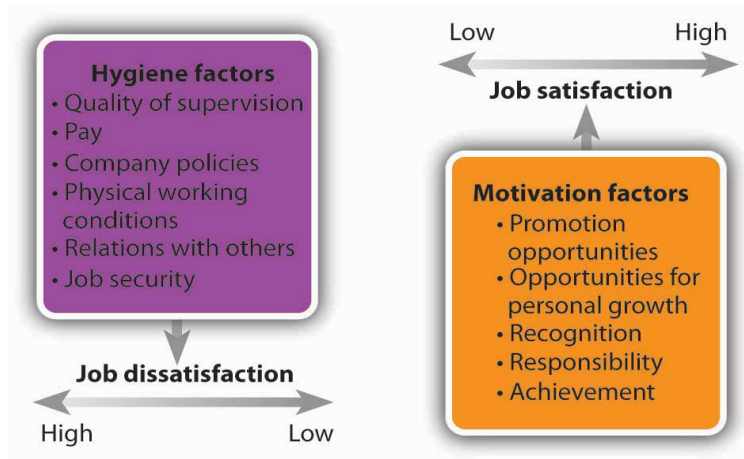
### **2.8.1 Theoretical Framework**

Saunders, Lewis and Thornhill (2003) suggest that when using an existing theory to formulate research questions and objectives, one may also use the theoretical propositions that helped one to do this as a means for devising a framework for organising and directing one's data analysis. In fact, beginning one's work from a theoretical perspective offers advantages. For example, it would link one's research with the existing body of knowledge in one's subject area, help one to get started and provide one with an initial analytical framework. Overall, understanding job satisfaction requires an understanding of the theoretical models that provide the framework. In this study, Herzberg's two-factor theory (1959, 1966) and the situational occurrence theory, Quarstein, McAfee and Glassman (1992) help to explain job satisfaction.

#### **2.8.1.1 Herzberg Two-Factor Theory**

In the late 1950s, Frederick Herzberg and his associates conducted interviews with 200 engineers and accountants in the Pittsburgh area of the United States. They asked the respondents to relate elements of their jobs which made them happy or unhappy. An analysis of their answers revealed that feelings of unhappiness or dissatisfaction were related to the environment in which people were working. On the contrary, they related their feelings of happiness or satisfaction with their jobs. Maintenance or hygiene factors help to maintain a reasonable level of satisfaction among employees. Although these factors do not provide satisfaction to the employees, their absence would dissatisfy them, hence, their name dissatisfiers. These factors are not an intrinsic part of the job but

are related to conditions under which a job is performed. These environmental factors are extrinsic to the job. On the other hand, motivational factors are intrinsic parts of the job. In fact, any increase in these factors would satisfy employees and help to enhance performance. Yet, a decrease in these factors would not result in dissatisfaction (Gupta, 2010).



Source: Collins (2010)

**Fig. 2: Herzberg's Motivational and Hygiene Factors**

In this study, Herzberg's two-factor theory helps to explain how environmental factors (hygiene) and job-related factors (motivational) affect job satisfaction. Variables deduced from the theory assisted the determination of job satisfaction to obtain the general level of satisfaction as well as rank the most important needs to the least ones using Minnesota Satisfaction Questionnaire measuring instrument.

### **2.8.1.2 Situational Occurrence Theory**

The study also used the Situational Occurrence Theory as proposed by Quarstein, McAfee and Glassman (1992). The theory has two main components: situational characteristics and situational occurrences. Situational characteristics include pay, promotional opportunities, work conditions, company policies, and supervision. Generally, individuals tend to evaluate situational characteristics before they accept a job. Situational occurrences, on the other hand, tend to be evaluated after accepting a job. Situational occurrences could either be positive or negative. Positive occurrences include giving employees some time off for exceptional work. Negative occurrences, on the other hand, include rude remarks from co-workers or unclear job descriptions. Overall, job satisfaction entails a combination of situational characteristics and situational occurrences.

The inclusion of the Situational Occurrence Theory in this study is important and explained by the fact that, employees constitute the main resources for the organisations' business activities, and that issues of employees' motivation would critically decide organizations' success. As human needs and preferences differ, one set of motivation factors designed for an individual or groups may not produce the same effect on others. Moreover, individuals account for a discrepancy in their basic motivation drive. As a result, organisations should establish a clear understanding of employees' dissimilarities in needs and preferences for motivation factors to boost their performance towards overall organisation goal.

Simply put, individual employees may differ considerably when it comes to job satisfaction and job-related well-being (Cambre *et al.*, 2012). Thus, a combination of situational characteristics and situational occurrences can constitute a stronger predictor of overall job satisfaction and assist in answering questions such as ‘Why do employees holding seemingly excellent jobs in terms of the traditional job facets such as pay and benefits sometimes report low satisfaction?’ or ‘Why do employees holding similar jobs at the same or different organisations with similar pay, etc. have different job satisfaction levels?’ and ‘Why do employee job satisfaction levels change over time when pay, promotion, working conditions etc. remains relatively stable?’ (Quarstein, McAfee and Glassman, 1992). On the whole, “most individuals are motivated for different reasons to survive in some way or another. The degree to which some people survive better than others is based upon a complex formula of individual needs, desires, goals, aspirations and other phenomena” (Badawi, 2006:7).

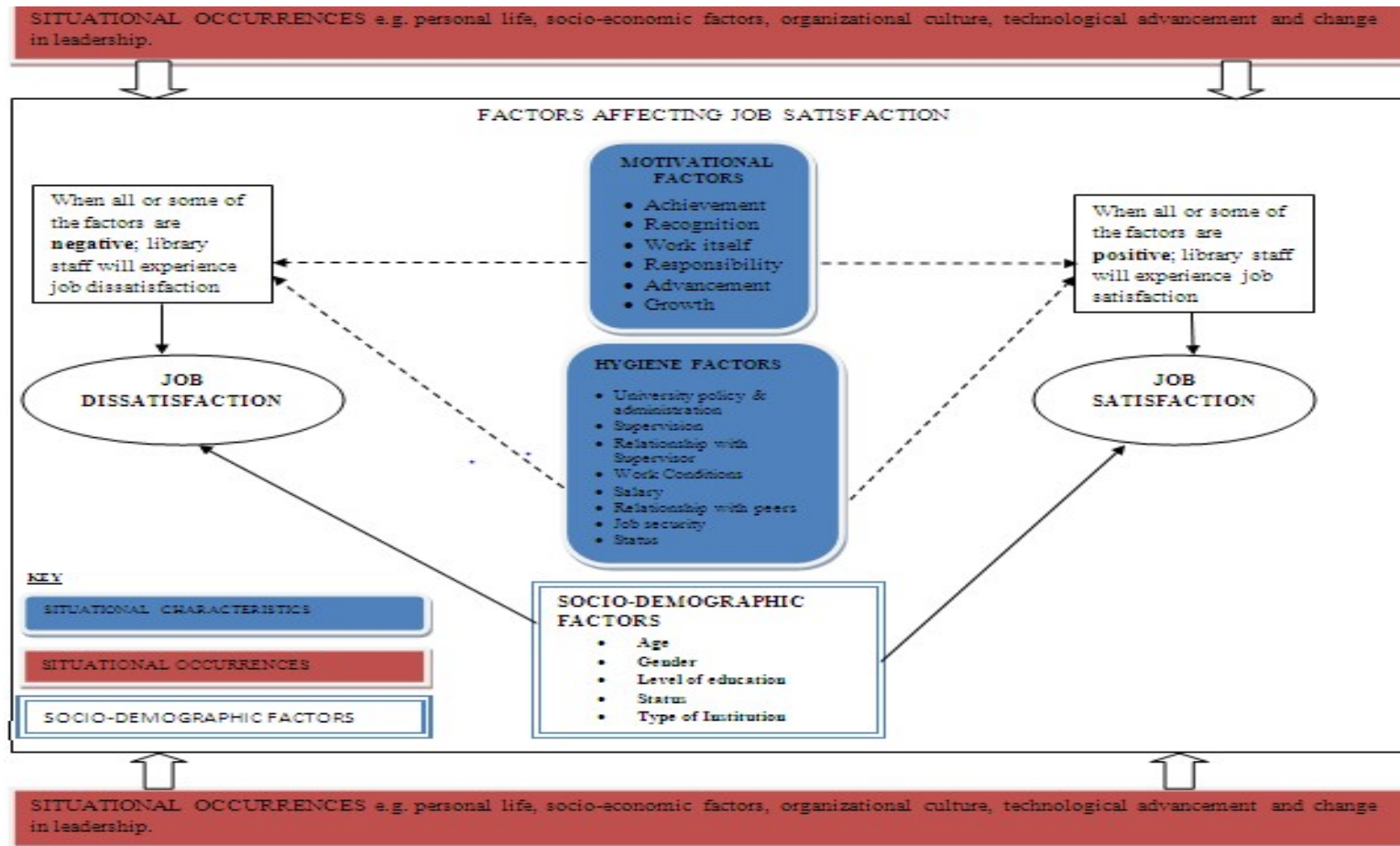
Although these two theories explain job satisfaction and have elements such as opportunities for personal growth, achievement, recognition, esteem and self-actualisation that were looked at closely in this study. Neither of the theories independently could singly best be applicable for this study. Hence, the study combined the two theories for greater effect and to come up with a model/framework for job satisfaction directly relevant to explaining the job satisfaction of library staff in Tanzania’s academic libraries context.

### **2.8.2 Conceptual Framework**

A conceptual framework is a visual or written product that “explains either graphically or in a narrative form, the main things to be studied-the key factors, concepts or variables-and the presumed relationship among them” (Maxwell, 2005: 33). The study used two theories to conceptualise job satisfaction among library staff: the Herzberg two-factor theory and Situational occurrence theory. These two theories provided key sources for understanding this job satisfaction phenomenon. According to Oshagbemi (1997), Badawi (2006) and Bernstein (2011), the two-factor theory is not entirely clear, as there are at least five competing interpretations of the theory. The Situational occurrences theory of job satisfaction also contends that job satisfaction is determined by two factors as does Herzberg’s theory. However, as the authors indicate, this is the only similarity between the two theories. The situational occurrences theory works on the premise that job satisfaction is a function of situational occurrences and situational characteristics. Under such circumstances, any given factors e.g. pay or recognition can result in either job satisfaction or job dissatisfaction. This theory does not distinguish between job content or job context-related factors. Instead, it posits that overall job satisfaction could be predicted from a combination of situational occurrences (which can be positive e.g. coffee/tea breaks or negative e.g. poor and dirty restrooms), and situational characteristics (which are stable e.g. pay and working conditions) than by either the situation alone (Oshagbemi, 1997).

This study combines the two theories to explain job satisfaction and different job satisfaction levels. As Figure 2.3 illustrates, intrinsic factors and extrinsic factors are responsible for job satisfaction and dissatisfaction respectively. As an organisation has control over these factors, they are situational characteristics. These elements are known and can be improved upon to enable job satisfaction. On the other hand, situational occurrences are factors over which we do not have control. To be more specific, they belong to the external environment of an organisation or an individual. They include factors or changes that can occur unexpectedly and impact job satisfaction. For instance, individual family problems, change in leadership, technological advancement, policy changes, organisational culture and socio-economic factors. Some of these factors could assist the researcher to explain ‘why individuals in a given organisation report different levels of satisfaction’ or ‘why there is a difference in levels of organisational satisfaction across institutions’.

This modified model helped to identify motivational and hygiene variables used to determine job satisfaction and assess the effect that these two aspects had on job satisfaction. These variables include the work itself, recognition, achievement, salary, relationship with co-workers and the host university’s policy and administration. Furthermore, the variables assisted in decoding their effect on job satisfaction to either provide high, moderate or low satisfaction. Overall, the model facilitated the achievement of the objectives of the research study and the provision of recommendations accordingly.



**Fig. 3: Modified Model of Job Satisfaction as Adopted from Herzberg's Two-Factor Theory and the Situational Occurrence Theory.**

## **2.9 Research Gap**

With the wide availability of research and literature on job satisfaction of different professionals and, particularly, for library staff, there is a gap in the literature available prompting an investigation on the subject in Tanzania. To begin with, some of the literature available on job satisfaction in Tanzania focuses on the police force and recruitment (Magayane, 2008); identification of determinants of job satisfaction (Nkya, 2008); examination of motivational packages in NGOs (Shadrack, 2013); career plateau of university workers (Hape, 2010); and teachers' job satisfaction (Masanja, 2013). However, no study has explored job satisfaction of library staff in the context of Tanzania's academic libraries.

Moreover, studies on library staff in Tanzania have focused on the challenges library staff face, status and human resource challenges (Nawe, 1995; 2001 & 2003; Matefu, 2002) reveal how these factors could affect performance and professional image but did not go further to investigate job satisfaction or how factors such as the salary, advancement, supervision, library policies and administration affect library staff's satisfaction with their job or work environment.

Geographically, much of the literature available on job satisfaction of library staff focuses on developed countries (Menezes, 2012; Artz, 2010; Lee, 2006; Tsigilis, Koustelios and Togia, 2004; Pors and Johannsen, 2002) and some developing countries, such as Nigeria (Onuoha, Samuel and Ojo, 2014; Amusa, Iyoro and Olabisi, 2013; Tella, Ayeni and Popoola, 2007; Badawi, 2006; Edem and Lawal, 1999). In the East Africa

region, a few studies were conducted in Kenya (Bii and Wanyama, 2001). However, job satisfaction among Tanzania's library staff had yet to be determined.

With the abundance of literature on job satisfaction from developed and other developing countries on job satisfaction particularly of library staff, the point of departure for this study lies in the fact that no study had adequately investigated library staff job satisfaction in Tanzania, specifically among those working in academic libraries. Taking into account the importance of job satisfaction which, in turn, reduces absenteeism, turnover and help in developing motivational strategies. Thus, it was necessary to conduct this study to get an input on library staff needs, especially in Tanzania's academic libraries.

Methodologically, most of the previous studies deployed either qualitative (Haque *et al.*, 2012) or quantitative methods (Onuoha, Samuel and Ojo, 2014; Amusa, Iyoro and Olabisi, 2013; Sultana and Begum, 2012). This study, on the other hand, used the two methods concurrently through a mixed-methods approach. This approach facilitated the gaining of a deeper understanding of the quantitative data obtained from MSQ measurement of job satisfaction level through qualitative data obtained from focus group discussions and interviews. In consequence, the study was able to draw stronger inferences and gain a deeper understanding of job satisfaction of library staff in the four academic libraries under review.

## **2.10 Summary of the Chapter**

This chapter has reviewed literature on the concept of job satisfaction, firstly, by introducing the job satisfaction and dissatisfaction concepts. It has also underscored the importance of work to an individual (Raziq and Maulabakhsh, 2015). Secondly, it has reviewed job satisfaction in relation to human resource management (HRM) because such satisfaction falls under the umbrella of HRM. It has noted that librarians should not shy away from studying HRM issues to help identify needs and come up with better HRM practices which results in job satisfaction. Moreover, the literature review covers motivation and job satisfaction. The chapter has also reviewed trends in job satisfaction and dissatisfaction and the literature followed the themes established in research objectives. The level of job satisfaction literature has been reviewed to support the first objective; followed by factors affecting job satisfaction which include both motivation and hygiene factors thus supporting the second and third objectives, respectively. The literature review also compares job satisfaction in different countries and/or organisations to support the fourth objective and contextualise job satisfaction situation in Tanzania before establishing the research gaps in literature that the study set out to fill. The chapter has presented the two theories that guided the study in addition to providing the rationale for the study's conceptual framework. Finally, it has established the research gap in literature that the study set out to fill.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1 Introduction

This chapter presents the research methodology employed in this study. The chapter starts by describing the research design, which laid the foundation for identification of the area of study, including the background information of the selected academic libraries, population, sample size, sampling techniques, data collection methods and instrumentation as well as data analysis techniques and ethical issues.

#### 3.2 Research Design

A research design is a plan for collecting and utilising data so that the desired information can be obtained with sufficient precision. According to Kothari (2000), a research design has to do with decisions regarding what, where, when, how much, and by what means concerning an inquiry or a research study. Luambano (2013) notes that a research design must at least contain the following: a clear statement of the research problem, procedures and techniques to be used for gathering information and the methods for processing and analysing data.

To meet the main aim and objectives of the study, the study employed a mixed methods research design. This entailed the use of combination of quantitative and qualitative research methods to collect and analyse data. Generally, a mixed research design is the process and procedures for collecting, analysing and inferring from both quantitative and

qualitative data in a single study or in sequential studies, based on the priority and sequence of information. This design was significant in this study as a mixture of the two primary approaches helps to strengthen the validity of a given study through triangulation and helps to overcome weaknesses of both methods.

A mixed design is characterised by a focus on the research problems that require an examination of real-life contextual understandings, and multi-level perspectives and cultural influences. It is also useful when a study requires an intentional application of rigorous quantitative research to assess the magnitude and the frequency of constructs and when employing a rigorous qualitative research to explore the meaning and understanding of the constructs. Moreover, the design facilitates an objective of drawing on the strengths of quantitative and qualitative data gathering techniques to formulate a holistic interpretive framework for generating possible solutions or understanding the research problem. Furthermore, this design encompasses more than simply combining qualitative and quantitative design as it also reflects a new “third way” epistemological paradigm that occupies conceptual space between positivism and interpretivism (Tashakkori and Creswell, 2007).

In this study, the qualitative approach is concerned with the subjective assessment of attitudes, opinions and behaviour (Kothari, 2004). Moreover, Manda (2002) explains that the qualitative approach borrowed from anthropology allows for the accommodation of questions such as ‘what’ and ‘why’ which are essential in many studies. This approach facilitated the explaining of feelings, views and opinions of the respondents

and the obtaining of in-depth information during focus group discussions (FGDs) and interviews. On the other hand, the quantitative approach entailed the generation of data in quantitative form which was subjected to rigorous quantitative analysis in a formal and rigid fashion. This approach was used to answer questions pertaining ‘to what extent’ to provide statistical information, especially in measuring job satisfaction using the MSQ scale.

The rationale for using a mixed design approach is based on its major advantage of neutralising or cancelling out the biases inherent in the use of a single method. On the one hand, narrative and non-textual information add meaning to numerical data. On the other hand, numerical data add precision to narrative and non-textual information. As such, the use of mixed methods design makes the two approaches complementary. In practice, the mixed method approach was administered using the MSQ short form to measure the level of job satisfaction to obtain quantitative data; whereas FGDs and interviews facilitated the collection of qualitative data, which enhanced interpretation of quantitative data. Qualitative data also provided narrative for theoretical suitability discussion and content summaries that support the quantitative data obtained in this study.

### **3.3 Area of Study**

The study was conducted in four selected university libraries, namely, the University of Dar es Salaam (UDSM main library) in Dar es Salaam region; the University of Dodoma (UDOM) in Dodoma region; Iringa University in Iringa region; and St. Augustine

University of Tanzania (SAUT) Mwanza campus in Mwanza region. The four university libraries were selected due to their differences in size, organisational history, leadership climate, goals, objectives, number of library staff and experience in providing information services over a substantial period. In short, these factors influenced their inclusion in this study. The aim was to obtain a wide variety of information on the challenges and prospects that could be employed by the difference in size, age, library staff number, funding source and organisational structure.

Of the universities under review, UDOM and UDSM are the two largest public universities funded by the government whose organization structure and number of staff are big and one has over fifty (50) years of experience in service provision (UDSM Library) while the other has only eleven (11) years of experience (UDOM Library); whereas Iringa University and SAUT are private universities funded by religious institutions whose libraries are big but the number of staff is small and funding relies mostly on donor funding. This combination facilitated the comparison of job satisfaction between public and private university libraries by assessing the employment nature and source of funds to establish similarities and differences. Furthermore, all the four universities are accredited by the Tanzania Commission for Universities (TCU).



**Fig. 4: A Modified Map Indicating the Study Areas as Adopted from Maps of the World**

Background information for each selected academic library under study is as follows:

### 3.3.1 The University of Dar es Salaam Library

Since its establishment in October 1961, the library has strived to facilitate effective teaching, learning, research and knowledge exchange at the university through the provision of quality, flexible, diverse and user-centered information services and resources. The University of Dar es Salaam library is the first and largest university library in Tanzania. It was initially established as the library of Dar es Salaam University

College, first a constituent college of the University of London and subsequently of the University of East Africa, based at Lumumba Street in Dar es Salaam. The library moved to its current premises at the Hill along with the college in 1964. The College library became the University of Dar es Salaam Library following the 1970 Act, which established the University of Dar es Salaam following the dissolution of the University of East Africa. The vision of the library is in line with that of the UDSM, to become the centre of excellence in information provision in the country. Its mission is to provide scholarly information resources to its current and future academic community to support the core functions of the UDSM, which are teaching, research and service to the community.

Since its establishment, the University of Dar es Salaam has expanded not only in academic programmes but also in student enrolment. The student enrolment rose from 2,000 in the 1980s to 10,000 in 2003. Currently, the university has over 15,000 students. In response to the changes taking place, the library expanded its services and reading materials in both print and electronic forms.

In the new organisational structure, the library has three departments: the Reader Services, Technical Services and Research and Special Collections. These are further sub-divided into sections/collections, namely, Science and Engineering; Arts and Social Sciences; East Africana; the Law Collection, and Reference Collection. In addition to the provision of information services, the University Library through its Information

Studies Programme also offers Bachelors, Masters and PhD degrees in information and library studies.

The library is endowed with qualified academic and professional staff, who strive to satisfy information user needs. They are generally receptive and innovative. Moreover, the library management focuses on continuous improvement of its resources and facilities.

The university library faces challenges as a result of the main challenges that the university faces at large. The challenges include dwindling public funding and soaring student enrolment numbers. In turn, these challenges have affected the library budget, collection development and ICT adoption and maintenance. Furthermore, physical facilities for the library are not adequate and maintenance and repairs of the facilities such as toilets or burst pipes tend to take a long time, thus inconveniencing library staff and users.

### **3.3.2 The University of Dodoma Library**

Like the UDSM, the University of Dodoma (UDOM) is a public institution. It was formally established in March 2007 following the signing of the charter by the President of the United Republic of Tanzania. The vision of the University is “to become a centre of excellence that offers value added training, research and public services” (UDOM: Library policy and regulations, 2014:1).

UDOM has directed its efforts towards ensuring that its university libraries across the campus can provide the most relevant information resources and quality services to enhance learning, teaching, research and public service provision. The university's motto is "Embracing Knowledge", which augurs well with the functions of the library.

The University of Dodoma has six campus colleges:

- i. College of Education (CoED)
- ii. College of Humanities and Social Sciences (CHSS)
- iii. College of Informatics and Virtual Education
- iv. College of Natural and Mathematical Sciences
- v. College of Health Sciences
- vi. College of Earth Sciences

At the beginning of the 2007/2008 academic year, the library served only 1,200 students; in 2009/2010 around 15,000 students; in 2010/2011 about 20,000 and in 2011/2012 about 17,000 students. In the 2013/2014 academic year, the library provided services to over 16,000 users. UDOM envisages enrolling up to 40,000 students by 2020. Currently the pool of library staff comprises six academic staff and 85 administrative staff.

The library provides services to all the six colleges and the collections are accessed as follows:

- i) The collection of the College of Informatics and Virtual Education (CIVE) are accessed in the library at CIVE;

- ii) The collections for the College of Education (CoED) are accessed in the library at CoED;
- iii) The collection for the College of Humanities and Social Sciences (CHSS) are accessed in two separate buildings, namely;
  - o The library, School of Social Sciences; Business Studies and Economics; and
  - o The library, School of Humanities.
- iv) The Health Sciences collections are located at the College of Health Sciences (CHS) library; and
- v) The collections for the College of Health Sciences (CoES) and the College of Natural and Mathematical Sciences (CNMS) are temporarily housed in the College of Education library (as the said libraries are still under construction).

The construction of all the existing five library buildings considered the services for physically-impaired, undergraduate and graduate sections, special reserves and open access areas, rooms to conduct training/seminars or workshops, and sections for digital library services. All the college and school libraries have computer cluster rooms to facilitate and ensure that stakeholders are equipped with knowledge of using library services. Since the library has seven libraries, the major challenge encountered is in the number of staff which remains too inadequate to cater for all the users comfortably. Moreover, the repair of facilities such as broken doors, chairs, tables and shelves take longer than necessary due to financial challenges.

### **3.3.3 St. Augustine University of Tanzania Library**

St. Augustine University of Tanzania (SAUT), a religious and private institution of higher learning owned and managed by the Catholic Church, is dedicated to St. Augustine of Hippo (345-430 A.D). Its Motto is “Building the City of God.” SAUT was established in 1998 when it became a fully-fledged university. Before then, it was known as Nyegezi Social Training Institute (NSTI) established in 1960 by the Catholic White Fathers. In the early sixties, the White Fathers realised that skills in communication, community development, accounting, management and administration needed to be developed to prepare leaders who would take up positions in the emerging independent African countries, including Tanzania (SAUT, 2015).

The mission of the Archbishop Mgulunde Resource Centre located at the Malimbe site is to support academic activities of teaching, learning and research. The learning centre plays a central role in promoting academic excellence. It is an organic combination of people, collection and facilities, whose purpose is to help users in the process of transforming information into knowledge. Information and knowledge are central to the attainment of the university’s mission and vision.

The university library has thousands of volumes, which cover subject areas taught at SAUT, acquired through purchases, donations and gifts. The library also subscribes to several printed and e-journals databases. The library users can also access other databases through the internet in the library. The library has an online public catalogue

(OPAC), which allows library users to locate and retrieve information materials in the library.

The library has fifteen (15) library staff, which was not a sufficient enough to cater for about 7,037 students as noted by the library staff themselves. Moreover, the library experienced financial challenges, hence making motivation for library staff and repair of facilities a challenge. However, the library strives to ensure that current online facilities are available to the students through utilisation and marketing of library resources, which were noted to be low and absent, respectively.

### **3.3.4 The University of Iringa Library**

The Iringa Lutheran College and Seminary, the forerunner of the Tumaini University, Iringa University College was founded in Iringa in 1994. Lectures in Theology at the Diploma level started in 1994 whereas degree programmes in Business Administration and Journalism started in 1995. In 1997, Iringa Lutheran College and Seminary changed its original name to become Tumaini University, Iringa University College. On 25<sup>th</sup> October 2013 the college became a fully-fledged university as the University of Iringa.

The history of the University of Iringa Library dates back to January 1994. At that time one of the classrooms in the north wing of the classroom building, near the Multipurpose Hall, served as a library, housing a relatively few books with only two library staff running it. However, the facility could only cater for a limited number of users, namely theology and academic staff, present at that time. Most of the library books were donations from various sources: Readers Services in Stoney Point (New York), the

International Theological Library Project sponsored by the Union Theological Seminary (Richmond, Virginia), Books for Africa, West Publishing, and the Lutheran International Library Association. The textbooks that came from the faculty members of Northern Michigan University and the University of Minnesota formed the core for the Business and Economics programme collections.

In subsequent years, the new faculties and programmes were launched and, as a result, the number of students and academic staff grew. This phenomenon prompted a need for a new library that could serve the increasing number of users. With the challenge of creating sufficient space to house the library's resources, space for users and staff offices, IUCo completed its new library in 1999. The library had the capacity (1236.2 square meters) to house about 100,000 volumes, and provided space for 350 users, offices, computers, and other library operations. The library has since been subjected to an extension.

Indeed, the Library space continued to pose a challenge as the University College continued aggressively to increase the number of programmes. As a result more and more students were admitted, and with the increasing enrolments and programmes came more academic staff and support staff to meet the needs. This phenomenon made the library space fail to accommodate the growing number of users. Towards this end, the library building was extended in 2008/9 with 2,189 square meters (three stories) added to take into account the present needs and foreseeable future plans for new programmes and an increasing number of users. The extension was planned to accommodate more

staff offices, shelving, space for reading, an information literacy room, binding, photocopying and printing office, storage room, reservation room and conference room.

By 2013, the vision of Iringa University Library was to have a leading and dynamic academic library that provides information, resources and services that the university's diverse and changing population need in the lifelong search for intellectual, recreational and vocational information and enrichment.

Generally, the number of staff in the library was inadequate. Since the university experiences financial challenges, budget allocation to the library remained rather inadequate. Moreover, the working conditions remained unfavourable as the library was also used as a classroom for some programmes at times without any advance notification while facilities such as printers were not available.

### **3.4 Study Population**

All items in any field of inquiry constitute a 'universe' or 'population'. Saunders, Lewis and Thornhill (2003) define a population as the full set of cases from which a sample is derived. In this study, the library staff of the selected academic libraries served as the study population. Library staff supports the mission of the university by providing information to the users. As any feelings about their work and its environment can affect the services provided, both professionals and para-professionals were included in the study so as to provide comprehensive data on job satisfaction to meet the objectives of the study.

### **3.5 Sample Size**

This refers to the number of items to be selected from the universe to constitute a sample, as a subset of the population that is selected for the study. The total sampling frame for the study was 215 library staff available in all the four academic libraries under review that was obtained from a list provided by the research assistants in each respective library. The number of library staff in each university library was as follows: UDSM main library=100 library staff, UDOM=85 library staff, SAUT Mwanza campus= 15 library staff and Iringa University=15 library staff, hence, a total of 215. The sample size included all the library staff (both professionals and para-professionals) available in the selected academic libraries for data collection. To ensure that no key individual failed to participate in the study as some libraries had few library staff, all the library staff in each academic library participated in the study. Branch libraries, which are sister units to the UDSM and SAUT libraries were excluded from the study due to financial and time constraints.

### **3.6 Sampling Techniques**

Sampling is a process of selecting a number of individuals for a study so that the individuals represent the population from which they were selected (Kothari, 2004). This study used the non-probability sampling technique, specifically convenience sampling and purposive sampling. Non-probability sampling involves the selection of elements based on subjective judgment (Saunders, Lewis, & Thornhill, 2003). This method enabled the researcher to select cases that best answered the research questions to meet

the objectives of the research and identify those who were willing to participate in the FGDs. The following methods were used:

### **3.6.1 Convenience Sampling**

Convenience or haphazard sampling involves selecting haphazardly cases that are the easiest to obtain to form a given sample (Saunders, Lewis and Thornhill, 2003). Since the number of library staff was small and uneven in the four selected academic libraries, convenience sampling was used to obtain all the relevant respondents, hence giving all library staff available in the selected academic libraries during data collection period an opportunity to participate in the study. Convenience sampling also facilitated the selection of respondents to participate in FGDs as some were not willing to do so. The researcher decided to select library staff using convenience method primarily to ensure that at least half the number of library staff (50%) in each selected academic library participated so that the results are representative of the library under study.

### **3.6.2 Purposive Sampling**

Purposive sampling enables the use of individual judgment to select cases that can best answer given research question(s) and to meet objectives (Saunders, Lewis and Thornhill, 2003). In this study, the researcher used purposive sampling to recruit the library directors of the four selected academic libraries for participation in the study to obtain information on the challenges their respective libraries faced in terms of budgets, leadership and management.

### **3.7 Data Collection Methods**

This is the process of gathering information on the variables of interest in systematic fashion that enables one to answer the stated research questions. In this study, data was collected using a combination of methods (triangulation) to ensure validity and reliability of the data collected and maximise the strength and supplement the weakness of each method used.

#### **3.7.1 Secondary Data**

This refers to data which has already been processed by someone else. Secondary data for this study was collected through documentary review of books, journals, research reports and conference papers related to the topic under study. To supplement data obtained in print format, online sources such as Emerald journals and JSTOR were consulted. Websites of academic libraries under study were also visited for background information.

#### **3.7.2 Primary Data**

Primary data was obtained first-hand by the researcher based on the objectives of the study. This data was obtained using a survey method facilitated by the following tools: questionnaires, face-to-face interviews and FGDs. A cross-sectional survey was conducted in the four selected academic libraries to collect primary data thusly:

### 3.7.2.1 Questionnaire

A questionnaire consists of a series of questions for the purpose of gathering information from the respondents. In all, 141 self-administered questionnaires containing closed-ended MSQ short form questions and open-ended questions were distributed to library staff of the four academic university libraries under review to obtain both qualitative and quantitative data on job satisfaction.

The Minnesota Satisfaction Questionnaire (MSQ) was used as an instrument to measure job satisfaction. This instrument measures job satisfaction with several specific aspects of work and work environments. This instrument makes it feasible to obtain a more individualised picture of a worker's satisfaction than it was possible using gross or more general measures of satisfaction with the job as a whole. This instrument meets the accepted standards for reliability and provides evidence of validity. This measurement reports test-retest reliabilities of between 0.70 and 0.80, with an alpha coefficient of 0.96. (Weiss *et al.*, 1967; Newby, 1999; Nerison, 1999; Buitendach and Rothman, 2009; Sultana and Begum, 2012). The MSQ- short form adopted for this study is composed of 20 items and consists of three scales: intrinsic satisfaction, extrinsic satisfaction and general satisfaction (Weiss *et al.*, 1967).

Variables, which were used to measure job satisfaction, are motivational factors (achievement, recognition, work itself, responsibility and advancement/growth) and hygiene factors (University policy and administration, supervision, work conditions, salary, relationship with peers, job security and status).

### **3.7.2.2 Face-to-Face Interviews**

Face-to-face semi-structured interviews were held with four (4) library directors of the four selected university libraries under review to obtain information on motivation, leadership and challenging issues in managing libraries and resource availability. During an interview session, the researcher used note-books to record the responses from the library directors.

### **3.7.2.3 Focus Group Discussion (FGD)**

A FGD is a group interview and discussion session, composed of a small number of participants, facilitated by a 'moderator'. The discussion focuses on aspects of a given theme or topic. In this study, four (4) FGDs were conducted, i.e. one (1) at each selected academic library consisting of six (6) library staff (inclusive of both male and female) to supplement the questionnaire method and facilitate the discussion with participants to clarify, elaborate on, and get a better understanding of the ideas emerging during the discussion. These discussions were organised at each given library and a notebook was used to record the responses from the participants. Though willingness determined participation in the discussion, the research assistants at each library helped the researcher to ensure gender was partly adhered to, and the status was also checked to ensure both administrative and academic library staff participated in the FDGs.

### **3.8 Instrumentation**

Instrument is a generic term that researchers use for a measurement device (questionnaire, test, survey). An instrumentation plan guides the progress of the study to the ultimate goal of gathering data and drawing conclusions to answer the attendant research questions. In the process of collecting data for this study, the following instruments were used:

#### **3.8.1 Questionnaire**

The questionnaire was the major instrument used for data collection in this study. It contained both open-ended and close-ended questions so as to increase the respondents' flexibility in providing their points of view (Appendix I).

#### **3.8.2 Interview Guide**

An interview guide was designed to assist in ensuring a systematic flow of the interview. However, as the interview was semi-structured, supplementary follow-up questions were asked to seek clarification on the points as need arose during the interview (Appendix II).

#### **3.8.3 Focus Group Discussion (FGD) Guide**

To maintain harmony during discussions and ensure all the participants had an opportunity to contribute ideas in a friendly and unbiased manner, the study used a FGD guide designed based on the research questions (Appendix III).

### **3.9 Data Quality Control**

Data quality control was carried out to ensure correctness of the information obtained from the respondents. To achieve the aim, the following strategies were used:

#### **3.9.1 Triangulation**

Triangulation is one of the techniques that facilitate the validation of data through cross-verification from two or more sources. In particular, it refers to the application and combination of several research methods in the study of the same phenomenon. By combining multiple observers, theories, methods and empirical materials, researchers seek to overcome the weakness of intrinsic biases and the problems that stem from the use of a single method, single-observer and single-theory studies.

In this study, triangulation served as a means for obtaining mutual confirmation of measures and for the validation of the findings. As such, the researcher used a combination of data collection methods, which are questionnaires, interviews, and FGDs guide to achieve the triangulation of data collection effect.

#### **3.9.2 Pre-Testing of the Research Instruments**

This is a preliminary test administered to determine the validity and reliability of the research instruments aimed to provide answers to the research questions, hence fulfilling the objectives of the study.

Prior to the main study, a pre-test of the instruments was conducted at the Institute of Finance Management (IFM) due to its easy accessibility to the researcher, and involved library staff of the institution. Since MSQ was developed in the US, the Cronbach's Alpha test was conducted to determine whether the instrument elicited consistent and reliable responses even when the questions were replaced with other similar questions in the context of the Tanzanian environment. The results showed an alpha of 0.686 for all the 20 items intended to measure job satisfaction. According to Loewenthal (2004), the acceptability of Cronbach's coefficient alpha is not determined by its statistical significance. An absolute value of 0.7 (or sometimes 0.8 or 0.6) is normally taken as the criterion of acceptability. Another difference is that, while alpha cannot exceed 1.0, it is possible for it have a value of less than -1.0, hence indicating poor cohesiveness. Cronbach's Alpha results for each variable are as shown in Appendices (Appendix IV).

Views and criticisms that were noted from the pre-tests were incorporated in the final questionnaire for making necessary adjustments and improvements. The questionnaires were administered to 20 library staff at the IFM Library for pre-testing purposes.

### **3.10 Data Processing, Analysis and Presentation Techniques**

Quantitative data was organised, described, coded and analysed. IBM-Statistical Product and Service Solutions (IBM-SPSS) version 20 was used to derive descriptive statistics such as percentages, frequencies and Cronbach's alpha (see, Appendix IV) whereas the qualitative data arising from the questionnaires, interviews and FGDs was subjected to content analysis.

Descriptive statistics were used to describe the basic features of the data in this study. This process generated simple summaries about the sample and the measures. Descriptive Statistics were also used to present quantitative descriptions in a manageable form through graphical analysis, cross-tabulation and mean calculations which formed the basis for qualitative data analysis. Content summaries and frequency distribution tables and figures were used to present the results. The rationale for using descriptive statistics in this study was the availability of quantitative and qualitative data obtained. Thus, descriptive statistics helped to summarise and support the assertions of facts generated through the qualitative dimension of the study. Also, it facilitated the description and discussion of the data more generally and conveniently that would otherwise not be possible when using raw data alone.

Tests of statistical significance were not done in this study because these tests are used to establish how confident the researcher can be when the results derived from the study based on a randomly selected sample are generalised to the population (Bryman, 2004). In this study, however, non-probability sampling was used to select samples for the study, hence making it difficult to conduct these tests. Furthermore, inferential statistics are beneficial when testing hypothesis, something that was not done in this study.

### **3.11 Ethical Issues**

Research ethics involves the application of fundamental ethical principles. In this study, to observe research ethical issues:

- i. Permission was requested from each university to allow the researcher to collect data using questionnaires, interviews and FGDs administered with the library staff.
- ii. Respondents were asked for their informed consent after explaining to them about the nature of the study and assuring them of the confidentiality of the information they provided. No names have been mentioned in this study to associate the respondents with the data they provided.
- iii. Also, the respondents were assured that information obtained was for academic purposes only and not otherwise.
- iv. All secondary data have been duly acknowledged.

### **3.12 Summary of the Chapter**

This chapter covered the study area, population and sampling designs. It has also discussed the methods for collecting data and instrumentation. Moreover, it has provided the rationales for choosing each method or item. It has also discussed data quality control, data presentation and analysis shown. Furthermore, the chapter has delineated ethical issues and ways that facilitated ethical considerations. The aim was to ensure that the data obtained were authentic while following all the established research protocol and considerations.

## **CHAPTER FOUR**

### **PRESENTATION OF FINDINGS**

#### **4.1 Introduction**

The general objective of the study was to investigate job satisfaction among library staff in selected academic libraries in Tanzania. Specifically, it aimed at measuring the level of job satisfaction of the library staff using the Minnesota Satisfaction Questionnaire (MSQ); assess the effects that motivational (intrinsic) and hygiene (extrinsic) factors have on library staff job satisfaction; and provision of comparison between public and private university libraries' job satisfaction. The study was conducted in four university libraries: the UDSM Library, UDOM Library, SAUT Library and Iringa University Library. Data for the study was collected using a combination of methods, that is, the questionnaire, focus group discussions (FGDs), face-to-face interviews and documentary review. This chapter presents the findings based on the sequential order of the objectives and preceded by research response rate and socio-demographic information of the library staff.

#### **4.2 The Response Rate by Libraries**

The overall response rate was 66 percent. At the UDSM library, the target population was 100 respondents and the returned questionnaires were 69 (69%) library staff; at the UDOM library the target population was 85 and the returned questionnaires were 50 (59%) library staff; at the SAUT library target population was 15 and the returned

questionnaires were 13 (87%) library staff; and at the University of Iringa library expected population was 15 and the returned questionnaires were nine (60%) library staff. Summary of the response rate is presented in Table 1:

**Table 1: The Study Response Rate**

Name of Academic Library	Number of Distributed Questionnaires	Response (Returned Questionnaires) N = 141	Percentage
UDSM Library	100	69	69%
UDOM Library	85	50	59%
SAUT Library	15	13	87%
University of Iringa Library	15	9	60%
<b>TOTAL</b>	<b>215</b>	<b>141</b>	<b>66%</b>

Source: Field Data (2017)

The total population of the study was 215 respondents but the returned questionnaires were 141 hence, a response rate of 66 percent which is acceptable. A good response rate can contribute to producing accurate and useful results. Since the response rate is considered to be widely compared statistics for judging the quality of surveys, a 60 percent response rate is acceptable and considered as “good”, as collaborated by Johnson and Owens (2003) and Nulty (2008) who concluded that a 60 percent or more response rate is both desirable and achievable.

### 4.3 Socio- Demographic Information of the Respondents

The background information of the respondents in their respective academic libraries is covered in the first part of the questionnaire. The required information included gender, age, level of education, job title, years of work experience as library staff in their respective institutions and their status. Demographic data is an important part of the study. Connelly (2013) elaborates that demographic information helps to demonstrate the participants' appropriateness for the study. Such data is also essential when comparing the replication of studies. In other words, they provide information for synthesising the research of a number of studies and for secondary analysis, hence helping to identify gaps in the existing empirical literature.

#### 4.3.1 Gender of the Respondents

Table 2 presents gender of the respondents by university libraries:

**Table 2: Gender of Respondents**

Gender	UDSM N = 69		UDOM N = 50		SAUT N = 13		Iringa Univ. N = 9		TOTAL N = 141	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Male	42	60.8%	15	30%	5	38%	5	55.6%	67	48%
Female	27	39.2%	35	70%	8	62%	4	44.4%	74	52%
<b>Total</b>	69	100%	50	100%	13	100%	9	100%	141	100%

Source: Field Data (2017)

Table 2 shows that 67 (48%) of the respondents are male whereas 74 (52%) are female. The majority of the respondents are, therefore, female. This trend is similar to Record and Green's (2008) observation that one of the prominent features of librarianship has been the prevalence of the overwhelming majority of female members. However, Blackburn (2015) has noted that library profession has seen a 48 percent increase in the number of males working in libraries since 1980 and a further male influx is expected to increase despite the lingering professional stereotypes of female domination. These findings also indicate that the difference between male and female library staff is not so alarming.

Specifically, the UDSM library had 42 (60.8%) males and 27 (39.2%) females; UDOM library had 15 (30%) male and 35 (70%) female; SAUT library had five (38%) males and eight (62%) females and Iringa university library had five (55.6%) males and four (44.4%) females. Although female respondents predominate male respondents, the situation is different in some libraries as there are more males at the UDSM and Iringa University libraries i.e. 42 (60.8%) and five (55.6%) respectively whereas at the UDOM and SAUT libraries, there were more females than males i.e. 35 (70%) and eight (62%) respectively, indicating discrepancies in the gender composition across libraries.

#### **4.3.2 Age of the Respondents**

Table 3 shows age distribution in each academic library. In this study, the respondents' ages are categorised into five groups:

**Table 3: Age Range of Respondents**

Age Range	UDSM N = 69		UDOM N = 50		SAUT N = 13		Iringa University N = 9		TOTAL N = 141	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
<b>20-29</b>	9	13%	17	34%	2	15%	2	22.2%	30	21%
<b>30-39</b>	18	26%	18	36%	1	8%	4	44.4%	41	29%
<b>40-49</b>	17	25%	4	8%	3	23%	2	22.2%	26	18%
<b>50-59</b>	2	3%	-	-	1	8%	1	11.1%	4	3%
<b>60-Above</b>	1	1%	-	-	-	-	-	-	1	1%
<b>No Response</b>	22	32%	11	22%	6	46%	-	-	39	28%
<b>Total</b>	69	100%	50	100%	13	100%	9	100%	141	100%

Source: Field Data (2017)

Table 3 shows that 30 (21%) library staff were aged between 20 and 29; 41 (29%) library staff between 30 and 39; 26 (18%) between 40 and 49; four (3%) library staff between 50 and 59; one (1%) library staff was aged 60 and above. On the other hand, 39 (28%) library staff were not comfortable with disclosing their age and, thus, provided no response to this item. In all, the findings indicate that the majority 97 (68%), of the respondents were aged between 20 and 49 years whereas those aged 50 and 60 years and above were fewer than any other age group. These findings could be influenced by the UDOM library, which following its inception in 2007 employed many young library staff i.e. those aged 20 and 49 years (78%). The younger generation expects to work

beyond the traditional retirement age so they return to school to either learn new skills or enhance their present skills.

#### 4.3.3 Education Attainment Levels of the Respondents

The level of education was measured by determining the highest education qualification attained. This information facilitated the description of library staff's qualification in the sampled academic libraries. Table 4 summarises the education attainment levels of the library staff involved in the study:

**Table 4: Educational Attainment Levels of Respondents**

Level of Education	UDSM N = 69		UDOM N = 50		SAUT N = 13		Iringa Univ. N = 9		TOTAL N = 141	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Certificate in Librarianship	7	10%	17	34%	3	23%	-	-	27	19.1%
Diploma in Librarianship	23	33%	18	36%	3	23%	6	67%	50	35.4%
Bachelor's Degree	15	22%	11	22%	5	38.4%	2	22%	33	23.4%
Master's Degree	15	22%	4	8%	2	15.3%	-	-	21	15%
PhD	9	13%	-	-	-	-	-	-	9	6%
Others	-	-	-	-	-	-	1	11%	1	1%
<b>Total</b>	<b>69</b>	<b>100%</b>	<b>50</b>	<b>100%</b>	<b>13</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>141</b>	<b>100%</b>

Source: Field Data (2017)

Findings show that 27 (19.1%) library staff had attained a Certificate, 50 (35.4%) a Diploma, 33 (23.4%) a bachelor's degree, 21 (15%) a Master's Degree, nine (6%) a PhD and one (1%) had other educational qualifications. The one percent respondent with other qualifications elaborated saying they used the advantage of working at a university to pursue other courses such as Information Technology or Computer Science to enhance their academic status.

The results further suggest that library staff possess qualifications that enable them to carry out their duties. This is contrary to Istoroyekti's (2016) findings that revealed that universities in Tanzania lack trained and adequate numbers of non-teaching staff, citing librarians as one of the example of unqualified staff which hampered daily operations of the universities.

Library-wise, the UDSM library had a higher education qualification as nine (13%) library staff had PhDs unlike in other university libraries that participated in the study. Iringa University library with the exception of the Library Director, for one, did not have some library staff with a master's degree. The majority of its library staff, six (67%) had a diploma education. Overall, the majority of the respondents in all the four academic libraries had certificate, diploma and bachelor's degree education as indicated by 110 (78%) of the library staff.

#### **4.3.4 Job Title of the Respondents**

A job title describes the responsibilities of the position, the level of the job, or both whereas other job titles reflect what the person does on the job. Employers use job titles

to categorise positions in their respective organisations and, in some cases, they use job titles as part of their compensation management system. In fact, some job titles can be tied to pay grades. Table 5 shows job title of the respondents:

**Table 5: Job Title of Respondents**

Job Title	UDSM N = 69		UDOM N = 50		SAUT N = 13		Iringa Univ. N = 9		TOTAL N = 141	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Library Assistant I	20	29%	19	38%	4	31%	1	11%	44	31%
Library Assistant II	13	19%	5	10%	5	38%	6	67%	29	21%
Library Officer/Principal Library Officer	19	27%	7	14%	-	-	-	-	26	18%
Senior Library Officer/Senior Library Assistant	2	3%	15	30%	-	-	-	-	17	12%
Librarian Trainee/Tutorial Assistant	1	1%	-	-	-	-	-	-	1	1%
Assistant Librarian/Assistant Lecturer	6	9%	3	6%	1	8%	-	-	10	7%
Librarian/Lecturer	6	9%	1	2%	1	8%	-	-	8	6%
Senior Librarian	2	3%	-	-	-	-	-	-	2	1%
Other Job Title	-	-	-	-	2	15%	2	22%	4	3%
<b>Total</b>	<b>69</b>	<b>100%</b>	<b>50</b>	<b>100%</b>	<b>13</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>141</b>	<b>100%</b>

Source: Field Data (2017)

Results in Table 5 show that 44 (31%) and 29 (21%) library staff were Library Assistants I and II, respectively; 26 (18%) were Library Officers or Principal Library Officers employed at the UDSM and the UDOM libraries. Senior Library

Officers/Senior Library Assistants were 17 (12%). These were also employed at the UDSM and the UDOM libraries. Other titles were one (1%) Librarian Trainee/Tutorial Assistant, 10 (7%) Assistant Librarians/Assistant Lecturers, eight (6%) Librarians/Lecturers, two (1%) Senior Librarians and four (3%) had other job titles such as 'library attendants' and 'library administrators' employed at the Iringa University and SAUT libraries, respectively though they had a certificate in librarianship.

Moreover, the results indicate that the job titles were not uniform across the all sampled libraries. For example, some job titles, which were used in public university libraries, were not used in private university libraries. Additionally, some titles were based on the work experience of the library staff e.g. a 'senior library officer' or 'principal library assistant' has to have more than ten years of work experience.

The majority of the sample comprised Library Assistant I and II who accounted for 73 (52%). This is similar to Oberg's (1995) observation that the automation of library processes, declining budgets, contraction of higher education generally, and entry into the electronic information age had significantly changed the profile of libraries. New library tasks have been created and others realigned as a result. This redistribution of the library workload has given rise to a new category of employee, the paraprofessional. Similarly to this study, the author found that paraprofessionals constitute a vital, growing force within Tanzania's academic libraries.

#### 4.3.5 Library Staff Years of Experience

Years of experience entail the number of years that one has accumulated in the profession. This information helped to show the knowledge that library staff have acquired over the years for handling their responsibilities and prove that they have skills to do their job effectively. Table 6 presents' the years of experience of the respondents:

**Table 6: Years of Experience of Respondents**

Years	UDSM N = 69		UDOM N = 50		SAUT N = 13		Iringa University N = 9		TOTAL N = 141	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
1-5 yrs	26	38%	32	64%	9	69%	-	-	67	47%
6-10 yrs	22	32%	15	30%	-	-	5	56%	42	30%
11-15 yrs	9	13%	1	2%	1	8%	4	44%	15	11%
16-Above	11	16%	1	2%	3	23%	-	-	15	11%
No Response	1	1%	1	2%	-	-	-	-	2	1%
<b>Total</b>	69	100%	50	100%	13	100%	9	100%	141	100%

Source: Field Data (2017)

The results in Table 6 show that 67 (47%) library staff had a work experience of between one and five years; 42 (30%) of between six and 10 years; 15 (11%) had 11-15 years and 16 years and above, respectively, whereas two (1%) provided no response on their work experience.

Library-wise, UDOM and SAUT libraries had the majority of library staff with working experience of between one and five years as indicated by 32 (64%) and nine respondents (69%), respectively. On the other hand, Iringa university library had the majority of library staff, five (56%) with experience of between six and 10 years work experience. Nevertheless, the majority of the respondents had work experience of between one and 10 years as indicated by 109 (77%). In other words, the library staff had ample work experience for carrying out their duties effectively. This finding (77%) could have been influenced by the UDOM library, which was established in 2007 and had majority 47 (94%) library staff with between one and 10 years of work experience. Ugwu and Ugwu (2017) study findings contend that work experience is a significant predictor of librarians' task-based and contextual performance and contribute as much as 56 percent of the variations in the overall job performance of librarians.

#### **4.3.6 Status of Library Staff**

Status is the position or rank of someone when compared to others in a society, organisation, group, etc. In this study, status is either academic or administrative position of library staff. Table 7 shows the status of the library staff in the academic libraries:

**Table 7: Status of the Respondents**

Status	UDSM N = 69		UDOM N = 50		SAUT N = 13		Iringa University N = 9		TOTAL N = 141	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Academic	16	23%	5	10%	7	54%	2	22%	30	21%
Administrative	53	77%	45	90%	6	46%	6	67%	110	78%
Other Status	-	-	-	-	-	-	1	11%	1	1%
<b>Total</b>	69	100%	50	100%	13	100%	9	100%	141	100%

Source: Field Data (2017)

As Table 7 illustrates, 30 (21%) library staff had academic status whereas 110 (78%) had administrative status. These results entail that majority of the respondents had administrative status in the academic libraries under review.

Library-wise, UDSM, UDOM and Iringa University libraries had the majority of library personnel classified as administrative staff as indicated by 53 (77%), 45 (90%) and six (67%) respondents, respectively. At SAUT library, the majority had academic status i.e. seven (54%). One respondent with Standard VII education had attended library short courses at the School of Library, Archives and Documentation Studies (SLADS) to qualify as library attendant and obtain a certificate. This respondent indicated “other status” when in actual fact falls under the administrative staff in the respective library.

Academic status is granted to library staff that have a bachelor’s degree with a GPA of 3.8 and above; a master’s degree with GPA of 4 and above on a 5-point scale, thus qualifying one to teach, conduct research and provide consultancies just as the teaching

staff of a given university. Administrative staff comprise library staff with a certificate and diploma education as well as library staff with a bachelor's degree and master's degree without the required GPA. Similarly Oberg (1995:1) observed:

*“Staff utilisation, role definition and articulation, task overlap, educational requirements, certification, and status have been cantankerous issues within the library profession for most of this century and remain largely unresolved today. As early as 1923, Charles C. Williamson challenged librarians to distinguish unambiguously between professional and clerical tasks in his Carnegie Corporation-sponsored report, Training for Library Service. In 1927, the American Library Association's Proposed Classification and Compensation Plans for Library Positions marked the beginning of a long series of efforts to separate library tasks into discrete professional and clerical streams. In 1939, an ALA report advocated a three-tiered approach to staffing--professional, sub professional, and clerical. By 1970, the ALA Council had approved the Library Education and Personnel Utilization (LEPU) policy statement which proposed formal educational requirements for all library staff and three distinct levels of employment for support personnel: library associates, library technical assistants, and clerks. Although efforts to create unambiguous staffing categories have largely failed to gain acceptance at the grass roots level, a distinctive new employment category has nonetheless emerged.”*

#### **4.4 Level of Job Satisfaction among Library Staff in Selected Academic Libraries**

The first objective of the study was to measure the level of job satisfaction of library staff in selected academic libraries using the MSQ scale. As the MSQ uses 5-point scale not satisfied to extremely satisfied response choices, agreement with positively-worded items and disagreement with negatively-worded items represents satisfaction whereas disagreement with positively-worded items and agreement with negatively-worded items represents dissatisfaction. In this regard, the Manual of Minnesota Satisfaction Questionnaire elaborates on how to interpret the scores:

*The most meaningful scores to use in interpreting the MSQ are the percentiles scores for each scale obtained from the appropriate norm group for the individual. Ordinarily, a percentile score of 75 or higher would be taken to represent a high degree of satisfaction; a percentile score of 25 or lower would indicate a low level of satisfaction; and, scores in the middle range of percentiles indicate average satisfaction (Weiss et. al., 1967: 7).*

As such, the scores are interpreted as follows:

75 - 100	A high degree of satisfaction
74 - 26	An average satisfaction
25 - below	A low level of satisfaction

In this study, the same scores are applied to interpreting dissatisfaction scores. For example, 75-100 indicates a high degree of dissatisfaction whereas 74-26 indicates average dissatisfaction and 25-below a low level of dissatisfaction.

Based on the guidance provided for interpreting the scores, Table 8 provides general satisfaction level of all the four academic libraries whereas tables 9, 10, 11 and 12 provide satisfaction results from each academic library under study. The individual university library results were then compared with the general satisfaction results presented in Table 8. The results were subsequently rounded off to reduce the decimal points. In addition, the column indicating motivational factor (MF) or hygiene factor (HF) is present to facilitate the discussion of objectives two and three. The general satisfaction of each library in a given table has been obtained by calculating the mean of the results i.e.  $\mu$  for each academic library and for the all libraries.

#### 4.4.1 Level of Job Satisfaction of the University Libraries under Review

**Table 8: General Satisfaction and Dissatisfaction at the Selected Academic Libraries**

Indicator (n = 141)	Satisfied		Neutral		Dissatisfied		TOTAL		Factor
	Freq	%	Freq	%	Freq	%	Freq	%	
Job Security	11	8%	17	12%	113	80%	141	100	HF
Work Activity	8	5%	29	21%	104	74%	141	100	MF
Moral Value	4	3%	41	29%	96	68%	141	100	MF
Supervision-Technical	15	11%	33	23%	93	66%	141	100	HF
Supervision-Human Relations	16	11%	35	25%	90	64%	141	100	HF
Variety of Work	18	13%	34	24%	89	63%	141	100	MF
Work Independence	19	13%	34	24%	88	63%	141	100	MF
Social Services	5	3%	49	35%	87	62%	141	100	HF
Creativity	15	11%	39	28%	87	62%	141	100	MF
Ability Utilization	27	19%	30	21%	84	60%	141	100	MF
Co-Workers	13	9%	45	32%	83	59%	141	100	HF
Social Status	23	16%	42	30%	76	54%	141	100	HF
Authority	18	13%	47	33%	76	54%	141	100	MF
Achievement	21	15%	46	33%	74	52%	141	100	MF
Responsibility	15	11%	62	44%	64	45%	141	100	MF
Advancement	36	25%	42	30%	63	45%	141	100	MF
Recognition	48	34%	36	26%	57	40%	141	100	MF
Working Environment	44	31%	44	31%	53	38%	141	100	HF
Compensation/Salary/Pay	56	40%	42	30%	43	30%	141	100	HF
Library Policies and Practices	56	40%	44	31%	41	29%	141	100	HF
<b>Mean (<math>\mu</math>)</b>	23	19%	40	30%	78	51%	141	100	

Source: Field Data (2017)

Findings show that the respondents experience an average level of job satisfaction as shown in Table 8 whereby general satisfaction obtained through the mean ( $\mu$ ) value indicates that, 23 (19%) of the library staff were satisfied; 40 (30%) library staff were neutral; and 78 (51%) were dissatisfied. Thus, the majority library staff (51%) were dissatisfied as they indicated an average level of job satisfaction as the finding falls between 74 and 26 on the MSQ scale score interpretation spectrum. Implicitly, the average satisfaction dominate in the selected libraries.

Similar findings were obtained by Badawi (2006) who found that female librarians in Nigeria experienced moderate/average satisfaction levels. Low status and poor working conditions were identified as leading factors behind the dissatisfaction. In this study, on the other hand, findings revealed job security as the main problem. Alansari (2011) also found moderate/average satisfaction among Kuwaiti librarians, citing contingent rewards, poor communication, low salaries, poor working conditions and lack of promotions as causes of dissatisfaction. These factors have also been noted in this study too.

When it comes to specific factors and their effect on the level of job satisfaction, findings presented in Table 8 revealed the following:

Low job satisfaction (which means that dissatisfaction level is high) was caused by low job security as indicated by 113 (80%) library staff who were dissatisfied. This finding could have been influenced by government reforms happening in the public sector, which began in June 2016 aimed at weeding out ghost workers; identification of

employees with forged certificates and age verification. As a result, the majority of public sector employees were worried about their employment security, library staff included. Moreover, all the employment processes were halted to allow for this reformation to be done smoothly.

The average satisfaction was caused by work activity as indicated by 104 (74%) of the library staff who expressed dissatisfaction; lack of moral value knowledge as revealed by 96 (68%) library staff who were dissatisfied; inadequate supervision in terms of technical capabilities as indicated by 93 (66%); and supervision human relation as indicated by 90 (64%) library staff who were dissatisfied. Some 89 (63%) library staff, who were dissatisfied, indicated limited variety of work, whereas 88 (63%) library staff, indicated low work independence and 87 (62%) dissatisfied staff cited poor social services and low creativity. A few opportunities for maximum ability utilisation was indicated by 84 (60%) dissatisfied library staff; strained relations with co-workers by 83 (59%) library staff; low social status and lack of authority by 76 (54%) library staff who were dissatisfied with both aspects, and fewer opportunities for achievement as indicated by 74 (52%) dissatisfied library staff. Unclear responsibility was noted by 64 (45%) dissatisfied library staff, inadequate opportunities for advancement by 63 (45%) library staff and insufficient recognition was indicated by 57 (40%) dissatisfied library staff.

On the other hand, the respondents associated satisfaction with the salary that library staff receive as indicated by 56 (40%) library staff who were satisfied and the

availability of library policies and practices that guide library operations as indicated by  
56 (40%) satisfied library staff.

#### 4.4.2 Level of Job Satisfaction among University of Dar es Salaam Library Staff

**Table 9: UDSM Library Staff's Job Satisfaction and Dissatisfaction**

Indicator (n = 69)	Satisfied		Neutral		Dissatisfied		TOTAL	
	Freq	%	Freq	%	Freq	%	Freq	%
Job Security	5	7%	7	10%	57	83%	69	100%
Work Activity	4	6%	13	19%	52	75%	69	100%
Moral Value	-	-	22	32%	47	68%	69	100%
Supervision-Technical	2	3%	12	17%	55	80%	69	100%
Supervision-Human Relations	1	1%	12	17%	56	81%	69	99%
Variety of Work	8	11%	17	25%	44	64%	69	100%
Work Independence	7	10%	12	17%	50	72%	69	100%
Social Services	1	1%	29	42%	39	57%	69	100%
Creativity	8	12%	16	23%	45	65%	69	100%
Ability Utilization	15	22%	12	17%	42	61%	69	100%
Co-Workers	4	6%	18	26%	47	68%	69	100%
Social Status	12	17%	21	30%	36	52%	69	100%
Authority	8	12%	27	39%	34	49%	69	100%
Achievement	9	13%	21	30%	39	57%	69	100%
Responsibility	6	9%	27	39%	36	52%	69	100%
Advancement	21	30%	13	19%	35	51%	69	100%
Recognition	24	35%	22	32%	23	33%	69	100%
Working Environment	24	35%	26	38%	19	27%	69	100%
Compensation/Salary/Pay	33	48%	22	32%	14	20%	69	100%
Library Policies and Practices	29	42%	23	33%	17	25%	69	100%
<b>Mean (<math>\mu</math>)</b>	<b>11</b>	<b>16%</b>	<b>19</b>	<b>27%</b>	<b>39</b>	<b>57%</b>	<b>69</b>	<b>100%</b>

Source: Field Data (2017)

Table 9 shows that, out of 69 library staff at the UDSM library; 11 (16%) were satisfied, 19 (27%) were neutral and 39 (57%) were dissatisfied. The majority (57%) of the library staff were dissatisfied. However, since 57 percent falls between 74-26 score range on the MSQ scale interpretation, the respondents, therefore, experience an average satisfaction level.

At the UDSM library, low job satisfaction (which means dissatisfaction was high) was caused by job insecurity as indicated by 57 (83%) dissatisfied library staff. Supervision-human relations with the library staff and the supervisor-technical capabilities were indicated by 56 (81%) and 55 (80%) library staff who were negative about these factors, respectively. Also, 52 (75%) library staff were dissatisfied with the nature of work in terms of activity distribution and routine activities.

The average satisfaction was caused by work independence accorded to the library staff while performing their duties as indicated by 50 (72%) dissatisfied library. Moral value and the relationship that library staff have with their co-workers, especially teaching staff, occasioned dissatisfaction as indicated by 47 (68%) library staff who reported lack of ethical knowledge and strained relationships. Also, 45 (65%) of the library staff were dissatisfied, noting that creativity was minimal whereas, 44 (64%) library staff were dissatisfied due to limited opportunities to utilise their abilities fully. Modest social services, insufficient achievement in professional capacity development and delayed promotion caused dissatisfaction as indicated by 39 (57%) library staff. Also, 36 (52%) library staff were dissatisfied with the social status, hence revealing that the library

status was low and responsibility not clearly defined in some instances. Moreover, 35 (51%) library staff were dissatisfied with advancement opportunities as they are few and far between leading to competition for opportunities among library staff and 34(49%) library staff indicated that they were dissatisfied with authority in carrying out their duties.

On the other hand, the factors behind the satisfaction expressed at the UDSM library include recognition, indicated by 24 (35%) library staff who noted that recognition was available but there was a need for making improvement. The work environment was indicated by 24 (35%) satisfied library staff. Salary/pay was indicated by 33 (48%) satisfied library staff and library policies and administration by 29 (42%) satisfied library staff.

#### 4.4.3 Level of Job Satisfaction among University of Dodoma Library Staff

**Table 10: UDOM Library Staff's Job Satisfaction and Dissatisfaction**

Indicator (n = 50)	Satisfied		Neutral		Dissatisfied		Total	
	Freq	%	Freq	%	Freq	%	Freq	%
Job Security	1	2%	6	12%	43	86%	50	100%
Work Activity	2	4%	10	20%	38	76%	50	100%
Moral Value	-	-	12	24%	38	76%	50	100%
Supervision-Technical	8	16%	15	32%	27	54%	50	100%
Supervision- Human Relations	9	18%	17	34%	24	48%	50	100%
Variety of Work	8	16%	11	22%	31	62%	50	100%
Work Independence	7	14%	15	30%	28	56%	50	100%
Social Services	3	6%	14	28%	33	66%	50	100%
Social Status	9	18%	15	30%	26	52%	50	100%
Creativity	4	8%	12	24%	34	68%	50	100%
Ability Utilization	9	18%	12	24%	29	58%	50	100%
Co-Workers	6	12%	19	38%	25	50%	50	100%
Authority	7	14%	15	30%	28	56%	50	100%
Achievement	10	20%	17	34%	23	46%	50	100%
Responsibility	6	12%	22	44%	22	44%	50	100%
Advancement	10	20%	19	38%	21	42%	50	100%
Recognition	15	30%	9	18%	26	52%	50	100%
Working Environment	15	30%	10	20%	25	50%	50	100%
Compensation/Salary/Pay	18	36%	10	20%	22	44%	50	100%
Library Policies and Practices	18	36%	15	30%	17	34%	50	100%
<b>Mean (<math>\mu</math>)</b>	<b>8</b>	<b>17%</b>	<b>14</b>	<b>27%</b>	<b>28</b>	<b>56%</b>	<b>50</b>	<b>100%</b>

Source: Field Data (2017)

As Table 10 illustrates, eight (17%) out of 50 library staff were satisfied, 14 (27%) were neutral and 28 (56%) were dissatisfied as revealed by the general satisfaction calculated using the mean ( $\mu$ ). The majority of the respondents had an average level of job satisfaction, according to the MSQ scale interpretation as 56 percent falls in the 74-26 score range.

Low job satisfaction, an indicator of high level of dissatisfaction was caused by job insecurity as indicated by 43 (86%) of the dissatisfied library mainly due to threats from management, the work itself in terms of work activity distribution and moral value knowledge. These two factors were indicated by 38 (76%) library staff who were dissatisfied with them.

The average satisfaction was as a result of minimal opportunities for creativity as indicated by 34 (68%) dissatisfied library staff; inadequate social services as indicated by 33 (66%) dissatisfied library staff; repetitive and routine work due to lack of variety in work as indicated by 31 (62%) dissatisfied library staff; and minimal opportunities for ability utilisation as indicated by 29 (58%) dissatisfied library staff. In the meantime, work independence was not available at all and opportunities for library staff to exercise their authority was minimal as indicated by 28 (56%) of the library staff who were dissatisfied with both factors. Supervision-technical was also inadequate as indicated by 27 (54%) dissatisfied library staff whereas 26 (52%) library staff were dissatisfied with the low social status and lack of recognition which was insufficient. In addition, 25 (50%) library staff expressed dissatisfaction with the poor working environment. They

insisted that the work environment was not favourable and the relationship with co-workers, especially teaching staff, was strained. Moreover, the supervision-human relations caused dissatisfaction as indicated by 24 (48%) library staff, and achievement opportunities were also average as indicated by 23 (46%) dissatisfied library staff. Another 22 (44%) library staff were dissatisfied with the salary/pay and responsibility. Insufficient opportunities for advancement was indicated by 21 (42%) of the dissatisfied library staff.

On the other hand, satisfaction was a result of library policies and administration as revealed by 18 (36%) library staff, who noted that the policy in place was designed by library staff themselves to carry out their duties and notify other stakeholders of the library functions, resources and responsibility to the academic community.

#### 4.4.4 Level of Job Satisfaction among St. Augustine University of Tanzania Library Staff

**Table 11: SAUT Library Staff's Job Satisfaction and Dissatisfaction**

Indicator (n = 13)	Satisfied		Neutral		Dissatisfied		TOTAL	
	Freq	%	Freq	%	Freq	%	Freq	%
Job Security	-	-	2	15%	11	85%	13	100%
Work Activity	-	-	2	15%	11	85%	13	100%
Moral Value	1	8%	4	31%	8	62%	13	100%
Supervision-Technical	1	8%	3	23%	9	69%	13	100%
Supervision-Human Relations	-	-	5	38%	8	62%	13	100%
Variety of Work	-	-	3	23%	10	77%	13	100%
Work Independence	1	8%	7	54%	5	38%	13	100%
Social Services	-	-	2	15%	11	85%	13	100%
Creativity	-	-	6	46%	7	54%	13	100%
Ability Utilization	-	-	4	31%	9	69%	13	100%
Co-Workers	-	-	5	38%	8	62%	13	100%
Social Status	-	-	5	38%	8	62%	13	100%
Authority	-	-	1	8%	12	92%	13	100%
Achievement	-	-	3	23%	10	77%	13	100%
Responsibility	1	8%	8	61%	4	31%	13	100%
Advancement	1	8%	6	46%	6	46%	13	100%
Recognition	4	31%	2	15%	7	54%	13	100%
Working Environment	1	8%	5	38%	7	54%	13	100%
Salary/Pay	2	15.3%	5	38.4%	6	46.1%	13	99.8%
Library Policies and Practices	2	15.3%	5	38.4%	6	46.1%	13	99.8%
<b>Mean (<math>\mu</math>)</b>	<b>1</b>	<b>5%</b>	<b>4</b>	<b>32%</b>	<b>8</b>	<b>63%</b>	<b>13</b>	<b>100%</b>

Source: Field Data (2017)

Table 11 shows that at the SAUT library, the general satisfaction obtained for the 13 staff using the mean ( $\mu$ ); one (5%) was satisfied, four (32%) were neutral and eight (63%) were dissatisfied. Hence, the majority (63%) of the respondents were dissatisfied. As 63 percent falls within the 74-26 score range on the MSQ scale, indicating that average job satisfaction is prevalent.

The low job satisfaction was attributed to factors such as lack of authority regarding disciplining of students or staff transferred to the library as punishment for misbehaving elsewhere. This factor was indicated by 12 (92%) dissatisfied library staff. Eleven (85%) also cited temporary work contracts which lead to lack of job security and social services inadequacy, was also a cause of dissatisfaction. Moreover, the lack of variety of work led to repetitive and routine activities whereas the unavailable opportunities for achievement caused dissatisfaction as indicated by 10 (77%) library staff, who were dissatisfied with both factors.

The average satisfaction was caused by the supervisors' lack of technical capabilities for handling the library's unique needs as well as lack of opportunities to utilize fully the staff's abilities as indicated by nine (69%) library staff who were dissatisfied with both the supervision-technical capabilities and ability utilisation. Eight (62%) library staff at this institution were dissatisfied with the low social status accorded to them and with the supervision-human, which were poor. They were also not happy with the moral value which was a problem as well as noting that relationship with co-workers was strained. Also, seven (54%) library staff were dissatisfied with the minimal level of creativity.

Moreover, 54 percent found the working environment unfavourable and complained about lack of recognition for library staff. Furthermore, the library policies and administration was not well constructed with salaries inconsistent for all library staff mainly due to negotiations allowed during job interviews as indicated by six (46.1%) dissatisfied library staff. Work independence was very minimal as indicated by five (38%) dissatisfied library staff and the responsibilities were not clearly defined as indicated by four (31%) dissatisfied library staff.

Furthermore, unlike UDSM library findings presented in Table 9 and UDOM library's results in Table 10, SAUT library had 11 factors, namely, job security, work activity, supervision-human relations, variety of work, social services, creativity, ability utilisation, co-workers, social status, authority and achievement which attracted any satisfaction, in fact, there were no factors that caused satisfaction to the library staff at the SAUT library.

#### 4.4.5 Level of Job Satisfaction among University of Iringa Library Staff

**Table 12: Iringa University Library Staff's Job Satisfaction and Dissatisfaction**

Indicator (n = 9)	Satisfied		Neutral		Dissatisfied		TOTAL	
	Freq	%	Freq	%	Freq	%	Freq	%
Job Security	5	56%	2	22%	2	22%	9	100%
Work Activity	2	22%	4	44%	3	33%	9	100%
Moral Value	3	33%	3	33%	3	33%	9	100%
Supervision-Technical	4	44%	3	33%	2	22%	9	100%
Supervision-Human Relations	6	67%	1	11%	2	22%	9	100%
Variety of Work	2	22%	3	33%	4	44%	9	100%
Work Independence	4	44%	-	-	5	56%	9	100%
Social Services	1	11%	4	44%	4	44%	9	100%
Creativity	3	33%	5	56%	1	11%	9	100%
Ability Utilization	3	33%	2	22%	4	44%	9	100%
Co-Workers	3	33%	3	33%	3	33%	9	100%
Social Status	2	22%	1	11%	6	67%	9	100%
Authority	3	33%	4	44%	2	22%	9	100%
Achievement	2	22%	5	56%	2	22%	9	100%
Responsibility	2	22%	5	56%	2	22%	9	100%
Advancement	4	44%	4	44%	1	11%	9	100%
Recognition	5	56%	3	33%	1	11%	9	100%
Working Environment	4	44%	3	33%	2	22%	9	100%
Salary/Pay	3	33%	5	56%	1	11%	9	100%
Library Policies and Practices	7	78%	1	11%	1	11%	9	100%
<b>Mean (<math>\mu</math>)</b>	<b>3</b>	<b>38%</b>	<b>3</b>	<b>34%</b>	<b>3</b>	<b>28%</b>	<b>9</b>	<b>100%</b>

Source: Field Data (2017)

Results presented in Table 12 show that at the University of Iringa library the general satisfaction obtained through the mean ( $\mu$ ) was as follows: out of nine library staff; three (38%) were satisfied, three (34%) were neutral and three (28%) were dissatisfied; indicating that an average satisfaction was prevalent as the results fall within the 74-26 score range on MSQ scale. Although the scores do not differ much, the level of library staff who were satisfied exceeds those who were dissatisfied by 10 percent. No factor was indicated by library staff as a cause of low job satisfaction (meaning that there was no factor that caused high dissatisfaction).

Nevertheless, the average job satisfaction witnessed, was caused by low status and lack of work independence as reported by six (67%) and five (56%) library staff who were dissatisfied with either situation, respectively. Moreover, the variety of work was minimal due to minimal investment on the part of management in the library, hence leading to social services limited to borrowing and returning of books. As a result, there was limited utilisation of library staff skills as indicated by four (44%) library staff who were dissatisfied with all three factors, that is, variety of work, social services and ability utilisation. Furthermore, work activity was limited due to the small number of library staff whereas the moral value knowledge was moderately understood by the library staff. In the meantime, the relationship with co-workers was strained as indicated by three (33%) library staff who were dissatisfied with both factors mentioned above.

High satisfaction was caused by library policies and practices as indicated by seven (78%) library staff who were satisfied. Although average satisfaction was a result of

supervision-human relations as indicated by six (67%) satisfied library staff. Job security and recognition were also rated as average by five (56%) satisfied library staff, respectively. Moreover, supervision-technical, working environment and advancement opportunities were rated as average as well by four (44%) library staff who were satisfied. Authority, salary/pay and creativity were also moderately satisfactory as indicated by 3 (33%) satisfied library staff.

On the other hand, responsibility was at an impasse as the majority i.e. five (56%) of library staff were non-committal and two (22%) were satisfied and dissatisfied, respectively.

#### **4.5 Effects of Motivational (Intrinsic) Factors on Library Staff's Job Satisfaction**

The second objective of the study aimed at understanding the effects of motivational factors on library staff's job satisfaction. As Table 8 (p. 104) illustrates, factors that made up the motivational (intrinsic) factors include:

- i. Achievement;
- ii. Recognition;
- iii. The work itself as explained by six (6) variables on the MSQ scale, namely: work activity, variety of work, moral value, work independence, creativity and ability utilisation;
- iv. Responsibility; and
- v. Advancement/growth.

With regard to achievement, the majority of the library staff were averagely satisfied with 'the feeling of accomplishment that they got from their job' as indicated by 74 (52%) library staff who were dissatisfied. SAUT library had the majority of cases of library staff dissatisfied with achievement i.e. 10 (77%) as compared to the UDSM and UDOM libraries who experienced moderate satisfaction as indicated by 39 (57%) and 23 (46%) library staff, respectively. However, the situation at Iringa University library was mainly neutral as indicated by five (56%).

Recognition affected library staff negatively as indicated by 57 (40%) library staff, who were dissatisfied in all the four academic libraries under review. However, library-wise, Iringa University library had a slightly high satisfaction level as indicated by five (56%) library staff as opposed to seven (54%) SAUT library staff who were dissatisfied and UDOM and UDSM libraries with 26 (52%) and 23 (33%) dissatisfied library staff, respectively. As recognition was aimed at assessing 'the praise library staff get for doing a good job', largely, a negative response indicate that the majority were unhappy with promotion as one manifestation of recognition of their efforts. In the public university libraries, many respondents decried delayed promotions whereas private university libraries' staff noted that, though they were promised promotions in their work contracts, implementation was nonexistent due to financial constraints.

The work itself was assessed using six variables from the MSQ scale: work activity, moral value, variety of work, work independence, ability utilisation and creativity. The aim of investigating the essence of library work was to establish 'the chance to work

alone, the chance to do different things from time to time, the chance to tell people what to do, and the chance to do something that makes use of one's abilities'. The majority, 104 (74%) of the library staff reported a negative experience with the work itself, hence they were dissatisfied whereas 89 (63%) were dissatisfied with lack of variety in the library work claiming most of the activities are repetitive and routine, hence monotonous.

Library-wise, at the UDSM library majority were dissatisfied with work activity and work independence as indicated by 55 (80%) and 52 (75%) library staff, respectively. Similarly, UDOM and SAUT library staff reported experiencing dissatisfaction with the work activity as indicated by 38 (76%) and 11 (85%), respectively. However, at SAUT library no library staff indicated that they were satisfied with the work activity, variety of work, ability utilisation and creativity even at a moderate level. The cross-tabulation indicates a relationship between the level of education and work independence as Table 13 illustrates:

**Table 13: Relationship between Level of Education and Work Independence**

Level of Education	Work Independence n= 141							
	Satisfied		Neutral		Dissatisfied		Total	
	Freq	%	Freq	%	Freq	%	Freq	%
<b>Certificate</b>	5	4%	4	3%	19	13%	28	20%
<b>Diploma</b>	8	6%	14	10%	28	20%	50	35%
<b>Bachelor's degree</b>	2	1%	7	5%	24	17%	33	23%
<b>Master's degree</b>	2	1%	2	1%	17	12%	21	15%
<b>PhD</b>	-	-	1	1%	8	6%	9	6%
<b>TOTAL</b>	17	12%	28	20%	96	68%	141	100

Source: Field Data (2017)

Table 13 shows that the level of education influences work independence. Indeed, the lower the level of education, the higher the dissatisfaction level was with the work independence as supervision has to be at the maximum, hence providing little independence. This was revealed by 71 (50%) library staff with Certificate, Diploma and Bachelor's level of education who were dissatisfied with work independence compared to only 15 (11%) with similar level of education who were satisfied.

The study used responsibility to determine the library staff's freedom to use their own judgment while on duty. Table 8 shows that this factor had a moderate effect on the library staff's job satisfaction as indicated by 64 (45%) respondents who were dissatisfied. Library-wise, the same moderate effect was experienced at the UDSM

library as indicated by 36 (52%) library staff who were dissatisfied and at UDOM library as indicated by 22 (44%) library staff who were dissatisfied. At SAUT library seven (54%) library staff indicated that they were dissatisfied. At Iringa University library, on the other hand, the majority five (56%) were ambivalent about their satisfaction with responsibility.

The variable advancement/growth was aimed at assessing the chances for advancement in the job. In all the four academic libraries (see Table 8), the effect was moderate as indicated by 63 (45%) library staff who were dissatisfied compared to 36 (25%) who were satisfied. Library-wise, the effect was moderate at UDSM, UDOM and SAUT libraries as indicated by 35 (52%), 21 (42%) and seven (54%) library staff who were dissatisfied, respectively. However, at Iringa University library four (44%) library staff indicated they were satisfied.

Overall, among the five factors that the Herzberg two-factor theory indicate as motivational factors used in this study's conceptual framework, only the work itself had a negative effect. The others- achievement, recognition, responsibility and advancement/growth- had moderate effect, hence necessitating a need for making improvements on some specific issues as discussed later in chapter five.

#### **4.6 Effects of Hygiene (Extrinsic) Factors on Library Staff Job Satisfaction**

The third objective of the study was aimed at assessing the effect of hygiene (extrinsic) factors on library staff job satisfaction. As Table 8 (p. 104) has illustrated, factors that constitute hygiene factors include:

- i. Job security;
- ii. Supervision as explained by two (2) variables on the MSQ scale, namely, supervision-technical and supervision-human relations;
- iii. Salary/ pay;
- iv. Relationship with co-workers;
- v. Library policy and administration;
- vi. Status as explained by three (3) variables on the MSQ scale, namely, social status, social services and authority; and
- vii. Work conditions.

Job security was aimed at assessing the way a job provides for steady employment as Table 8 has illustrated this factor had negative effects in all the four academic libraries as indicated by 113 (80%) library staff who were dissatisfied and experienced job insecurity. Library-wise, UDSM, UDOM and SAUT libraries experienced job insecurity as indicated by 57 (83%), 43 (86%) and 11 (85%) library staff who were dissatisfied in each respective library, respectively. Though job security was low in the three academic libraries, the situation was different at Iringa University library as five (56%) library staff indicated that they were satisfied. This outcome might be a result of the small number of library staff available, hence, making them indispensable.

The variable supervision was aimed at assessing how the boss handles his/her workers (human relations) and the competence of the supervisor in making decisions (technical). In this regard, library staff assessed their directors on management issues and the effect

was found to be negative on library staff's job satisfaction for both relations with library staff and their technical capabilities as indicated by 93 (66%) and 90 (64%) library staff who were dissatisfied, respectively. Library-wise, the UDSM library staff were dissatisfied with the supervisor's relationship as well as technical capabilities as indicated by 56 (81%) and 55 (80%) library staff who were dissatisfied, respectively. At UDOM, moderate satisfaction with the supervisors was experienced by 27 (54%) dissatisfied library staff whereas at SAUT both relations and capabilities posed a challenge as nine (69%) and eight (62%) library staff reported being dissatisfied with them, respectively. However, at the Iringa University library, the majority six (67%) library staff were satisfied with their relations with the supervisors.

Salary/ pay aimed to assess the pay and amount of work library staff do. In all the four academic libraries, pay had a positive effect on job satisfaction as only a few library staff (43; 30%) were dissatisfied whereas 42 (30%) were neutral and 56 (40%) were satisfied. Library-wise, at the UDSM library, 33 (48%) library staff were satisfied with the salary compared to 14 (20%) who were dissatisfied. At the UDOM library, 22 (44%) were dissatisfied whereas 18 (36%) were satisfied. At the SAUT library, six (46.1%) were dissatisfied whereas two (15.3%) were satisfied and at the Iringa University library, five (56%) were ambivalent about their salaries and three (33%) were satisfied. As such, dissatisfaction was rather low. All-in-all, the salary had no negative effect on library staff's job satisfaction generally.

Relationship with co-workers was aimed at determining how co-workers get along with one another. This factor had a moderate effect on job satisfaction as 83 (59%) library staff indicated were dissatisfied whereas 13 (9%) were satisfied. Library-wise, UDSM had strained relations with co-workers as indicated by 47 (68%) library staff who were dissatisfied; followed by SAUT library staff with eight (62%) dissatisfied library staff. No library staff indicated satisfaction with co-workers at SAUT library. The UDOM library staff had moderate relations as indicated by 25 (50%) dissatisfied library staff. However, at the Iringa University library relations were unclear as three (33%) library staff reported that they are dissatisfied, satisfied and neutral. It was the same percentage for all the three categories.

The variable of library policy and administration was aimed at determining how library policies are put into practice. The focus was on the library policies that guide the selection, acquisition, processing, weeding out and management of libraries. In this light, all the four academic libraries registered a positive effect as 56 (40%) library staff were satisfied and only 41 (29%) library staff were not. Library-wise, the Iringa University library staff had high satisfaction with policies as indicated by seven (78%) library staff who were satisfied. UDSM and UDOM library staff, on the other hand, had moderate satisfaction as indicated by 29 (42%) and 18 (36%) library staff satisfaction levels, respectively. However, six (46.1%) library staff at SAUT library were dissatisfied with the policies. Moreover, the challenges arose mainly from policies that governed the whole university institution, the library included, for instance training and promotion policy as discussed in detail in chapter five.

As for the factor of status, it was aimed at assessing the chance to be somebody in the academic community (social status), the opportunity to do things for other people (social services) and the opportunity to tell people what to do (authority). This factor had a moderate effect as indicated by 76 (54%) of the library staff, who were dissatisfied in all four academic libraries compared to 23 (16%) who were satisfied. Library-wise, the Iringa University library experienced low social status as indicated by six (67%) library staff who were dissatisfied whereas the SAUT library had little authority as a result of their low status as indicated by 12 (92%) library staff who were dissatisfied. Moreover, social services was inadequate as indicated by 11 (85%) library staff who were dissatisfied. In all these three aspects at SAUT library, no library staff indicated satisfaction. At UDOM and UDSM libraries social services were inadequate as indicated by 33 (66%) and 39 (57%) library staff who were dissatisfied, respectively.

Cross-tabulation indicates a relationship between status and motivational factors of recognition and variety of work. Table 14 indicates the influence that library status has on recognition:

**Table 14: Library Staff's Status and its Influence on their Recognition**

Status	Recognition (n=141)							
	Satisfied		Neutral		Dissatisfied		Total	
	Freq	%	Freq	%	Freq	%	Freq	%
<b>Academic Status</b>	11	8%	7	5%	12	8%	30	21%
<b>Administrative Status</b>	36	25%	29	21%	46	33%	111	79%
<b>Total</b>	47	33%	36	26%	58	41%	141	100

Source: Field Data (2017)

As Table 14 illustrates, library staff were dissatisfied with recognition associated with their low status. Administrative library staff reported that they received little recognition and opportunities for recognition, perhaps, due to their low status as indicated by 46 (33%) who were dissatisfied compared to 12 (8%) academic library staff who were dissatisfied with recognition.

Moreover, status also influenced the variety of work as indicated in Table 15:

**Table 15: Status and its Influence on Library Staff's Work Variety**

Status	Variety of Work (n=141)							
	Satisfied		Neutral		Dissatisfied		Total	
	Freq	%	Freq	%	Freq	%	Freq	%
<b>Academic Status</b>	2	1%	5	4%	23	16%	30	21%
<b>Administrative Status</b>	15	11%	29	21%	67	47%	111	79%
<b>Total</b>	17	12%	34	25%	90	63%	141	100

Source: Field Data (2017)

Most (47%) of the library staff with administrative status explained that their work was so repetitive and routine that it was monotonous and less challenging as indicated by 67 (47%) of the library staff who were dissatisfied out of 111 (79%) total administrative staff in all the four academic libraries.

Work conditions had a positive effect on job satisfaction as it aimed to assess the working conditions. Generally, in all the four academic libraries 53 (38%) library staff were dissatisfied whereas 44 (31%) were satisfied. Library-wise, all the four academic libraries experienced moderate satisfaction with their work environment. However, since work conditions constitute a broad concept, a number of factors were added to examine this aspect at large i.e. assessment of the work environment's favourability and fringe benefits analysis.

#### 4.6.1 Library Staff's Work Conditions

Mullins (2007) reports that an increasingly important issue affecting job satisfaction and efficiency is the nature of the work environment and workplace facilities. Generally, an inspiring workplace would inspire workers and draw attention to the relationship between work performance and atmosphere, quality and style of buildings and offices (ibid). To understand library's work conditions better, the respondents were asked to rate how favourable or unfavourable the physical facilities, motivation, staff development, participatory management and open communication were. The study findings for all the four academic libraries and for each library as summarised in Table 16 were as follows:

With regard to motivation, in all the four academic libraries 21 (15%) library staff indicated that motivation was favourable whereas 53 (38%) library staff were neutral and 66 (47%) indicated otherwise. Library-wise, 11 (16%) library staff indicated that it was favourable whereas 34 (49%) library staff were neutral and 24 (14%) library staff indicated that motivation was unfavourable at the UDSM library. At the UDOM library, seven (14%) indicated that it was favourable whereas 16 (32%) and 27 (54%) were neutral and opted for unfavourable, respectively. At the SAUT library, three (23%) library staff found motivation favourable whereas four (31%) were neutral and six (46%) indicated it was unfavourable. However, at the Iringa University library, no library staff found motivation favourable or remained neutral. It was unanimously indicated by nine (100%) library staff that motivation was unfavourable.

**Table 16: Working Conditions' Favourability and Unfavourability in the Selected Academic Libraries**

	UDSM Library N = 69			UDOM Library N = 50			SAUT Library N = 13			Iringa University Library N = 9			TOTAL SATISFACTION N = 141		
	Fav	Neut.	Unfav	Fav	Neut	Unfav	Fav	Neut	Unfav	Fav	Neut	Unfav	Fav	Neut	Unfav
	Freq (%)	Freq (%)	Freq (%)	Freq (%)	Freq (%)	Freq (%)	Freq (%)	Freq (%)	Freq (%)	Freq (%)	Freq (%)	Freq (%)	Freq (%)	Freq (%)	Freq (%)
Motivation	11 (16%)	34 (49%)	24 (35%)	7 (14%)	16 (32%)	27 (54%)	3(23%)	4 (31%)	6 (46%)	-	-	9 (100%)	21 (15%)	54 (38%)	66 (47%)
Physical Facilities	13 (19%)	23 (33%)	33 (48%)	14 (28%)	16 (32%)	20 (40%)	8 (62%)	4 (31%)	1 (7%)	3 (33%)	5 (56%)	1 (11%)	38 (27%)	48 (34%)	55 (39%)
Staff Development	12 (17.3%)	34 (49.2%)	23 (33.3%)	10 (20%)	32 (64%)	8 (16%)	5 (38%)	4 (31%)	4 (31%)	-	2 (22%)	7 (78%)	27 (19%)	72 (51%)	42 (30%)
Participatory Management	12 (17%)	44 (64%)	13 (19%)	8 (16%)	31 (62%)	11 (22%)	6 (46%)	5 (38%)	2 (15.3%)	-	2 (22%)	7 (78%)	26 (18.4%)	82 (58%)	33 (23.4%)
Open Communication	23 (33%)	37 (54%)	9 (13%)	20 (40%)	24 (48%)	6 (12%)	6 (46%)	7 (54%)	-	2 (22%)	4 (44%)	3 (33%)	51 (36%)	72 (51%)	18 (13%)

Source: Field Data (2017)

In all the four academic libraries, physical facilities were reported as favourable by only 38 (27%) library staff. Whereas 48 (34%) library staff were non-committal, and 66 (47%) found them to be unfavourable. Library-wise, 13 (19%) UDSM library staff reported the physical facilities as favourable compared to 23 (33%) who were neutral and 33 (48%) who found them to be unfavourable. At the UDOM library, 14 (28%) indicated that the facilities were favourable whereas 16 (32%) were neutral and 20 (40%) library staff found them to be unfavourable. Eight (62%) library staff at SAUT library indicated that the physical facilities were favourable whereas four (31%) were neutral and one (7%) found them unfavourable. At the Iringa University library, three (33%) indicated that the facilities were favourable whereas five (56%) library staff were neutral and one (11%) found them unfavourable.

Staff development in all the four academic libraries was found favourable by 27 (19%) library staff whereas 72 (51%) were neutral and 42 (30%) indicated that staff development was unfavourable. Library-wise, staff development was reported to be favourable by 12 (17.3%) library staff whereas 34 (49.2%) were non-committal and 23 (33.3%) and found it to be unfavourable at the UDSM library. At UDOM library, 10 (20%) library staff indicated staff development to be favourable whereas 32 (64%) were neutral and eight (16%) found it to be unfavourable. At SAUT library, five (38%) library staff indicated that it was favourable whereas four (31%) were neutral and unfavourable on both counts respectively. No library staff at the Iringa University library found staff development favourable, two (22%) were neutral and seven (78%) found it unfavourable at the institution.

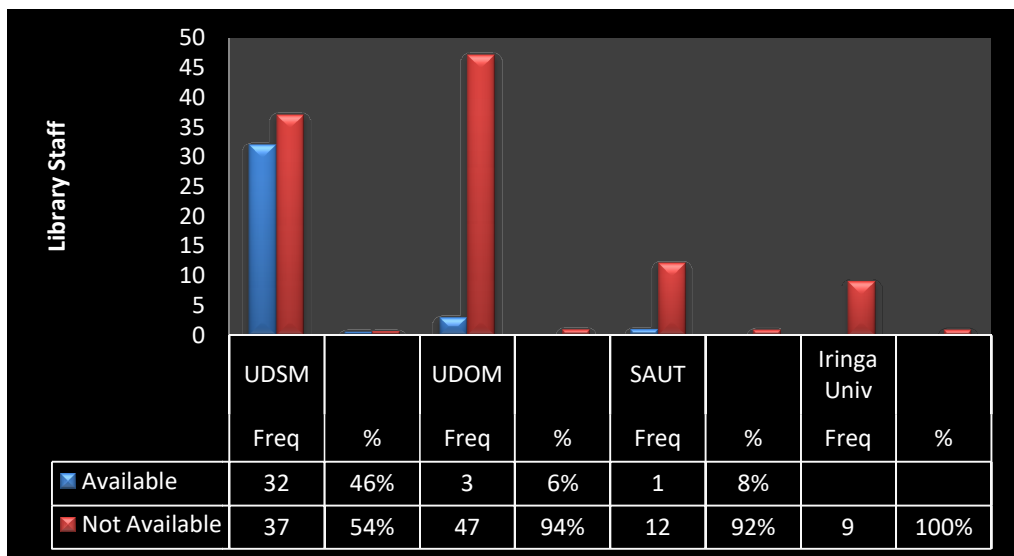
Participatory management in all the four academic libraries was reported to be favourable by 26 (18.4%) library staff whereas 82 (58%) library staff were non-committal and 33 (23.4%) found it unfavourable. Library-wise, participatory management was favourable to 12 (17%) library staff whereas 44 (64%) were neutral and 13 (19%) found it to be unfavourable at the UDSM library. At the UDOM library, eight (16%) library staff indicated that it was favourable whereas 31 (62%) were neutral and 11 (22%) found it to be unfavourable. At the SAUT library, six (46%) library staff indicated that it was favourable, five (38%) were neutral and two (15.3%) found it to be unfavourable. At the Iringa University library, no library staff found participatory management to be favourable; two (22%) were neutral and seven (78%) found it unfavourable.

Finally, open communication in all four academic libraries was found to be favourable by 51 (36%) library staff whereas 72 (51%) others were neutral and 18 (13%) indicated that open communication was unfavourable. Library-wise, open communication was found to be favourable by 23 (33%) library staff whereas 37 (54%) remained neutral and nine (13%) found it to be unfavourable at the UDSM library. At the UDOM library, 20 (40%) library staff indicated that it was favourable whereas 24 (48%) were neutral and six (12%) found it to be unfavourable. At the SAUT library, six (46%) library staff said it was favourable whereas seven (54%) were neutral. No library staff at SAUT indicated that it was unfavourable. At the Iringa University library, two (22%) library staff indicated that it was favourable whereas four (44%) were neutral and three (33%) found it to be unfavourable.

In general, the results indicate that library staff were apathetic to the working conditions in all the four academic libraries in relation to motivation, physical facilities' availability, staff development, participatory management and open communication. Similar findings were observed by Amusa, Iyoro and Olabisi (2013) who found that the work environment of librarians in South-West, Nigeria was fairly favourable.

#### 4.6.2 Availability of Fringe Benefits

Fringe benefits included all the other emoluments and payments that library staff received besides their salaries. The findings on whether they are offered any benefits by their employer are as summarised in Figure 5:



Source: Field Data (2017)

**Figure 5: Fringe Benefits Availability**

The results show that, 36 (26%) library staff indicated that the fringe benefits are available while 105 (74%) indicated that fringe benefits were not available in academic libraries. Therefore, the study findings indicate that the majority of the respondents indicated that fringe benefits were not available. Similarly, Ikonne and Onuoha (2015) found out librarians in the Federal and State libraries in Southern Nigeria lowly rated fringe benefits, which signifies that the librarians were not satisfied with their jobs.

Library-wise, at the UDSM library 32 (46%) staff indicated that fringe benefits were available in terms of overtime whereas 37 (54%) indicated there were no fringe benefits on offer. At the UDOM library three (6%) staff indicated that the fringe benefits were available as they were paid honoraria whereas 47 (94%) indicated otherwise. In the case of SAUT library, one member of the staff (8%) indicated that the fringe benefits were available in terms of special duties e.g. graduation preparation whereas 12 (92%) indicated that the fringe benefits were unavailable. Finally, at Iringa University all the library staff (100%) unanimously indicated that the fringe benefits were unavailable. The types of fringe benefits offered in respective library were elaborated on further by library staff during FGDs.

#### **4.6.3 Satisfaction with Special Incentives**

Special incentives are packages offered to employees as a means to motivate them, for instance, leave allowance or to promote their livelihood through health insurance or pension plans for prospective retirees. Thus, library staff were also asked to indicate

whether they were satisfied with these special incentives and their responses are summarised for each library in Table 17.

To begin with, in all the four academic libraries 24 (17%) library staff were satisfied with parental leave whereas 31 (22%) were non-committal and 86 (61%) library staff were dissatisfied. Library-wise, 17 (25%) library staff were satisfied whereas 13 (19%) and 39 (56%) were neutral and dissatisfied respectively at the UDSM library. At the UDOM library, four (8%) were satisfied whereas 13 (26%) were neutral and 33 (66%) were dissatisfied. On the other hand, at the SAUT library, no library staff was satisfied with four (31%) being neutral and nine (69%) being dissatisfied. Three (33%) library staff were satisfied at the Iringa University library whereas one (11%) and five (56%) were neutral and dissatisfied, respectively.

**Table 17: Level of Satisfaction and Dissatisfaction with Special Incentives in Selected Academic Libraries**

	UDSM Library N = 69			UDOM Library N = 50			SAUT Library N = 13			Iringa Univ. Library N = 9			TOTAL SATISFACTION N = 141		
	Satis.	Neut.	Dissat.	Satis.	Neut.	Dissat.	Satis.	Neut.	Dissat.	Satis.	Neut.	Dissat.	Satis.	Neut.	Dissat.
	Freq (%)	Freq (%)	Freq (%)	Freq (%)	Freq (%)	Freq (%)	Freq (%)	Freq (%)	Freq (%)	Freq (%)	Freq (%)	Freq (%)	Freq (%)	Freq (%)	Freq (%)
Parental Leave	17 (25%)	13 (19%)	39 (56%)	4 (8%)	13 (26%)	33 (66%)	-	4 (31%)	9 (69%)	3 (33%)	1 (11%)	5 (56%)	24 (17%)	31 (22%)	86 (61%)
Flexible working hours	13 (19%)	11 (16%)	45 (65%)	24 (48%)	12 (24%)	14 (28%)	2 (15%)	5 (39%)	6 (46%)	1 (11%)	1 (11%)	7 (78%)	40 (28%)	29 (21%)	72 (51%)
Leave Allowance	17 (25%)	15 (22%)	37 (53%)	14 (28%)	11 (22%)	25 (50%)	2 (15%)	5 (39%)	6 (46%)	6 (67%)	3 (33%)	-	39 (28%)	34 (24%)	68 (48%)
Health Insurance	19 (28%)	21 (30%)	29 (42%)	11 (22%)	17 (34%)	22 (44%)	2 (15%)	2 (15%)	9 (69%)	4 (44%)	4 (44%)	1 (11%)	36 (26%)	44 (31%)	61 (43%)
Pension/Retirement	13 (19%)	28 (41%)	28 (40%)	8 (16%)	26 (52%)	16 (32%)	2 (15%)	3 (23%)	8 (62%)	4 (44%)	2 (22%)	3 (33%)	27 (19%)	59 (42%)	55 (39%)
Overtime	35 (51%)	6 (9%)	28 (40%)	48 (96%)	2 (4%)	-	8 (61%)	4 (31%)	1(8%)	8 (89%)	1 (11%)	-	99 (70%)	13 (9%)	29 (21%)

Source: Field Data (2017)

Cross-tabulation reveals a relationship between gender and satisfaction with parental leave as indicated in Table 18.

**Table 18: Gender Effect on Parental Leave**

**N = 141**

	Male N= 67						Female N = 74					
	Satisfied		Neutral		Dissatisfied		Satisfied		Neutral		Dissatisfied	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
<b>UDSM</b>	11	16%	7	10%	24	35%	6	9%	6	9%	15	21%
<b>UDOM</b>	-	-	4	8%	11	22%	4	8%	9	18%	22	44%
<b>SAUT</b>	-	-	2	15%	3	23%	-	-	2	15%	6	46%
<b>Iringa Univ.</b>	2	22%	1	11%	2	22%	1	11%	-	-	3	33%
<b>TOTAL</b>	<b>13</b>	<b>9%</b>	<b>14</b>	<b>10%</b>	<b>40</b>	<b>60%</b>	<b>11</b>	<b>8%</b>	<b>17</b>	<b>12%</b>	<b>46</b>	<b>34%</b>

Source: Field Data (2017)

As Table 18 illustrates, gender influences parental leave satisfaction as there were noticeable differences in opinion between males and females. Results indicate that, out of 67 males from all the four academic libraries, 40 (60%) library staff were dissatisfied with paternity leave as compared to 46 (34%) of the females out of 74 who were dissatisfied with maternity leave. In addition, none of the male library staff were satisfied at UDOM and SAUT libraries with paternity leave. At SAUT library, female

library staff were not satisfied with maternity leave as well contrary to findings elsewhere in this study.

Flexible working hours was satisfactory to 40 (28%) library staff whereas 29 (21%) were neutral and 72 (51%) were dissatisfied with the working hours in all the four academic libraries. Library-wise, flexible working hours was satisfactory to 13 (19%) library staff but not to 11 (16%) and 45 (65%) who were neutral and dissatisfied, respectively, at the UDSM library. At the UDOM library, 24 (48%) were satisfied, 12 (24%) were neutral and 14 (28%) were dissatisfied. In the meantime, two (15%) library staff were satisfied at SAUT library whereas five (39%) and six (46%) were neutral and dissatisfied, respectively. At the Iringa University library, seven (78%) were satisfied whereas one (11%) was neutral and another one was dissatisfied.

Leave allowance was reported as satisfactory by 39 (28%) library staff whereas 34 (24%) were neutral and 68 (48%) were dissatisfied in all the four academic libraries. Library-wise, leave allowance was satisfactory to 17 (25%) library staff whereas it was not to 15 (22%) and 37 (53%) who were neutral and dissatisfied, respectively, at the UDSM library. At the UDOM library, 14 (28%) were satisfied, 11 (22%) were neutral and 25 (50%) were dissatisfied. At the SAUT library, two (15%) library staff were satisfied whereas five (39%) and six (46%) were neutral and dissatisfied, respectively. Six (67%) library staff were satisfied at the Iringa University library and three (33%) were neutral. No library staff was dissatisfied at the Iringa University Library.

Regarding health insurance, in all the four academic libraries 36 (26%) library staff were satisfied whereas 44 (31%) were neutral and 61 (43%) library staff were dissatisfied. Library-wise, 19 (28%) library staff were satisfied whereas 21 (30%) and 29 (42%) were neutral and dissatisfied, respectively, at the UDSM library. Eleven (22%) library staff were satisfied while 17 (34%) and 22 (44%) were neutral and dissatisfied, respectively, at the UDOM library. At the SAUT library, two (15%) library staff were satisfied and another two were neutral whereas nine (69%) were dissatisfied. However, at the Iringa University library, four (44%) library staff were satisfied and another four were neutral whereas only one (11%) was dissatisfied.

With regard, to pension/retirement, it was satisfactory to 27 (19%) library staff but not to 59 (42%) who were non-committal and 55 (39%) library staff who were dissatisfied in all the four academic libraries. Specifically, pension/retirement was satisfactory to 13 (19%) library staff but not necessarily to six (9%) and 28 (40%) who were neutral and dissatisfied at the UDSM library. In the case of the UDOM library, eight (16%) were satisfied whereas 26 (52%) were neutral and 16 (32%) were dissatisfied. At the SAUT library, two (15%) library staff were satisfied whereas three (23%) and eight (62%) were neutral and dissatisfied, respectively. Four (44%) library staff were satisfied whereas two (22%) were neutral and three (33%) were dissatisfied at the Iringa University library.

Cross-tabulation reveals a relationship between age and satisfaction with pension as presented in Table 19.

**Table 19: Effect of Age on Pension/Retirement Plan**

Age Range	Pension/Retirement Plan (n=102)							
	Satisfied		Neutral		Dissatisfied		TOTAL	
	Freq	%	Freq	%	Freq	%	Freq	%
20-29	5	5%	14	14%	11	11%	30	21%
30-39	14	14%	14	14%	13	13%	41	29%
40-49	4	4%	7	7%	15	15%	26	18%
50-59	1	1%	1	1%	2	2%	4	3%
60-Above	-	-	-	-	1	1%	1	1%
TOTAL	23	23%	36	36%	42	42%	102	100%

Source: Field Data (2017)

Age had an effect on pension plan as respondents aged between 20 and 49, who were majority, wanted to have more freedom to go for the pension scheme of their choice and be allowed to withdraw their savings at any moment they needed instead of waiting until they reached a mandatory and compulsory retirement of 55 and 60 years, respectively. This was revealed by 39 (39%) of the library staff who were dissatisfied as opposed to 23 (23%) who were satisfied in all the four academic libraries.

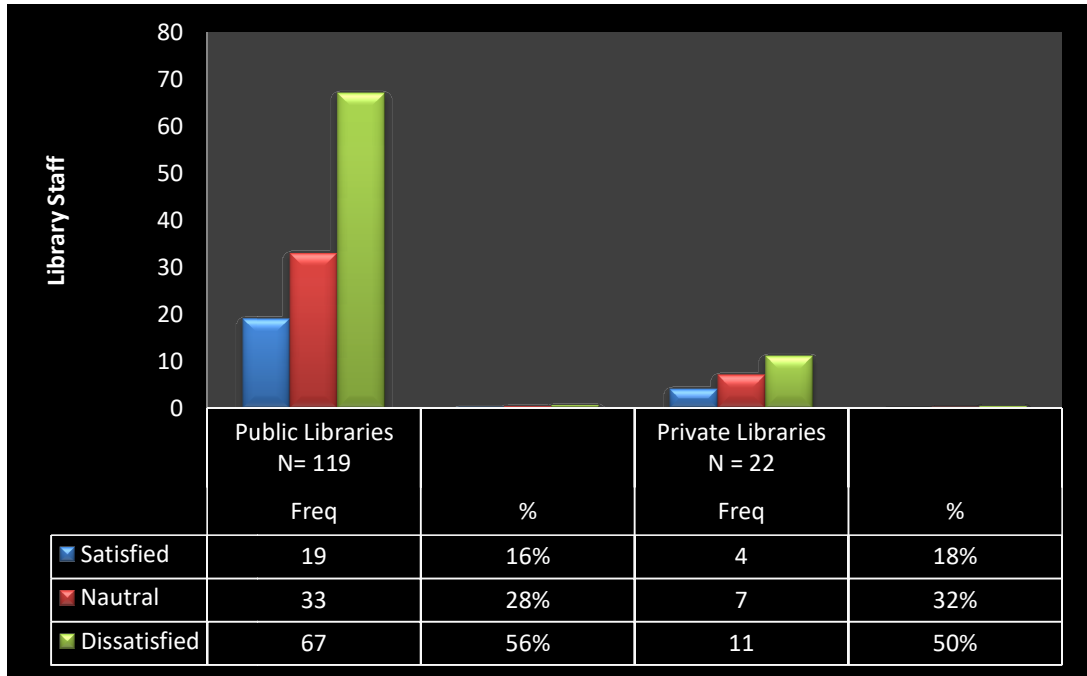
Finally, overtime was satisfactory to 99 (70%) library staff whereas 13 (9%) were neutral and 29 (21%) library staff were dissatisfied. Specifically for each library, at the UDSM library, overtime was satisfactory to 35 (51%) whereas six (9%) were neutral

and 28 (40%) were dissatisfied. At UDOM, 48 (96%) were satisfied whereas two (4%) were neutral. No library staff indicated being dissatisfied at the UDOM library. At the SAUT library, eight (61%) were satisfied whereas four (31%) and one (8%) were neutral and dissatisfied, respectively. In the meantime, eight (89%) library staff were satisfied and one (11%) was neutral. None was dissatisfied at the Iringa University library.

Similar findings were found by Artz (2010) who observed that five fringe benefits remain significant and positive determinants of job satisfaction. These include flexible work hours, dental insurance, pension plans, parental leave and employer provided child care. Although losing its significance, health insurance remains negatively related to job satisfaction. However, Charith (2015) found low correlation between job satisfaction and fringe benefits ( $r$ -value = 0.165), indicating that the level of satisfaction of an employee is not dependent on the fringe benefits an employee receives from an organisation.

#### **4.7 Comparison of Job Satisfaction between Public and Private University Libraries**

The fourth objective of the study aimed at comparing the job satisfaction of public university libraries (UDSM and UDOM) and private university libraries (SAUT and Iringa University). The comparison focused on the level of job satisfaction and factors affecting job satisfaction. Figure 6 provides a summary of general satisfaction level of public and private university library staff:



Source: Field Data (2017)

### Figure 6: Satisfaction and Dissatisfaction Levels between Public and Private University Libraries

The study found that both public and private university libraries experienced average job satisfaction as revealed by 19 (16%) library staff who were satisfied, 33 (28%) who were neutral and 67 (56%) who were dissatisfied from public university libraries. For private university libraries, four (18%) library staff were satisfied, seven (32%) were neutral and 11 (50%) were dissatisfied. In other words, average satisfaction levels predominate just as with the general satisfaction levels of all the four academic libraries as indicated in Table 8.

These findings are in contrast with Ayub's (2010) who found job satisfaction to be higher among private university teachers than in public university whose teachers were generally dissatisfied in Karachi, Pakistan. Moreover, Hyder and Batool (2013) found that librarians working in public sector libraries were more satisfied than librarians working in private sector universities in Lahore, India.

In the current study, the examination of specific factors that affect library staff's job satisfaction also yielded different perspectives from the two types of libraries. To begin with, the findings from all the four academic libraries under review revealed that job insecurity predominates as 113 (80%) library staff were dissatisfied with job security. However, a closer examination showed that public university libraries experience job insecurity at a high level as 100 (84%), the majority were dissatisfied whereas job security in private university libraries was at an average as indicated by 13 (59%) library staff who were dissatisfied with the situation prevailing there.

Work activity was also different in the two types of libraries as public university library staff lamented that the library job was not challenging enough. This was noted by majority (90; 76%) of library staff who were dissatisfied whereas in private university library staff reported that work activity had a moderate effect as only 14 (64%) library staff were dissatisfied. Moreover, variety of work affected both types of libraries in a moderate way as many noted that lack of technology affected the diversification of library work. This was indicated by 75 (63%) library staff who were dissatisfied from

public university libraries and 14 (64%) library staff who were dissatisfied from private university libraries.

Furthermore, both private and public university libraries experienced challenges when it comes to social services at a moderate level as indicated by 72 (60%) of the library staff who were dissatisfied from public university libraries and 15 (68%) dissatisfied library staff from private university libraries.

Creativity, however, was different in the two libraries as the majority, 79 (66%), library staff from public university libraries were dissatisfied; they noted that they were unable to devise new ways of doing their library work while a few, eight (36%) library staff from private university libraries were dissatisfied and noted that they are okay with doing their work as instructed.

When examining satisfaction with special incentives, the study found that overtime and parental leave had an effect on both sets of libraries. Specifically, the study found that both private and public university libraries were satisfied as indicated by 83 (70%) of the library staff who were satisfied from public university libraries and 16 (72%) library staff who were satisfied from private university libraries. Parental leave, on the other hand, affected both libraries in a moderate way as indicated by 72 (60%) library staff who were dissatisfied from public university libraries and 14 (64%) dissatisfied library staff from private university libraries.

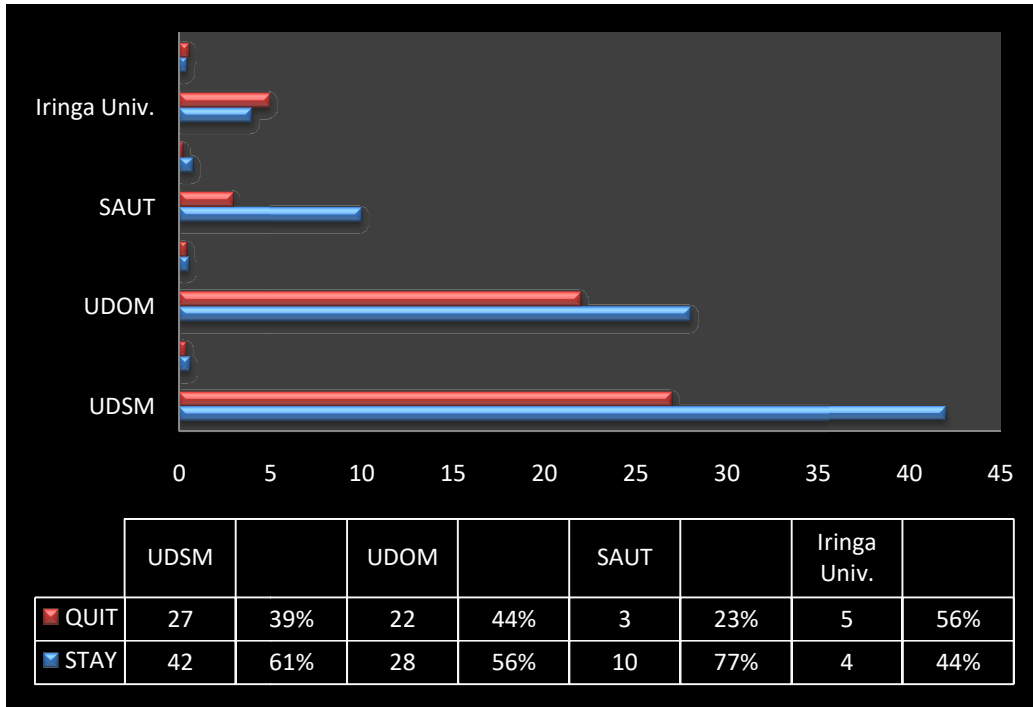
Furthermore, a closer look at the work environment showed that motivation and staff development had a noticeable effect. To begin with, it was established that private

university libraries were negatively affected as indicated by the majority, 15 (68%) of the library staff who were dissatisfied. Public university libraries, on the other hand, registered a lower percentage as indicated by 51 (43%) of the library staff who were dissatisfied. Staff development was also negatively reported in the private university libraries as indicated by 11(50%) library staff who were dissatisfied compared to only 31 (26%) library staff who were dissatisfied in public university libraries.

As both private and public university libraries had moderate satisfaction levels, it was imperative to determine whether they harboured intentions to leave their respective libraries whenever an opportunity arose. In public university libraries, the majority 70(59%) of the library staff said they would stay on whereas 49 (41%) library staff said they would quit. In private university libraries, the majority (14; 64%) of the library staff said they would stay on with a few eight (36%) indicating that they would quit. Apparently, in both private and public university libraries, the majority of library staff would rather stay put rather than go elsewhere to seek greener pastures.

#### **4.8 Intention to Quit**

Intention to quit is the employee's need or feeling of wanting to leave a job to change an environment or look for a better opportunity. As library staff generally experienced average satisfaction with their job, they were asked whether they experienced an urge to leave their jobs at their respective academic libraries. Their responses have been summarised in Figure 7:



Source: Field Data (2017)

**Figure 7: Intention to Quit**

As Figure 7 shows that, the majority (84; 60%) of the library staff indicated that they would stay on whereas 57 (40%) indicated that they would quit. In other words, the majority of the respondents indicated that they would not quit their jobs. This finding is in contrast with Nyamubarwa’s (2013) whose study on turnover intentions of academic librarians revealed that there was a very high propensity to leave employment by academic librarians in Zimbabwe.

Library-wise, at the UDSM library, 42 (61%) indicated that they would stay on whereas 27 (39%) had an intention to quit; at the UDOM library, 28 (56%) indicated they would

stay on whereas 22 (44%) had an intention to quit; at the SAUT library, 10 (77%) indicated they would stay on whereas three (23%) had an intention to quit; and at the Iringa University library, four (44%) indicated that they would stay on whereas five (56%) had an intention to quit. Overall, the majority (77%) indicated that they would stay put at SAUT library whereas a slight majority (56%) indicated they would quit from the Iringa University Library.

Acker (2004) found that organisational conditions are strong predictors of job satisfaction vis-a-vis intention to quit. However, Masum *et al.* (2016) found that the nurses' job satisfaction was at a moderate level with 61 percent of the nurses indicating an intention to quit in Turkey. Similarly, Nyamubarwa (2013) noted that 60 percent of librarians in Zimbabwe with lower level grades wanted to quit as a result of fewer opportunities for progress in the profession.

## CHAPTER FIVE

### DISCUSSION OF FINDINGS

#### 5.1 Introduction

This chapter presents the discussion of the research findings as per research objectives and questions. The main issues discussed emanate from the findings and are derived from the study objectives based on the following headings: (i) measured level of job satisfaction of library staff in selected academic libraries; (ii) assessment of the effects of motivational (intrinsic) factors on library staff job satisfaction; (iii) assessment of the effects of hygiene (extrinsic) factors on library staff job satisfaction; (iv) provision of comparison of library staff job satisfaction between public and private university libraries. Finally, it discusses the factors hindering job satisfaction in selected academic libraries. In this discussion, the chapter touches on a number of issues salient to understanding the findings in relation to the research problem.

#### 5.2 Level of Job Satisfaction of Library Staff

The findings generally indicate an average job satisfaction as reported by the majority (51%) of the library staff who were dissatisfied as indicated in Table 8 (p. 104). The findings further suggest that the level of satisfaction and dissatisfaction vary among library staff, who participated in the study. During an interview with library directors in each library, a number of challenges emerged; however, in all the sample libraries, job dissatisfaction among the library staff was associated with inadequate incentives, poor

motivation as well as budgetary constraints. The library directors pointed out that funds were not enough to ensure that the libraries were self-sufficient in every aspect, including the acquisition of e-resources and print materials, ICT adoption and maintenance, and ensuring that reading materials were up-to-date and reading space was attractive. As a result, the work for many librarians became repetitive and routine, hence the low job satisfaction registered among some staff in the study.

With regard to funding challenges experienced by the sampled libraries leading to low job satisfaction, Nawe (2003) examined the planning and policy issues in Tanzania's academic libraries and noted the same funding challenge. She asserted that, while libraries were considered as the hearts of universities, the attention they received when it came to funding did not normally commensurate with the status accorded to them. Similarly, Msolla (2006) in a report on issues of higher education in Tanzania found that the funding of public universities and other higher learning institutions largely depends on government subventions, which in most cases were inadequate. Thus, the financing and affordability of higher education was currently a top public debate agenda in Tanzania. In fact, financial constraints results in poor work conditions for library staff whereas insufficient incentives and motivation lead to job dissatisfaction.

Moreover, Wawire and Messah (2010), while investigating the challenges university libraries face in Kenya, found that the rapid growth and expansion of universities within a short period made the country experience a phenomenal growth in the area of higher education, yet financial constraints severely affected the institutions due to poor

economic performance. The poor economic performance had been characterised by rapid population growth and rising needs for basic services such as primary education, food, health and shelter. Subsequently, university education faced severe competition from these other sources for the limited government funds. In consequence, universities were challenged to justify their existence for claiming massive public funds. In turn, it is the university libraries that suffered directly from the resultant financial squeeze. This situation made university libraries in Kenya operate in an environment of tightened financial constraints. Unfortunately, this gloomy situation has not changed and was likely to remain the same for a long time to come (ibid).

On the other hand, library-wise general satisfaction was not the same throughout. Despite the differences in percentage levels, the findings still indicate an average satisfaction level in all the four academic libraries. The University of Dar es Salaam Library, for example, reported a predominance of average job satisfaction as indicated by the majority (57%) of the library staff who were dissatisfied as indicated in Table 9 (p. 108). The main factors contributing to low job satisfaction were job insecurity, inadequate supervision (human relations) and supervision (technical capabilities). Some participants complained during FGDs that their director did not fight for their interests, hence leaving them dissatisfied with the leadership. Similarly, Funge *et al.* (2017), while analysing library managers' supervision experiences, identified a list of foundational library leadership competencies that range from communication skills to problem-solving and from team-building to conflict resolution with personnel. In effect, library leaders were required to solve problems, make decisions, as well as train, mentor, and

motivate staff. Though leadership training is provided through a management course, leadership training and mentoring for library leaders remained generally inconsistent and needed to be more robust.

At the University of Dodoma Library the findings revealed average satisfaction as the majority (56%) of library staff were dissatisfied as indicated in Table 10 (p. 111). The main explanation for the dissatisfaction among library staff was with job insecurity. At UDOM, most of the respondents were administrative staff (90%) with certificate and diploma education levels. In fact, the whole library had only six academic staff. During the FGD, many participants complained that the work conditions were challenging, especially due to lack of transport allowance for evening shifts and a few opportunities for further studies compared to the demand. The management response to these complaints included threats of termination of employment. One participant from UDOM said during the FGD that management officials threatened library staff:

*“...There are many students at SLADS who still need employment. I can terminate your employment for all of you today and have a new container of library staff with your level of education by tomorrow.”*

Such threats of termination of one's employment make library staff work in fear. Most of them would like to work in a different library with better remunerations and treatment but everyone was aware that it was increasingly difficult to find a new job. Thus, most of the library staff experienced withdrawal behaviour.

On the other hand, the findings indicate that dissatisfaction at St. Augustine University Library of Tanzania was high as the majority (63%) of the library staff were dissatisfied as indicated in Table 11 (p. 114). During an interview, the library director said that SAUT is a private university which suffered from TCU's unpredictable student allocation to higher education institutions. As a result, the university found it increasingly difficult to make budgeting and strategic planning based on fluctuating numbers. This problem had in turn affected library staff negatively, hence leading to low job satisfaction due to lack of opportunities for advancement, low job security, delayed monthly salary payments and limited development in the library.

Similarly, Amponsah and Onuoha (2013), while examining the performance and challenges of private universities in Ghana and Nigeria, established that the major problem facing private universities in the two countries was largely financial - high cost of training and development of faculty and staff; lack of well-resourced libraries; inability to retain top quality faculty and staff; inadequate teaching and learning equipment and infrastructure. Indeed, almost all the challenges had to do with funding, whose availability could minimize the private universities' financial woes.

At the University of Iringa library, the findings also signal average satisfaction although (38%) of the library staff were satisfied with only a few (28%) dissatisfied as indicated in Table 12 (p. 117). In contrast to other libraries, Iringa University library had a modest proportion of staff who were satisfied compared to those who were dissatisfied. When library staff were asked about this situation, many were apathetic. In this regard,

Igbokwe (2011), while investigating job satisfaction and performance of librarians in Federal University libraries in South East Nigeria, found that people always asked questions why people stayed in a particular job all the days of their life. Yet, not all the jobs had high salaries, high prestige or pleasant work conditions. Some had long hours at work, dangerous environment and stress. Nevertheless, some people simply endured these negatives and held on to their jobs. This durability can be attributed to some people naturally liking their job as it is, and not the conditions surrounding the job or they have no opportunity for a better job.

In an interview, the Acting Library Director revealed that Iringa University was also struggling financially as its main source of income was donors and students' fees. This funding challenge became even more daunting once it became a fully-fledged university independent from Tumaini University in 2013. Donors, who were mainly religious affiliates, had significantly shrunk in number, hence, affecting library staff financially. The director further revealed that library's budget was very low. As a result, they obtained most of the resources for the library through written proposal to donors abroad, something that had also become more pronounced as a challenge after the institution became a fully-fledged university. Inevitably, the provision of incentives to library staff and motivation remained limited. Furthermore, the work conditions were largely not favourable as facilities for the library became increasingly hard to acquire.

When it came to the importance of satisfaction among library staff, Patel and Patan (2013) assert that the satisfaction of users/ readers is essential in enhancing the scope of library services because the role and efficiency of library personnel are important. In fact, the development of inherent qualities of an employee depend upon his/her job satisfaction. Indeed, the organisational atmosphere do increase positive activities of rendering better library services to the users, which ultimately is reflected in the image of institution. Overall, the job satisfaction of an employee depends upon the welfare facilities, workload, family relationship among colleagues, work environment, recognition of service and motivation.

Finally, understanding the level of library staff satisfaction is also vital for academic universities. In this regard, Edem (1997) contends that knowledge of librarians' motivational level could assist university authorities in improving the librarians' efficiency, effectiveness, and boost their productivity.

### **5.3 Effects of Motivational (Intrinsic) Factors on Library Staff Job Satisfaction**

Findings as indicated in Table 8 (p. 104); questions that were used to measure motivational factors are discussed as follows:

#### **5.3.1 Work Itself of the Library Staff**

The work itself implies an employee either liking or disliking of his or her job. It explains whether the job of employee is enjoyable or not (Danish and Usman, 2010). In this regard, six (6) variables were used to explore the work itself: the activity,

independence, variety of work, moral value, ability utilisation and creativity. Questions pertaining to these variables were aimed at explaining the concept of the work itself in detail. Five variables showed that the work itself provides only moderate job satisfaction to library staff while work activity caused low satisfaction.

To begin with, the majority (74%) of library staff were dissatisfied with their work activity as they reported experiencing low job satisfaction. The reason for high dissatisfaction with work activity was absenteeism, a situation that was prevalent in all the four academic libraries under review. In the context of the library, staff work activity entailed the process of creating, delegating and tracking progress of single or multiple tasks to completion. Such activity encompasses all the duties required to be done by the library staff on a day-to-day basis or whether there is a project, for instance, automation or digitisation depending on the allocated timeline. During the FGD, one participant from UDOM library said:

*“...everyday, you will find three to four library staff have an excuse for a given day. ‘I have taken my child to the hospital’, or ‘I am sick’, or ‘my neighbour has died.’ All these are legitimate excuses but they derail the service expected to be provided to the users and few library staff who are present end up doing more activities than usual to make up for the absent ones.”*

Another aspect in assessing work itself is work independence. Work independence or autonomy in the workplace entails how much freedom employees have while working. For some organisations, autonomy means employees can set their own schedules. In other organisations, autonomy means employees can decide how their work should be

done (Robertson, 2017). Regardless of the concept in place, higher levels of autonomy tend to result in an increase in job satisfaction.

In this study, the findings revealed that the majority (63%) of library staff were dissatisfied with independence at their disposal, noting that they were forced to finish their duties under strict supervision. Most of the dissatisfied library staff were administrative staff whose duty was to provide services to the users. These library staff experienced little independence as they had to be closely supervised. Moreover, they had to be at their work stations at all times to ensure that the users did not steal library materials or mutilate them. For those in the library computer rooms, they had to be there all the time to ensure the students did not steal the mouse or the keyboard. During the FGD, one participant at SAUT library said:

*“...I wish our library could install CCTV cameras to facilitate security. Library staff have to go to eat in shifts and one cannot go to the washroom without ensuring another staff is present. This is very difficult to accomplish at all times as we have few number of library staff and there are always emergencies of personal nature. We don't have autonomy at all. And sometimes you are there and still books are stolen. It's a challenging situation.”*

Brown (2012) shared her experience in an article entitled “Tips for Solo Librarian” and explained one of the benefits of having independence entails every librarian having an opportunity to create his/her own position. In other words, one had certain amount of freedom when deciding one's focus. As the solo librarian, one decides each day on how to spend the majority of the time. At first, the situation might seem overwhelming; however, one might turn it around into an opportunity. Despite the advantages of work

independence indicated by Brown (2012), work independence appears to only works with staff who are disciplined and committed to their work. In this regard, the library director at the UDOM library noted that giving people too much independence would make them fail to do their jobs and the leader would be blamed at the end of the day.

In fact, Brown (2012) also notes that work independence takes a lot of self-discipline and time management, something that all library directors agreed many of their library staff lacked, especially those in lower positions such as administrative staff in an academic library who need close supervision.

In this study, it was observed that library staff with supervisory responsibilities such as heads of department and those not working directly with students for example, in cataloguing and classification (processing) experienced a bit of autonomy and were satisfied. In fact, many of them had a higher level of education and had academic status. Nguyen, Taylor and Bradley's (2003) research findings also indicate that the degree of job autonomy is related to the overall job satisfaction. On the same note, workers who get greater variety of work and independence in their jobs feel less stressed and are more satisfied. When examining work variety, the main aim was to look at the work composition and determine whether it provides different activities to the library staff and, thereby, avoid boredom and repetitive routine work. The study findings in this regard show that in all the four academic libraries the majority (63%) were dissatisfied with variety of work because of its glaring absence. Reasons provided include repetitive

and routine activities. During the FGD, one participant from Iringa University library said:

*“...I work every day at the issue desk. I just give out books to students and receive books from them. No wonder management believes that anyone can do library work. To them it looks too easy...”*

Saari and Judge (2004), while examining employees' attitudes and job satisfaction, found that the work situation also matters in terms of job satisfaction and organisational impact. Contrary to some commonly held practitioner beliefs, the most notable situational influence on job satisfaction is the nature of the work itself. This does not mean well-designed compensation programmes or effective supervision are unimportant; rather much more can be done to influence job satisfaction by ensuring the work is as interesting and challenging as possible. Unfortunately, some managers focus on the employees' pay package to the exclusion of other job attributes such as making the work interesting.

In an interview with the SAUT library director, it emerged that it was difficult to assign different tasks to library staff because activities were based on the level of education, qualifications and experience. Thus, the library management faces a challenge of combating boredom among library staff, especially those with lower level positions. A variety of work provision challenge is also noted by Staats and Gino (2012), who elaborate that scholars suggest that executing different tasks improves the performance

of workers, who gain more experience and knowledge that can be applied from one task to another.

Nevertheless, it was observed that work activity for library staff depended on their level of education as job description. Thus, directors cannot assign a job to library assistant II that is suitable for an Assistant Librarian based on their job descriptions and qualifications as well as experience. The challenge lies in the job design that takes into account the nature of work and employee's abilities. In an interview, the UDOM library director said that assigning a job that is more demanding for an employee lacking requisite skills could lead to decreased productivity and employee dissatisfaction.

Moral value covers the ethics that govern a given profession. Findings show that the majority (68%) of the library staff were dissatisfied with the moral value because many library staff did not know about the code of ethics that govern their profession, especially the TLA one and they did not have specific codes governing their actions in specific libraries. During the FGD, one participant from SAUT library said:

*"...all I know is that I have to be fair and friendly to the students while serving them and also be at my place of work all the time. I didn't know there was a code of ethics."*

According to the America Library Association, the foundation of modern librarianship rests on an essential set of core values that define, inform, and guide professional practice. These values reflect the history and ongoing development of the profession.

Moreover, they have been advanced, expanded, and refined by numerous policy statements for instance ALA and IFLA.

The Tanzania Library Association's code of ethics states that librarians' conduct should be geared towards maintaining public esteem for the library and the library profession. The code has four main areas covering how the librarian relates to the governing authority, how the librarian relates to the community, how the librarian relates to his/her library, and how the librarian relates to his/her profession and to the society. Specific aspects include access to information, confidentiality/privacy, intellectual freedom, education and lifelong learning, service, and social responsibility.

In an interview with library directors, it became apparent that most of the librarians concurred that there was no official code of ethics in their respective libraries and were guided by the public service rules. Similarly, Ofre (2012) established in Nigeria while examining the code of ethics for librarians, that librarianship as a profession has its "do's and don'ts". These do's and don'ts are best illustrated by the ALA Codes of Ethics. Yet, till to-date there was no code of ethics for the profession in Nigeria. The practitioners were still guided by the public service rules and the ALA Codes.

In the case of ability utilisation, it encompasses the opportunity to use fully one's skills, knowledge and education to perform one's work activities based on the educational level and experience. Findings on the ability utilisation show that the majority (60%) of library staff were dissatisfied with their jobs, which did not allow them to utilize fully their abilities. During the FGD, one participant from Iringa University library said:

*“...at the Library school I learned a lot of things ranging from records management, automation, information evaluation and report writing. But at my job, I only give students books and recommendations regarding alternative readings. We don't perform our duties with the technology that is now available. I have already forgotten how to catalogue electronically as we were taught in library automation.”*

A similar challenge was observed by Burnett (2013), while evaluating the LIS education in East African Countries. The author identified the skills that seem to be lacking among many LIS professionals as leadership, human resources management, evaluating and reporting skills, communication skills, professional ethics, marketing of library services, and teaching skills. These are in addition to the more obvious IT-related skills such as gateway and portal development, web authoring, database development (ibid).

The SAUT library director said in an interview that, the problem with failing to utilise fully library staff's skills lies mainly in the low technology adopted. As a result, activities had to be done traditionally. Muneja (2013) also observed that low funding given to libraries constituted a barrier to development of ICT based projects, arguing that most of the public library services in Sub-Saharan Africa do not set budgets for ICT, have unreliable ICT infrastructure, and have to contend with unreliable electric power and technophobia.

Finally, creativity, which encompasses one's use of mental characteristics that allows a person to think outside the box, results in innovative or different approaches to a particular task. In the case of library staff, creativity constitutes identifying new ways for providing services to users, to draw their attention to new information that could

otherwise be overlooked and to create means to entice library users and keep interested in library services. Findings on creativity revealed that the majority (62%) of the library staff were dissatisfied as their libraries lacked money which fosters any creative endeavor. Nevertheless, it was imperative to adopt new technology to keep up with users who were increasingly dependent on the internet as their main source of information and not necessarily the physical library.

In an interview, the SAUT Library Director said that the library had spent a fortune on creating an environment for students to read and obtain information; however, the number of users who frequented the library for these services were dwindling every day. Smart phones and tablets provide access to information, coupled with WIFI available throughout the campuses made libraries rarely visited places. He explained:

*“...as we evaluate our job satisfaction, we should also find ways of re-inventing our services to make ourselves valuable to our institutions. We have to be more creative. Students do not utilise e-resources paid expensively by the university to support their academic journey and reading culture is still low among the students. Creativity is needed to reverse the trend.”*

However, during the FGD at the Iringa University library, most of the participants said they did not get enough support from the library management in their creative endeavours due to either financial constraints or lack of interest. As a result, many librarians had resorted to doing what they are required to do as a routine job and not to market library services and create programmes such as information literacy aimed to reach non-library users. Other aspects library staff fail to explore include utilisation of social media as Facebook, Goodreads.com and Twitter or the creation of tutorials on

YouTube accounts to reach users digitally. Consequently, low job satisfaction with the library work and low status results from such lack of creativity and lack of innovation.

Explaining the importance of creativity in boosting library staff's job satisfaction in the technological context, Shumaker (2012) asserts that people do not have to go to the physical library space to get information or to use it. After all, they obtain and use information at home, in the office, in the dorm rooms, and in restaurants. Moreover, they gather information while seated and standing up. Furthermore, they have recourse to use of desktops and laptops, smart phones and tablets. They access every type of information for business, personal interest, scholarship, or science. As such, users who frequent the libraries do so for their unique programmes, quietness to work in, group study spaces, or use the computers. They rarely asked for help from the reference librarians. As such, the traditional reference activity was declining. On the other hand, smart librarians have recognised that the new environment of abundant information offers them an opportunity to reconsider the traditional library services and do adopt new, more challenging, more rewarding, and more valuable innovations for their communities.

Challenges, which were identified as barriers to creativity at the Iringa University library were somewhat similar to those found by Onuoha *et al.* (2015) who investigated the challenges to effective promotion, innovation and creativity among library and information professionals in Nigeria. That study found that lack of recognition and motivation for creative librarians posed major challenges primarily because of lack of finance to acquire technological facilities, lack of ICT skills, non-attendance of

conference/workshop, uncondusive work environment and lack of management interest in library services (ibid).

### **5.3.2 Achievement, Recognition and Promotion of the Library Staff**

Achievement at the workplace deals with the pride and a sense of accomplishment employees feel about their respective jobs and employers (Johnson, 2017). Chinn (2017) elaborates that, an achievement is something that an employee does, such as reaching a goal or completing a project, using his/her skills, effort and persistence. Gupta (2010) also notes that, according to psychologists Abraham Maslow, Fredrick Herzberg and David McClelland, the need for achievement is a psychological motivator that employees can develop. After all, achievements provide tangible evidence that colleagues, competitors and the wider community use to judge a person as successful or not. During the FGD, two types of achievements emerged that many respondents talked about: personal achievement and educational/career achievement. The former occurs when many were happy that being a librarian had enabled them to build a house, buy a car, send their children to international schools, and the like. The latter, on the other hand, is the most notable achievement. Educational/career achievement was explained by the respondents as their ability to pursue further education, attend seminars/workshops outside the country, working in a team that could accomplish a professional goal such as automation. These findings were aimed to establish whether the job facilitated achievement in terms of professional capacity building.

In all the four academic libraries, only a few (15%) library staff were satisfied with professional achievement. During the FGD, some of them said that their institutions had given them an opportunity to pursue further education and attend short courses in India and South-Africa. Some said that they had managed to connect with other professionals through collaboration such as participating in COTUL activities and, for some academic library staff, they managed to publish papers and attend conferences.

On the other hand, the majority (52%) of the library staff were not satisfied at all with their achievement. During the FGDs it was established that the institutional policy of each respective host university does support achievement, especially educational support through sponsorship and provision of study leave. However, inconsistencies in the implementation of such a policy were noted. Some participants in the discussion claimed that favouritism and nepotism sometimes undermined the process of equitable staff development. One participant at the UDSM library said during the FGD:

*“...University of Dar es Salaam supports staff training sometimes by offering study leave or finding scholarships for its staff. In the library, the situation is a bit blurred as here, mainly academic librarians are given priority and sometimes they are offered scholarships. However, things are different for administrative staff; opportunities are few and far in between and, sometimes, you have to pay on your own or acquire a loan from the HESLB.”*

Though the university supports its staff, it was observed that at times the number of staff interested in these opportunities far out strips the university’s financial capacity to support them in a given year. The UDOM library director, said during an interview that: the pressure among library staff to advance was greater than the capacity to support

them at any given time, and staff were not patient enough to wait for their turn, hence their complaints that opportunities were too few. However, it was apparent that the university could not support everyone at one given time and some had to wait. The need to wait is sometimes interpreted by many aggrieved parties as favouritism or nepotism.

Moreover, professional achievement is important to library staff's job satisfaction as it helps them to develop their skills and earn recognition. Chinn (2017) explains that recognising achievement is a straightforward approach to developing trust and encouraging employees to set and achieve goals. Eventually, such professional achievement provides satisfaction. In fact, when employees get external recognition, the achievements become even more tangible and help to build self-confidence (ibid).

Generally, the attainment of professional achievement tends to go with recognition. According to Imran *et al.* (2014), in today's competitive environment organisations striving to attain competitive advantage by applying different strategic tools using employees' skills, abilities and expertise. However, proper utilisation of the employees' services requires firms to offer different incentives, rewards and recognition programmes. Indeed, satisfied employees become more committed, dedicated and loyal to their firms as compared to others employees. Recognition is a blanket term that describes the acknowledgment and appreciation of an employee's work (Asap Awards, 2012). For many employers, usually a pay cheque is enough to keep them satisfied and well engaged. Whereas some employees get satisfied others also crave for recognition from their peers. Failing to deliver this recognition can have far reaching implications,

which includes higher employee turnover rates, lower productivity, and lower morale (ibid).

In fact, Imran *et al.* (2014) note that there are two types of rewards: monetary and non-monetary rewards. Monetary rewards include performance bonuses, commissions, and gifts. Non-monetary rewards, on the other hand, include recognition, praise and appreciation. Recognition is one of the strong motivation factors. After all, many employees feel comfortable when they get praise and recognition. In addition, recognition must be consistent and regular.

In the academic libraries under review, all members of staff can qualify for institutional recognition according to policy guiding recognition and rewards. The HRM department is charged with the responsibility of recognising outstanding workers by providing them with financial rewards and certificates. Library directors are responsible for praising library staff whose work is excellent to boost their morale and make them feel appreciated.

The study findings show that in all the four academic libraries only a few (34%) of the library staff were satisfied with recognition. These elaborated that each year they get an opportunity to select one library staff member through voting. The library staff's name was then sent to the HRM office for competing with other outstanding workers from other departments to select one staff member to represent the whole institution as the overall winner on the May 1 Workers' Day. The rewards include certificates and monetary incentives. This process is similar in all the four academic libraries.

On the other hand, 40 percent of the library staff were dissatisfied with recognition saying that the process was always not fair as the director of the library had the final say on who was eventually selected as the outstanding employee. All the library directors dismissed this claim, elaborating that performance reviews determined the outstanding worker. When one deserving library staff get recognition, others always complained citing favouritism. In this regard, the UDOM library director said in an interview:

*“...some library staff like to be recognised while they are not doing exceptional work. A recognised worker needs to be outstanding in his/her job performance. As a leader, you can see this and appreciate it while other staff members may view the selection as favouritism.”*

Another challenge experienced in all libraries with regard to recognition is low rewards. During FGDs it emerged that, at the Iringa University library the outstanding worker received only 200,000/= without a certificate or anything else whereas at SAUT there were no rewards on offer for an outstanding worker as of current. However, before 2009, SAUT also used to have monetary rewards given but financial constraints had crippled the process. At UDSM and UDOM libraries, the respondents said that the rewards were good but needed to be reviewed to be in line with economic changes in the country. Similar findings were obtained by Imran *et al.* (2014) and Danish and Usman (2010) who found that there was a significant relationship between recognition and work motivation and satisfaction. In fact, improving the rewards being offered to employees based on the workers' recommendations could correspond to the change in satisfaction and work motivation.

Promotion is also another way of recognising library staff achievement, especially academic achievement. As such, promotion is an important marker for many, primarily because it signifies a raise in salary, a change in job title and status as well as validation from peers. In fact, promotion is the action of raising someone to a higher position or rank. According to Armstrong (2008), promotion aims to provide employees with an opportunity to advance their career within the company. However, this course of action depends on the opportunities available and workers' own abilities and the senior posts requiring the best talents in the organisation. Promotion can be achieved through obtaining a higher level of education or through performance review.

Based on the findings obtained, 49 percent of the library staff were satisfied with promotion. At the UDSM and UDOM libraries, library staff fill in the Open Performance Review and Appraisal System forms (OPRAS). These are mandatory. They move from the immediate supervisor to the top management before the HRM of their respective universities send them to Public Service Management (Utumishi) for review and implementation. Rewards come in terms of either annual salary increments or a promotion in position.

On the other hand, a few (34%) of the library staff were dissatisfied with the state of promotions largely because they were delayed. The UDOM director explained that once the OPRAS forms were filled out, it was the responsibility of the university's HRM office and the office of Public Service Management (Utumishi). However, one had to

wait sometimes for months or a year before the due promotions were affected in earnest.

During the FGD, one participant from the UDSM library said:

*“...I received my Master’s Degree in 2011 but up until now, I haven’t been promoted. My colleague, with whom I graduated with, was in the same situation as I am. Her patience ran out in 2013 and she decided to quit and move to another university. I have made follow-ups with the HRM office, but I am told to wait, as all the details of my certificates have been uploaded in the Public Service Management (Utumishi’s) system.”*

Similar challenges were observed by Mwijage (2015) who examined the challenges teachers in public secondary schools face in Ilemela Municipality in Tanzania where delays in promotion constituted a major problem. Reasons for the delayed promotions included, negligence of the responsible officials (HRM officers), some teachers reaching the bar of their rank scale, poor record-keeping and budget deficits. The study recommended that mechanisms have to be designed to reduce bureaucracy in the promotion process and the time taken to process promotions (ibid).

Apart from the delayed promotions, some library staff complained about OPRAS, the new appraisal system, noting that the forms were complicated and time consuming. Others complained that the centralisation of the promotion process was responsible for the delayed promotions as the Public Service Management (Utumishi) is the final granter of all promotions in Tanzania’s public sector.

Similarly, Mtoo (2013) found that employees in Tanzania district councils embraced OPRAS; however, they found its implementation flawed, hence a need for some improvement to meet the expected goals. Lack of support from the supervisor and lack

of training also minimised the efficiency of the OPRAS process. Mtoo's (2013) study thus recommended that all the stakeholders should act appropriately on these challenges including the implementation of OPRAS activities.

On the other hand, SAUT and Iringa University library respondents said promotions have been frozen since 2009. During the FGDs, many participants noted that financial challenges the private universities faced as a result of delayed funds from the HESLB was the main reason behind frozen promotions. The directors identified this delay in remitting HESLB monies as a challenge every higher learning institution had to contend with.

### **5.3.3 Responsibility of the Library Staff**

Responsibility entails a duty or obligation to perform satisfactorily or complete a task (assigned by someone, or created by one's own promise or circumstance), which has a consequent penalty if not fulfilled. In the case of library staff, everyone has responsibilities to perform as prescribed in their job descriptions based on their educational qualifications and experience. A supervisor may delegate responsibilities to library staff such as overseeing received books, assisting with graduation ceremonies preparation or training other library staff as ToTs (Training of Trainees) to share knowledge and skills.

Findings revealed that 45 percent of the library staff were dissatisfied with responsibility. On the other hand, responsibility did not have a negative effect for public university libraries as the responsibilities of library staff are clearly defined. On the other hand, at the SAUT library it was a challenge as the director elaborated during the interview:

*“...we don't have job description for our library staff. Thus, assigning responsibilities to workers is a challenge as library staff tend to refuse to do some assigned activity claiming it's neither their job nor responsibility. In turn this affects work and accountability as one might say I didn't know I was supposed to do it; and as a supervisor, you have no grounds to discipline them.”*

Many library staff had contracts for their job positions and some activities they were required to do were rather general as working in the library and undertaking all the library duties. However, these duties had not been broken into specific tasks, hence blurring. In short, this scenario was a recipe for disaster.

Karim (2010) defines role clarity as the extent to which an employee knows what is expected of him or her for adequate performance of his tasks and job responsibilities. Moreover, Karim's (2010) findings on the impact of work-related variable among Malaysian University librarians showed that role clarity was a better predictor of organisational commitment than of job satisfaction. Making roles clearer for university librarians in the library workplace would engender greater commitment towards their library organisations and increase their levels of satisfaction with their jobs (ibid). SAUT

Library Director explained during an interview that they were in the process of spelling out these roles clearly.

#### **5.3.4 Advancement/Growth of the Library Staff**

Ondari-Okemwa (2000), states that advancement or growth is a planned and systematic effort to modify or develop knowledge, skill or attitude through learning and experience, to achieve effective performance in an activity or range of activities. In all the four academic libraries, the study findings reveal that only a few (25%) library staff were satisfied with opportunities for advancement, as they were provided with funds and study leave when pursuing further education.

In a study of the training and job satisfaction among library professionals of academic libraries in Cachar district, Paul, Konwar and Rabha (2014) underscores the importance of advancement opportunities for staff and the need to keep up with the technological developments, which require continual training and development in IT skills. As such, training programmes should be an essential part of an overall programme of library development and continuing education for librarian at all levels (ibid). Generally, professionals working in the university libraries, who express their dissatisfaction or unhappiness or frustration or less interest about their jobs, require training to solve such problems by exposing them to new skills and knowledge as a way of motivating them. In fact, job satisfaction is generally not found among professionals due to lack of their change of attitude and participation in the training courses.

Some (45%) of library staff were dissatisfied with advancement explaining that opportunities for growth were severely limited. They also claimed there were cases of favouritism which prevented some from benefiting from the opportunities available. In the case of private universities, one participant from SAUT said during the FGD:

*“...our institution is reluctant to support advancement because they employ us on a three-year contractual basis subject to renewal. In turn, they are skeptical to fund or give one study leave as they may let you go after three years or you may leave after three years. It’s an investment they are uncertain of supporting hence they are hesitant. Although short-term training is supported, university management prefers it to be fully sponsored financially.”*

On the other hand, one participant from the UDOM library said during the FGD:

*“...due to the small number of library staff, the process is very slow as we have to wait until those who have gone to pursue their studies complete and come back before opportunities can be provided to others, creating competition for opportunities among library staff, an atmosphere that fosters favouritism and creates frustration.”*

Moreover, one participant from the UDSM library said during the FGD:

*“...academic staff are offered opportunities without any problems but for us, administrative staff, you have to struggle and sometimes they don’t give you study leave, hence you have to study part time. I really envy academic staff.”*

The importance of advancement/growth is further elaborated by Mavodza (2011) who notes that librarians should enhance their status in the academia by obtaining qualifications that make them comparable to their academic counterparts. In addition, Corcoran and McGuinness (2014:178) contend that maintaining the status of

librarianship as a profession demands continuing professional development and “logically, professional knowledge and skills must be subject to continual updating and evolution if the profession is to remain categorized as such”.

Paul, Konwar and Rabha (2014) enumerate the benefits of trained personnel as follows:

(i) Boost confidence in work; (ii) Improves morale of the LIS professionals; (iii) Provides increased flexibility; (iv) Reduces costs on different routines of work and manpower; (v) Fosters more efficient use of time; (vi) Provides more services to readers; (vii) Gives job satisfaction. The major barriers to effective training are: 1) economic, 2) psychological, 3) cultural, 4) social, 5) political barriers (ibid).

The challenges experienced by respondents in this study are also noted by Ondari-Okemwa (2000), who found that many employers in Kenya and in East Africa generally believe that graduates of library schools are job-ready and, therefore further training was a waste of resources. Furthermore, Broady-Preston and Bell (2001) at the University of Wales, UK concur with Ondari-Okemwa and state that many organisations were less enthusiastic about rendering support to continuing professional development for their employees. From their view, this was a means of benefiting their competitors, particularly when the employee decides to leave for greener pastures having secured more competitive credentials (ibid).

#### **5.4 Effects of Hygiene (Extrinsic) Factors on Library Staff Job Satisfaction**

Herzberg (1966) noted that hygiene factors are necessary to maintain a reasonable level of job satisfaction among employees. Although these factors do not necessarily provide

satisfaction to the employees; their absence would dissatisfy them, hence the tag “dissatisfiers”. These factors are analysed below in detail.

#### **5.4.1 Job Security of the Library Staff**

Yousef (1998) describes job security as the capacity and guarantee that an individual remain employed in the same organisation with no diminution of seniority, pay, and pension rights. In other words, job security is the extent to which an organisation provides stable employment for employees. Furthermore, job security is the assurance (or lack of it) that an employee has about the continuity of gainful employment for his or her working life. Job security usually arises from the terms of the contract of employment, collective bargaining agreement, or labour legislation that prevents arbitrary termination, layoffs, and lockouts. It may also be affected by general economic conditions.

On the other hand, job insecurity was the number one ranked factor that caused low job satisfaction hence leading to dissatisfaction among library staff. The findings show that the majority (80%) of library staff were dissatisfied with job security. This finding could have been influenced by government reforms that came into effect in June 2016 which entailed weeding out ghost workers, unlawful termination and certificates verification. This exercise culminated into almost 12,000 workers in the public sector losing their jobs.

During the presidential inauguration of His Excellency Dr. John Pombe Magufuli in November 2015, prioritised in his speech, public sector reform, which *The Citizen* (Nov. 2015) reported thusly:

*“He will clamp down on wasteful spending of public funds and channel more money to education, water and health sectors. He said his administration will take austerity measures to ensure money is spent productively. He will clamp down on foreign trips and training and cut down on unnecessary workshops and conferences. He also warned that his administration will not tolerate lazy civil servants and bureaucracy that frustrated service delivery.”*

In the aftermath of these reforms, many library staff became dissatisfied with job security; those employed in the private universities noted that financial constraints made their institutions fail to employ new staff. In addition, a number of staff were to be retrenched, for instance, at Iringa University. On the other hand, public universities were more concerned about employment security in their respective institutions.

Employment security means that individuals relied on their experience, for confidence to continue with their employment career, either with their current employer or in another job with another employer, whenever they wanted. Furthermore, employment security generally refers to protection against unfair or unjustified dismissals. The most commonly used definition of job security is “workers having protection against arbitrary and short notice dismissal from employment, as well as having long-term contracts of employment and having employment relations that avoid casualisation” (Dekker, 2010:4). This guarantee is no longer available to many public workers due to government reforms, arbitrary terminations of employment and frequent verifications of

employees' credentials taking place for certificates, age or number of staff. Frequent government directives also pose a challenge to library staff's job security. In this regard, one participant from UDOM library said during the FGD:

*“...the government is not employing. Also every day, we receive directives through the HRM office, from the government which makes most staff worried about their future and job security. In the past employees were secure and content but now we don't know if we will be retrenched or not.”*

This finding is in contrast with Munnell and Fraenkel's (2013)'s study on public sector workers and job security who found that, despite declines in employment, state/local workers fared somewhat better relative to the private sector workers during this recession than in the past. On the other hand, Mastekaasa (2009), who explored organisational commitment among public and private sector professionals, found no systematic differences between the two. Reisel *et al.* (2010) noted that the perception of having a job with no guarantee of its security constitutes one of the more stressful burdens that an employee can shoulder. Yet, Everitt and Heathcock (2013) explain that taking into consideration the continued rise in the cost of living, house prices, and the recent budget cuts, employees more than ever before want to feel that their jobs were secure with a steady income to support them and their families. In the face of the gloomy economic outlook and an unemployment rate of around 10.3 percent in Tanzania as of July 2017, job security, even among those who are employed remains an issue of concern.

#### **5.4.2 Supervision of the Library Staff**

In this study, library staff satisfaction with supervision was examined and reflected in three areas: first, how supervisors relate to the library staff they supervise; the supervisor's technical abilities in supervising; and the quality of supervision offered by the supervisor based on fairness, communication and delegation of responsibilities. Overall, supervision in general provides moderate job satisfaction to library staff. Responding, the majority (64%) of library staff were dissatisfied, claiming that supervisors were not close to their library staff. During the FGDs, many library staff revealed that their directors were not close to them and thus, did not understand their challenges even when they did they choose to stay quiet about them.

In addition, many of the library staff complained that their supervisors did not support them completely and they did not present their grievances to the management. Yet, issues such as timely promotion and opportunities for growth need to be presented to the management by the supervisors but this was not always the case.

Anyaoku, Osuigwe and Oguaka (2015) in their study on the role of leadership style and librarians' attitude in academic libraries contend that the leadership style practised in a particular workplace could influence the level of job satisfaction of its employees. In fact, different leadership styles create different work environments that, ultimately, affect the job satisfaction of employees. Leaders, who are reasonably flexible in their requirement for different combinations of skills, attitudes and knowledge, with their professional and personal experiences, provide strategic directions for junior colleagues

and stimulate innovations. Moreover, creativity could also serve as a mediating factor in the employees' job satisfaction.

Furthermore, observations on the supervision-technical capabilities helped to determine whether the supervisors had the knowledge, education and strength to supervise. The study findings indicate that in all the four academic libraries, the majority (66%) of the library staff were dissatisfied as they lacked confidence in their director's technical skills. During the FGDs, one participant from one of the private universities lamented:

*"...our director just returned from Graduate School with a PhD in library science. But the University management has appointed him to another position outside of the Library. When we inquired about this, we were told another director will be appointed to the library. Only to find out later that he is a bishop who has no knowledge of librarianship at all. This is so discouraging and sad. Why couldn't they just leave us with our previous director? He was so capable."*

It emerged that in private academic libraries the management was accused of believing that anybody can lead libraries, when there is a need for specialisation in librarianship at any level be it the bachelor's or master's or PhD level to understand library duties as technical skills include a learned capacity in a given field of work.

Anyaku, Osuigwe and Oguaka (2015) explain that transformational leadership style incorporates idealised influence as leaders ought to exhibit their skills, knowledge and 'can do attitude' motivate and inspire the employees to go beyond perceived attitudes, expected performance and self-interest to achieve organisational goals. Transformational leaders also stimulate creativity as they prompt employees to question assumptions and learn new ways of performing routine duties. This leadership style can breed an

organisational culture, which may play a mediating role in the interaction between technology and human resources.

In addition, the quality of supervision was indicated by the majority (53%) of library staff as unsatisfactory; they claimed that they were not involved in decision-making and the supervisors favoured few staff members within the library. During the FGD, one respondent from SAUT library said:

*“...our supervisor is not fair because sometimes he favours some of us and sometimes disregards others. This is experienced in the choice of who goes to seminars or workshops or gets to perform special duties, for example, graduation ceremonies where there is extra pay.”*

During interviews, the directors who represented supervisors, admitted that they experienced many challenges supervising their libraries and staff. The UDOM Library Director, for example, noted that it was not easy to satisfy every staff’s desires at the work place. Sometimes, supervisors had to be strong and go with what was right even when many did not like it, or translated it as weakness or favouritism by the library staff.

The director explained:

*“...library staff want money. So their focus is to find duties that provide them with money. They are not motivated to perform their day-to-day activities. How can you pay them every day?”*

The SAUT Library Director with regard to favouritism said in an interview:

*“...there are staff members who are always working whether there is pay or not. These library staff work hard and you can depend on them to do their work without even supervision. How can you not support them and reward them when an opportunity arises to show their efforts are appreciated?”*

The Iringa University Acting Director provided the following narrative on the issue of favoritism during an interview:

*“...as per African tradition, an older farmer wanted to give his farm to one of his two sons as an inheritance. He told his two sons, the farm will be inherited by the younger son.*

*The older son was furious! “What are you talking about?!” he fumed.*

*The father sat patiently, thinking.*

*“Okay,” the father said, “I need you to do something for me. We need more cows. Will you go to Mapunda’s farm and see if he has any cows for sale?”*

*The older son shortly returned and reported, “Father, Mapunda has six cows for sale.”*

*The father thanked the older son for his report. He then turned to the younger son and gave him the same task, “We need more cows. Will you go to Mapunda’s farm and see if he has any for sale?”*

*The younger son did as he was asked. A short while later, he returned and reported, “Father, Mapunda has six cows for sale. Each cow will cost 2,000 shillings. If we are thinking about buying more than six cows, Mapunda said he would reduce the price by 100 shillings. Mapunda also said they are getting special zebu cows next week if we aren’t in a hurry, it may be good to wait. However, if we need the cows urgently, Mapunda said he could deliver the cows tomorrow.”*

*The father graciously thanked the younger son for his work. He then turned to the older son and said, “That’s why your younger brother is getting the farm.”*

In short, there are library staff who go beyond the call of duty; they are dependable and motivated regardless of the availability of incentives or not. Conversely, there are those

who do not love to work at all. As the story illustrates, the lazy son falls under theory X while the motivated son falls under theory Y. Douglas McGregor in his book, *The Human Side of Enterprise*, devised theory X and theory Y, as elaborated by Gupta (2010). Under theory X, workers dislike work and will avoid it if at all possible; they lack ambition, dislike responsibility, and prefer to be led. These workers tend to be self-centred and indifferent to organisational goals. Moreover, they are resistant to change and want security above all. On the contrary, theory Y workers are self-motivated and work is natural to them like rest or play. These workers tend to be ambitious and capable of regulating their own behaviour. In addition, they accept and seek responsibility under proper conditions; they are also creative and have self-direction and self-control.

The issue of favouritism that the respondents in this study raised require full background information. However, when discussing the ethics of profession on favouritism, Fu (2015) notes that it is a sensitive but inevitable issue toward which people usually have negative attitudes. Favouritism usually happens during the hiring, selection, staffing, and career development process. The consequences of favouritism, include negative effects on job satisfaction, organisational commitment, ingratiation, performance, morale, inertia, and trust (ibid).

All-in-all there is need for a balanced relationship between a supervisor and his/her library staff. Kula and Guler (2014) in their study on the influence of supervisor support on job satisfaction levels in Turkey established that supervisors who support co-workers had a positive impact on job satisfaction. On the other hand, the lack of management or

supervisory support can lead to increases in job stress and decrease in satisfaction. The supervisor's role within the organisation and officer's autonomy over tasks, decisions, and resources, therefore, have a direct impact on employees' physical and emotional well-being (ibid).

#### **5.4.3 Library Staff Relationship with Co-workers**

The relationship among co-workers indicates the working relationship atmosphere of an organisation between colleagues. It depends on whether an employee likes his or her co-workers in doing his/her job or he/she has good working relationships with his/her co-workers (Danish and Usman, 2010). In this regard, Bateman (2009) asserts that co-worker support has positive effects on the workplace, hence the increasing support it has been drawing recently. In fact, it can increase job satisfaction and can help reduce work stress. Relationship with co-workers is a second factor under the social support umbrella after the supervisor. After all, co-workers, as a key coping source, can help reduce burnout and enhance job satisfaction by providing individuals with socio-emotional support in form of affection, understanding, or esteem. It is also instrumental in the provision of advice, information, and assistance with work responsibilities (Charoensukmongkol, Moqbel and Gutierrez-Wirsching, 2016).

Findings revealed that the relationship with co-workers were strained as majority the (59%) of the library staff were dissatisfied. During the FGDs, co-workers were discussed under two umbrellas: their fellow library staff, on the one hand, and university workers who included academic teaching staff and supporting staff from other

departments, on the other. Many library staff commented that they had good working relations with their fellow library staff as they had a network of support in case of death, sickness and everyday relations at work. However, challenges were experienced in relation to other co-workers in their respective universities, especially faculty academic staff.

While examining the issues of social support, work motivation and work commitment of library personnel in selected university libraries in South-West Nigeria, Olajo and Oyeboade (2016) noted that work commitment increased when the employees worked together with purpose and respect. In this regard, a committed librarian may have built ties with the local community through service within and outside the library in forming a network of supportive colleagues and intellectual stimulation. University libraries, thus, need to promote organisational social support aimed to enhance the library staff's work commitment. In other words, there was a need to discuss relations with co-workers on major dimensions and such discussion need not be limited to the library only.

Furthermore, during the FGDs, library staff revealed that negative challenges effects stemmed mainly from faculty teaching staff. As a result, the relations between the two camps were strained whereas relations with other university staff were fine. At the UDOM library, one participant said:

*“...faculty teaching staff do not co-operate with librarians in terms of book recommendations, promotion of online materials use and overall use of the library.”*

At the UDSM library another participant said:

*“...one lecturer deliberately called students to attend an introductory lecture of his subject on a time allocated to students’ orientation programme in the library. When the students notified the lecturer of the collision of the two programmes, he told them: The lecture will take place. Hence they can choose to attend or go to the library to look at books. Of course, the students chose to attend the lecture. This kind of behaviour implants in the students’ minds that the library is not an important place and has no new important teaching material to provide for them.”*

As a result, students did not utilise libraries fully, instead they focused on reading pamphlets provided by lecturers to pass exams. In such cases, fostering long-term learning and utilising library’s learning resources suffered. This situation often translates into low morale among library staff with their work and low status. Similar observations were noted by Hill (2013), who explained that workplace relationships can significantly enhance or diminish morale and culture.

Generally, university libraries exist to support the university’s mission, vision and its goals of providing education with excellency, conducting research and providing consultancy. The library is the heart of any given university. Although faculty teaching staff are patrons when they visit the library, they are also co-workers with whom the library staff work with to facilitate education provision and research.

During the FGDs, it emerged that library staff were frustrated by of co-operation from the faculty teaching staff with regard to the marketing of the library and utilisation of library resource by the students. The library staff reported that they had a lot to offer but the faculty teaching staff neither trusted nor acknowledged their competency. Similar

findings were observed by Mar-Rounds (2011), who explored the teaching faculty's beliefs and behaviours towards information literacy and found that generally academic communities valued the librarians' services. However, a deep appreciation by all for the full involvement that librarians make to the educative mission of universities was not always apparent. Overall, the attitudes of academics towards librarians remained negative and subordinative in nature (ibid).

Chaddha's (2009) study on the library-faculty relations in academic libraries identified a gap these relations, noting that libraries generally encourage a culture of sharing, co-operation and collaboration, for the ultimate purpose of assisting students in their educational pursuits. On the other hand, the faculty worked in isolation and proprietary, without factoring in the role of the library and librarians. In fact, they valued solitary work highly and treated their classes as their exclusive domain. Conversely, librarians did not find faculty to be aware of the latest information technology or search techniques (ibid).

Arua (2011) provided a framework of co-operation between academic staff and library staff for a meaningful university education for students to emerge. After all, even intellectually-endowed lecturers cannot exclusively impart in students all the knowledge they need in any given subject matter. Consequently, there is a need for effective co-operation between the teacher and library staff who normally acquire, process, organise and make available materials in every subject field for the students to be given quality and meaningful university education (ibid). According to Arua (2011), the librarians'

responsibilities extend far beyond organising and maintaining library collections. Their major responsibility was to implement the education programme of the parent institution by working with academic staff to facilitate their teaching and by working with students to enhance their learning (ibid).

Nevertheless, Phelps and Campbell (2012) noted that the relations between librarians and faculty still need further investigation. Whereas the literature available shows that collaboration between librarians and faculty is important to the librarians' work, few studies have actually examined the librarian-faculty relationship. In this regard, future studies should explore in-depth the basics of relationship-building between librarians and faculty of educational institutions.

#### **5.4.4 Status of the Library Staff**

The status of librarians was investigated using three aspects: social status, social services and authority. In all three areas, the findings indicate status to cause moderate job satisfaction. Generally, it is hard to find places where one does not use the words "position" or "rank". However, social status is "a ranking of individuals (or groups of individuals) in a given society, based on their traits, assets, and actions" (Heffetz and Frank, 2008:6) note that although different members of society may have different rankings, sufficient agreement exists on status as a powerful incentive mechanism in different organisational and social settings. As such, a professional status is "a ranking in a hierarchy that is socially recognized and typically carries with it the expectation of entitlement to certain resources.

The study findings on status revealed that the majority (54%) of the library staff were dissatisfied with their social status which they described as very low. During the FGDs, one participant from Iringa University library said:

*“...University management does not value us. They believe we don’t have much work to do in the library other than arranging books on the shelves. That is why the budget allocated sometimes is inadequate because the library is seen as a place for only books. This affects the social standing of the library staff.”*

With regard social services, they covered all the services provided by the library staff to their respective institutions. In this regard, the majority (62%) of the library staff were dissatisfied with the social services because many users lacked reading culture. In consequence, most of the resources, especially online resources which are paid for with huge amount of money remained largely underutilised. During the FGDs, one participant at the UDOM library said:

*“...we organised information literacy training to market library resources and teaching students and staff members on how to use library resources. Only three (3) faculty teaching staff came while the rest said librarians don’t have any knowledge to teach us.”*

Indeed, many teaching fail to give library staff an opportunity to demonstrate their professionalism. On the other hand, many librarians lack confidence to make such demonstrations. As a result, there was an impasse whereby one looked down on the other. Similar findings were obtained by Nawe (1995:241) who noted that the respondents attributed the poor image of the library profession and its subsequent low status in both Botswana and Tanzania to the lack of awareness of what constitutes

librarianship: “Librarians have not informed the society about their role, yet they expect society to accord them status in a vacuum.”

Finally, authority refers to the library staff’s power and autonomy in making decisions while on the job and having those decisions respected by their users without consequences from either the students’ union or management. The findings in this aspect revealed that the majority (54%) of the library staff were dissatisfied as they claimed that they did not have an opportunity to exercise their authority. In this regard, one library staff during the FGD at the UDOM library provided an account of an incident to illustrate the lack of authority afflicting library staff:

*“...at one time, books for the College of Education were purchased based on library staff’s recommendations gathered from teaching staff and students. When the books arrived, the Principal of the College of Education accepted the books, hence overriding a notice that showed that the library officer II was directed to accept them and sign the delivery notice after conforming books had been received as required. The Principal then called the said library staff and asked him to sign the acceptance notice, indicating he had received the books. The said librarian refused; since he had not and the books were in the Principal’s Office instead of the College Library. The Principal took the matter to the Deputy Vice Chancellor-Academics and demanded the library staff be disciplined for insubordination. Suffice it to say, the library staff received a warning.”*

Generally, the public image and status of librarians has been and continues to be a source of major concern for librarians worldwide. Many people perceive librarians as not highly educated individuals, with limited computing knowledge and skills, and their contribution to society largely limited. In this regard, Alansari (2011) lists top eight factors that contribute to the presumed low image and status of librarians as follows: public hardly had any knowledge of librarian’s work; public and management were

unaware of amounts of money and personnel involved in running libraries; public remained unaware of the social responsibilities of librarians; the job of the librarian was poorly paid; the users of libraries could not distinguish the librarian from other employees; the quality of services remained poor in some libraries; libraries played a marginal role in the economic development of a country; libraries received little government funding. Together these eight factors contributed to the low status of the library profession and the attendant low job satisfaction.

Patel and Patan (2013), while investigating job satisfaction and workload among personnel in the university libraries of Gujarat, insists on the fact that the university library is an essential component of university education. Complementary to the instructional staff in the provision of high quality instruction and research. Indeed, a university library serves as facilitator of education and research activity hence the value attached to be librarians that some seek to ignore at their own peril.

#### **5.4.5 Salary/Pay of the Library Staff**

A salary is a fixed compensation paid regularly for services. The study findings in this regard revealed that in all the four academic libraries only 40 percent of the staff were satisfied with their salaries. Implicitly, the employees know the amount they need to be paid before they are employed. As such, by accepting a job they were comfortable with that salary. In addition, in private libraries, employees get an opportunity to negotiate their salaries so one becomes satisfied with the pay even before they agree to work. On

the other hand, another 30 percent of the library staff were dissatisfied with their salaries. During the FGD, in private university libraries, the participants reported the lack of uniformity in salaries among library staff as contributing to resentment and dissatisfaction, especially when two workers with similar educational qualifications and professional experience get different salaries that are far apart. Library staff working in the public university libraries, on the other hand, noted that their salaries did not reflect the current economic situation and inflationary trends. Overall, the salaries were not sufficient to meet their basic needs.

Ali-Zoubi (2012), who examined the shape of the relationship between the salary and job satisfaction, observed that the salary was not important for job satisfaction but the income that the employees set as a referential point. In other words, job satisfaction depends on the income relative to a “comparison” or “reference level” and not necessarily the salary scale (ibid). This suggests that even with a high salary within an organisation an employee can be dissatisfied if he/she believes that others in other institutions with similar credentials have higher salaries.

In the current study, the findings on the salary are in contrast with Amerasena, Ajward and Haque’s (2015) study on the effects of demographic factors on job satisfaction of university faculty members in Sri Lanka. In that study, they found that job satisfaction of academic members significantly differed based on work status and monthly pay. The results of the multivariate regression analysis indicated that the degree of overall job satisfaction of faculty members was significantly and positively affected by the monthly

gross salary. Thus, the academics in state universities should be compensated adequately (ibid).

#### **5.4.6 Library Policy and Administration Governing the Selected Academic Libraries under Study**

A library policy is a document guiding the library's service provision, which is designed within the parameters of the parent institution's policy while taking into account its vision, mission and goals. In this study, the library policy and its administration was reported to have no negative effect on job satisfaction. The study findings revealed that some (40%) of the library staff were satisfied with the availability of the policy, adding that it provides a roadmap for the development and delivery of library services to the university community and beyond. Another 29 percent of the library staff were dissatisfied and claimed that their libraries did not have any such policies guiding their day-to-day operations and future developments. For those libraries without policies, activities were reportedly done based on experience and ad hoc basis. During the FGD at the UDSM library, one participant noted:

*"...our library has a lot of old materials which were obtained since the library was established in the 1960s. There is a need to weed these documents out and make room for new materials as they are outdated and old; some of them are even worn out. But we do not have a policy to guide the weeding process. Hence, they remain, looking like garbage that needs to be taken out but everyone is keeping it inside."*

Other members of staff noted that the library policy covered only library activities and rules and regulations but did not cover important aspects such as training procedures,

promotions, recognition and responsibilities of the library staff. As a result, the policy looked like a library brochure without providing significant guidance to library staff in the performance of their duties.

During interviews with library directors, many noted that it was not possible to have a library policy covering training procedures, promotions and recognition as many library staff indicated, for a library is not a separate entity but an integral part of the parent university. Thus, other activities have to be covered by the university management and the library had to adhere to the policy in place. Patel and Patan (2013), while examining job satisfaction and workload among personnel in university libraries of Gujarat concluded that library personnel are a valuable asset for libraries to give best service to library users. As such, library officials and policy-makers should develop such library policies to enhance job satisfaction among library personnel and develop a positive image of librarians in society.

#### **5.4.7 Working Conditions of the Library Staff**

Working conditions are created by the interaction of employees with their organisational climate. They also include psychological and physical working conditions. Work and employment conditions can be assessed by examining issues of occupational safety and health, maternity protection, work-family issues, homework, and working time. Other variables include wages and income, work organisation, sexual harassment, violence at work, workload, workers' welfare facilities, housing, nutrition and environment. In short, a conducive work environment ensures the wellbeing of employees, which always

enable them to exert themselves in their roles and, hence higher productivity (Ali, Ali and Adan, 2013).

Findings indicate that a few (31%) library staff were satisfied with their working conditions. They reported that their environment was satisfactory with desks, chairs and to some offices with computers and printers. The majority (59%) of the library staff were dissatisfied as they reported that their environments were not satisfactory as the facilities were inadequate, work hours were long, and resources were not insufficient.

Raziq and Maulabakhsh (2015) in their study on the impact of the work environment on job satisfaction observed that, it has a positive impact on employees. Conversely, poor working conditions restrict employees' exhibition of their capabilities and attainment of their full potential. Thus, the businesses should realise the importance of good work environment and effect necessary measures.

Since library staff spend more time at work than they do at home, their work environment has to be conducive. To understand working conditions further, favourability variables such as physical facilities, open communication, motivation, participatory management and staff development were integrated in the questions posed to the library staff and the general response as summarised in Table 16 (p. 131) for all the four academic libraries under review.

To begin with, motivation is a set of energetic forces that originate from both inside and outside the individual to initiate work behaviour, and to determine the form, direction, intensity and duration of behaviour. It is vital for both employees and employers. As

work is a particularly central in human activity and people spend most of their adult life in employment, motivation remains inevitable for employees. Besides, motivation is important for employers as it is the deciding factor in their job satisfaction and job performance (Rajan, 2015).

When library staff at the four academic libraries under review were asked about motivation, only a few (15%) indicated that it was favourable. They said that they were motivated by the various incentives offered to them. On the other hand, many (47%) others indicated that motivation was unfavourable. Across libraries, the findings show that motivation was non-existent at Iringa University Library whereas in the remaining libraries it was a challenge. In an interview, the UDOM Library Director noted:

*“...it is difficult to motivate library staff because they demand to be motivated through money. They want transportation for night shifts, bonuses, and request to be paid when they come to work on public holidays. All these demands centre on money. But as the university is trying to minimise expenditure so that the budget we have can sustain us, how can they be motivated? The university does not have money.”*

A similar challenge was observed by Hosoi (2005), who explored motivation of employees in academic libraries in tough times and found that academic library HR management faced many challenges. With an increasing number of M.L.S. graduates seeking positions outside academic librarianship, it was becoming increasingly difficult to compete with corporate libraries and other information providers when it came to recruiting and retaining quality librarians. In the meantime, budgets continued to shrink for academic libraries and more was expected from the few employees available, hence

making it doubly difficult to motivate them (ibid). The major challenge for library staff was understanding that with government reforms in place, funding for library activities remained a challenge. Apart from monetary motivation, according to Hosoi (2005) library managers could motivate library staff through effective job design and improved work conditions to sustain motivation in academic libraries.

Jacoby (2014) in an article titled “Ways to Motivate Employees” notes that happy workers are productive workers. Instead of just relying on money to motivate workers, the manager can communicate better with his/her employees in person to make employees feel valued. Moreover, the manager can lead by example and empower his/her subordinates by giving them more say in what they do and hearing their opinions as well as appreciating their contributions. Furthermore, the leader can offer them opportunities for better advancement (ibid).

As for physical facilities, they were reported to be favourable by only a few (27%) of the library staff, these few reported that their offices were well-furnished and equipped with computers and internet connection. Moreover, the general environment was conducive. On the other hand, some (39%) of the library staff indicated that their facilities were unfavourable, clarifying that they were not sufficient enough for all library staff. During the FGD, one participant at the Iringa University Library said:

*“...we don't have enough computers for all library staff. When we need to print, we have to go to the administrative block to get such service.”*

At the UDSM library, one participant said during the FGD:

*“...repairing of facilities is a challenge. When chairs, tables or old pipes in users’ toilets get damaged, the university management takes a long time to release funds for the repairs. Sometimes, offices are flooded and staff and students’ get inconvenienced as they can’t use certain facilities.”*

On the question of staff development, only a few, (19%) library staff reported it to be favourable whereas others (30%) reported it to be unfavourable. In fact, private university libraries were reluctant to offer staff training because employment was contract based, hence not binding beyond the set period albeit renewable. In public university libraries, on the other hand, the demand for staff development was higher than the capacity of the universities to implement adequately staff development programmes. As a result, there was widespread frustration and even resentment among library staff. Some of them even harboured intentions to quit.

Regarding participatory management, also only a few (18.4%) library staff indicated that it was favourable as they participated in decision-making on important library matters, for instance, software and book selection and policy development. Some (23.4%) library staff indicated that it was unfavourable as their supervisors used force and instilled fear to ensure that some decisions were carried out. In addition, sometimes not all the staff were given an opportunity to participate in decision-making because of their low education level. During the FGD held at the UDOM library, there was consensus that most wanted to be involved in decision-making. One of them said:

*“...I don’t get to attend meetings and make important decisions because I only have a certificate. But I would have liked my director to organise at least once a month a meeting with all staff and give them feedback on what has been*

*happening and even hear their opinions. For let's face it, he is our representative to the management where decisions that affects us are made. And we are the ones who deal with customers. Thus, knowing what is needed is vital. We both can benefit from participatory management."*

Raziq and Maulabakhsh (2015) remarked that, the supervisors' availability at the time of need, ability to communicate with employees and stimulate creative thinking as well as ability to interlink employees, are essential supervision characteristics. Moreover, the results revealed that with good and effective supervision, employees' satisfaction level was high. Conversely, poor communication ability fostered high dissatisfaction level among employees (ibid).

With regard to open communication, many (36%) library staff reported that it was favourable. They said that they were notified by the supervisors on everything that was going on. Only a few (13%) library staff indicated that open communication was unfavourable at their workplace as more can be done to encourage questions, open discussion and provision of feedback, something that was found lacking. Similarly, Kakirman-Yildiz (2012), found that communication within the library was not committed enough or correctly fostered. Yet, for organisational success requires understanding, listening, speaking, and the ability to ask questions and show empathy between managers and librarians. The ability to analyse problems, especially in the identification and resolution process, is also crucial for managers. However, there was a need to reduce hierarchical steps in the library, and for librarians to be engaged in bi-directional communication to transmit problems and requests (ibid).

#### **5.4.7.1 Fringe Benefits and their Impact on Library Staff Job Satisfaction**

Fringe benefits constitute an extra gain that supplement an employee's salary, for example, a company car, subsidised meals and health insurance. To determine the library staff's satisfaction with fringe benefits, the researcher asked staff in their respective libraries to indicate whether these benefits were offered or not. Their responses are as indicated in Figure 5 (p. 134) and discussed as follows:

The study findings show that a few (26%) of the library were affirmative that there were benefits offered such as honoraria, transport allowance for night shifts and payment for special duties. The majority (74%), on the other hand, reported that no benefits were offered or that the benefits were too insufficient to meet the current high cost of living in the country. However, it was observed that fringe benefits were available in the studied libraries under review, but there was a challenge with their implementation with library staff.

Wright (1970) noted that benefits for academic library personnel, as in other kinds of organisations, were being evaluated on continual basis in the light of their usefulness to workers. Many library administrators were not aware of the need for good fringe benefits in recruiting and maintaining library staff. In that study, library literature on benefits for academic librarians did not reveal much information on formulating a policy. Nevertheless, Wright's (1970) study found that fringe benefits academic library personnel needed included vacations, sick leave, faculty rank, salaries, sabbatical, annual increments, raises on merit, time off for funerals, and voting.

Furthermore, Odunlade's (2012) study on employee compensation and benefits for job satisfaction in libraries and information centres in Nigeria found that the libraries and information centres services were being treated as humanitarian services and, therefore, the issue of compensation and benefits were not well defined. However, other forms of financial assistance embedded in the Nigeria civil service include monetisation, national health insurance scheme, contributory pension, and pension benefits, from which staff of libraries and information centres benefited.

In Tanzania, a policy exists to regulate fringe benefits provision and special incentives for public sector workers; however, no such document was available for the private sector during field work. In a nutshell, the 2010 public service pay and incentive policy stipulates that, the Tanzania government is committed to implementing this policy for the public service within an affordable wage bill. The policy provides for a harmonised and unified framework for determining pay while eradicating pay disparities in the public service, as stipulated in the Public Service Management and Employment Policy. This government intervention is aimed at attracting and retaining well-qualified personnel, in the public service in addition to motivating employees by addressing the problem of inequitable remunerations across the service.

The special incentives/benefits offered in the sampled libraries include formal schemes such as pension plans, health insurance, leave allowances, parental leave and overtime payment. Thus, the library staff were asked about their satisfaction with these schemes,

and the general responses from the four academic libraries are summarised in Table 17 (p. 137).

In their responses, a few (17%) of the respondents indicated that parental leave commonly known as maternity leave was satisfactory. On the other hand, the majority (61%) were dissatisfied with such leave. The dissatisfied library staff noted during the FGD that for private university libraries, parental/maternity leave was sometimes deducted from their annual leave. The respondents from public university libraries were modestly satisfied, but many male library staff noted that the three days they receive as paternity leave was inadequate. At the UDSM library, one male library staff said during the FGD:

*“...the three days given are not sufficient as sometimes the wife ends up staying in the hospital longer if there are complications. To avoid absenteeism and frequent excuses to the supervisor, at least two weeks should be given to male parents as paternity leave...”*

With regarding to flexible working hours, a slight majority (51%) library staff indicated that they were dissatisfied with the evening shifts that were very risky, especially for women. During the FGD held at the UDOM library, one female library staff said:

*“...we close the library at 10:00 pm and then we get transportation which takes us home. At one time we were lost in the cemetery as the driver has to ensure that each one of us arrives at one’s door safely and he was not familiar with the particular route. It was dark and past midnight. As a woman, I was scared, what if I get raped? The night is always not friendly.”*

As a result, many library staff suggested that their respective universities could allocate library staff houses on campus to ensure their safety and also handle emergencies, for instance, when students were accidentally locked in the library at night.

In the case of leave allowance, some (48%) library staff were dissatisfied with this perk. Though leave allowance did not reportedly affect job the satisfaction of the library staff negatively, the only recommendation they made was that the fare given as part of the leave package should be reviewed to reflect the current economic realities.

It was also established that health insurance was satisfactory to a few (26%) library staff whereas to many (43%) library staff it was unsatisfactory. In addition, health insurance did not have a negative impact on job satisfaction though most of the respondents wanted freedom to choose the insurance programme of their choice and for married couples to have a choice. Elaborating on this, one participant from UDSM library said during the FGD:

*“...health insurance companies have increased and some offer support if one needs to be treated outside of the country. We should be given a choice to join either AAR or Strategies Insurance instead of being required to join NHIF by the government.”*

Another female library participant said during the discussions at the UDOM:

*“...NHIF used to allow workers who have joined to include their dependants in the package. But now they have changed their policy and you have to include only parents, husband and biological children. It is the same for male members; they can include only the parents, the wife and children. So if both myself and my husband work, my husband can include me in his membership, and I should choose whether to join or not because if I join it will be a duplication for my*

*husband already has me covered on his insurance and with my insurance, I am not allowed to include dependents. This is unfair.”*

Pension/retirement had a moderate effect as some (39%) of the library staff were dissatisfied. The pension did not have a negative effect on library staff's job satisfaction, though many were happy that they would have some savings when they retired. However, some wanted freedom to choose the pension scheme they wanted to join; others wanted flexibility in getting their funds when they quit or need their money. This issue was still pending and most library staff wanted to participate and give their opinions on the bill aimed at reconciling the various pension schemes operating in the country. Their recommendation was the workers, rather than the government to have the final say on the pension scheme.

With regard to overtime, the Tanzania government workers' regulation sanctions workers being paid for hours they had worked in excess of 40 in a work week of at least one and one-half times of their regular rates of pay. Libraries open from 08:00am to either 10:00pm or 11:00pm hence making a total of 75 hours per week and on weekends a total of 15 hours on Saturdays and Sundays. This number is not the same for all the libraries during the holiday season as most libraries reduce the number of working hours to either eight or ten. Thus, to break down the work hours, most library staff work in shifts and to cover additional hours some libraries give them a day off (UDOM library for instance) so as to make sure they are not going against the law. Most library staff are

used to this timetable and only request for financial remuneration for working on weekends while other academic libraries open even on public holidays.

The study findings reveal that the majority (70%) of the respondents were satisfied with overtime with only few (21%) dissatisfied. During the FGD held at the UDSM library, one participant said:

*“...we are paid 7,000/= as transport allowance. It is good and we are grateful but look at the current economic situation. This 7000/= is not enough even to cover transport on a single day, to and from especially here in Dar es Salaam.”*

The respondents wanted the university management to look at this issue and discuss the matter with library staff.

Moreover, the majority wanted risk allowance to be added to the list of special incentives their respective libraries provide to cover them in case of any problems as they work late into the night. This allowance can cover thefts, for example. It was noted that risk allowance covers accidents, thefts, fires and illnesses such as respiratory infections as library staff are vulnerable due to dust deposits on books in the libraries.

Similarly, Ikonne and Onuoha (2015) in a study aimed to identify factors influencing the job satisfaction of librarians in federal and state university libraries of Nigeria, they noted that, satisfaction with salary and fringe benefits, working condition, and opportunities to conduct research was rated low, which signifies the widespread dissatisfaction with these facets. As a result, they recommended library administrators

should consider improving the salary levels and their fringe benefits, improve their work conditions, and grant the librarians opportunities to conduct research.

### **5.5 Comparison of Job satisfaction between Public and Private University Libraries**

For the fourth and final objective, the study compared and contrasted level of job satisfaction between private and public university library staff. The assumption was that private libraries would have higher job satisfaction than public universities. The focus was on the level of job satisfaction and factors affecting job satisfaction of library staff in these two types of libraries. The findings, however, revealed that both libraries experience average level of job satisfaction. Specifically, the majority (56%) of the library staff in public university libraries experienced job dissatisfaction whereas half of the staff (50%) in private university libraries experienced job dissatisfaction as well. In short, average job satisfaction predominates both sets of private and public university libraries.

These findings are in contrast with Hyder and Batool's (2013) comparative study on the job satisfaction of private and public university librarians of Lahore whose findings indicated that librarians serving in public sector universities were more satisfied than the librarians working in private sector universities. On the other hand, Ademodi and Akintomide's (2015) comparative study of the levels of job satisfaction among librarians in private and public universities in Ondo state, Nigeria found no significant difference in the level of job satisfaction of the librarians in both private and public universities just as in the current study.

When observing specific factors that caused satisfaction or dissatisfaction in public and private university libraries, the study established that one of the major challenges both private and public universities faced was financial problems due to inadequate funds to run the university in its entirety. This handicap in turn leads to directorates or departments such as libraries to suffer as they lack enough money to support developmental projects such as adopting new technology and sustaining it, and having enough facilities for the staff and resources for the students. In fact, the rapid expansion of the higher education sector as observed by Istoroyekti (2016) from one university in the 1970s to more than 40 public and private universities in 2014 had compounded this problem. This massive progress, on the one hand, increases accessibility to higher education in Tanzania; on the other hand, it also tends to compromise the quality of education provided at this high level. Overall, the issue of human capital, facilities, and credibility has been challenging in both public and private universities and in the long run jeopardises the higher education system itself.

On the surface, the private university libraries were found to be envious of public university libraries when lamenting about financial problems. In an interview, the Acting Director of Iringa University Library observed:

*“...the financial situation is bad in private universities, hence leading to salaries being delayed and all other benefits being removed. At least public universities get government support e.g. salaries for the university staff come from the government. Thus, there is no delay as opposed to us, who at one time went for two months without salaries. And even scholarships provided by other governments such as Norway, Finland, Germany and the like to workers are given to public workers and not private ones. In such kind of a situation, how can*

*we manage to run smoothly the university library and ensure job satisfaction? Something has to be done...*

Moreover, private universities seemed to be more disadvantaged during the planning process than public ones ever since the TCU took over the accreditation of students in higher education. In consequence, there was uncertainty as the private universities did not know how many students they would get, hence making it difficult to plan properly. Furthermore, the loan board delayed paying the university school fees money meant for students who had been offered loans. This problem affected both private and public universities with no control over this situation. In fact, there was celebration when the President overturned this arrangement as narrated by Premji in *The Citizen* (2017, June 16):

*“Recently during the ceremony to open university students hostel, President Magufuli surprised all by directing that TCU should no longer be involved in the central admission and that students should have the freedom to apply to the university of their choice and universities should select their applicants based on merit.”*

Istoroyekti (2016) puts it clearly by stating that TCU regulates the students’ intake of all higher institutions in Tanzania. Before TCU was established, students were selected and admitted directly by universities. Thus, only a limited numbers of students with the best qualifications were accepted by the universities. Along with TCU, the Tanzania government also established the Higher Education Students’ Loans Board (HESLB) in July 2005 to assist students with financial need to get a loan.

As libraries are not separate entities from their parent universities, any problem in the parent organisation affects libraries negatively as well. The issues challenging universities in Tanzania with regard to physical facilities have been reported thusly:

*“Library as the learning centre for students is also poorly managed. Untrained staff and insufficient number of books for students have created major problem of information sharing. The limited number collections, not to mention journals and academic writing, have forced students to ‘queue’ to read the book. Students’ workstation with computers and internet connection is scarce. (Istoroyekti, 2016:56).”*

Moreover, the perception prevailing in Tanzania that private universities existed predominantly as a “second chance” schools for students who failed to get admission into the mainstream public higher education needs to be changed. In this regard, the Tanzania government needs to enact policies that equally support private universities and public universities. This may lead to higher performance and financial stability of the universities and help library staff have a conducive work environment.

Furthermore, the issue of job security was reported to have a significant impact on library staff’s job satisfaction. In public university libraries the majority (80%) of the library staff were dissatisfied with job security whereas a smaller number (59%) of the library staff in private university libraries were in a similar situation. Overall, job insecurity predominated both sets of institutions. The unusually high rate of dissatisfaction among public universities came in the aftermath of government reforms aimed at weeding out ghost workers and those with forged certificates in public sector. The private sector was not affected by this clampdown. This finding contrasts those of

Masum, Azad and Beh's (2015) study on determinants of the academics' job satisfaction as they observed that staff of private organisations were less satisfied with job security than those of public organisations. In fact, most of the private universities, with little exception, were found to suffer from high levels of academic staff turnover (ibid).

In the current study, both types of libraries had minimal intentions to quit as the majority (59%) of the library staff in public university libraries said they would stay at their university library. Similarly, the majority (64%) library staff said they would stay on in their respective private university libraries. Olusegun's (2012) study on the influence of motivation on turnover of library personnel in some public universities in South West Nigeria found that there was no significant difference in the turnover intentions of the library personnel by their place of work.

### **5.6 Library Staff Intention to Quit**

Job satisfaction is the level of peace of mind that someone feels for work, which influences performance on the job. In the case of library staff in the four academic libraries under review, the findings show that job satisfaction was at a moderate level (51%) and job security was reported as the major reason behind low satisfaction, as indicated by 80 percent of the respondents. It was thus imperative to inquire about the library staff's intention to quit as a result of lack of job security and moderate general satisfaction.

In all the four academic libraries, the majority (60%) of the library staff indicated they would rather stay than quit their job in their libraries. A minority (40%) indicated that they would quit their job in the library if they got a better place. During the FGDs, most of the library staff explained that they would stay on because they might get an opportunity to advance in their careers; others noted that their employment was secure, particularly among public university library staff. Some said that the challenges they faced at their work could be overcome once management and library staff sat together and decide on the way forward through participatory management and budget allocation. Moreover, in public university libraries it emerged during FGDs that the process of securing alternative jobs nowadays was not as easy as it used to be. This process creates anxiety about not being employed again in any government sector once they quit to work in the private sector. In addition, it was problematic for an employee to quit working at one public institution for another public institution. One participant at the UDOM library said during the FGD:

*“...one of our fellow staff got a job at another institution. During the process of moving the file from our university to the new employer, the supervisor wrote some poor recommendations. When the new employer saw the file and the comments, he was reluctant to accept him. Thus, the man stayed for six months at home as his transfer was approved at our institution but the new employer could not accept him because of the negative comments...”*

Another participant from Iringa University Library observed:

*“...I really want to quit and move back to the public library but I am over 45 years old, and one cannot be accepted in the government sector at my age without special permission...”*

Library staff in private academic libraries wanted to quit primarily because job security posed a challenge due to financial difficulties their universities faced. They worried that they would not be employed again if they quit the present jobs. During the FGD, one library staff from Iringa University said:

*“...I really want to find a better job but, as you can see, the government hasn’t been employing since 2016 when it announced the verification of the credentials of all its employees. Hence, there are neither jobs nor opportunities available in the public sector.”*

Thus, a significant minority (40%) library staff said they could quit as they wanted better opportunities for advancement, better salaries and motivation, better leadership and a better work environment than the one they presently had at their disposal.

In other words, most of the library staff in their respective libraries could not quit because they were largely satisfied with their jobs and were committed, rather because they did not have another choice. Thus, they stayed on so as to be paid and have a sense of purpose. Many of them ended up being indifferent in life despite praying for the situation to improve. In relation to indifference, Sorenson and Garman (2013) reported that in the US only 30 percent of the workforce was engaged in their work. These workers were passionate about their work and felt strongly committed to their companies. The remaining 70 percent of the workers were either ‘not engaged’ or ‘actively disengaged’ in their work (ibid). The unengaged workers were mainly those who “checked out” by putting in the time but without much energy and passion. Actively disengaged workers, on the other hand, act out their unhappiness, consume

more of their managers' time and undermined what their co-workers accomplished. In other words, these workers accounted for the negative influences on their co-workers, went missing during workdays and drove customers away by being rude and unhelpful (ibid). In the current study, it was subtly observed that in all four academic libraries there were library staff who were engaged and some who were not engaged and, thus, lacked motivation to work, exercised absenteeism and indifference.

### **5.7 Factors Hindering the Library Staff's Job Satisfaction in Academic Libraries**

In a questionnaire, library staff were asked about the factors that hinder their job satisfaction in their respective academic libraries. The majority listed lack of management support, low status, poor work environment, motivation and salaries as major barriers. During the FGDs the participants explained one of the vexing challenges experienced in all four academic libraries as lack of management support for library activities. In this regard, most of the library staff noted that management did not value libraries as much as it should. To them, a library was all about books. As a result, library staff ended up frustrated as they failed to adopt new technology in service provision or failed to sustain and maintain the acquired technology due to inadequate financial support. Efforts were made to obtain the exact funding figures during interviews; however, all the directors were reluctant to provide such information.

Overall, the status of library staff was at a modest level in all the four academic libraries under review which lead them to feel inadequate and not valued. They associated this problem with their relationship with their co-workers, especially faculty teaching staff.

In fact, they reported that librarians were not treated as valuable asset. As a result, they were not involved in curriculum development and their efforts of providing education to the students through information literacy programmes, orientation programmes lacked the support of teaching staff. This cold treatment created an indifference and withdrawal behaviour among library staff, which inevitably results in low satisfaction.

The study established that the work environment was fairly favourable as all the four academic libraries reported inadequate facilities such as printers, computers, and photocopiers to do their work smoothly. Some libraries did not have standby generators, hence the disruption of the services when there was a power cut. Moreover, the books were being stolen especially when power went off at night. Furthermore, maintenance of facilities took a long time, for instance, security gates, which delayed the resumption of work and caused low satisfaction among the workers.

In addition, the study found motivation to be moderate among library staff and it did not correlate with the level of development and economic demands of the country at a given time. Other library staff noted that motivation did not have to be monetary as it should revolve around participatory management, respecting all workers, provision of opportunities (for instance, attendance of seminars/workshops) without discrimination and favouritism, and hearing what library staff have to say instead of supervisors being indifferent to their needs.

Furthermore, the salaries need to be reviewed frequently to keep pace with economic developments. Many indicated the salary was not sufficient. During the FGDs, it

emerged that salaries for administrative staff in public universities were planned for and recommended institutionally and the final suggestions are sent to Public Service Management (Utumishi) for implementation. For academic staff, who have a uniform scheme across all institutions in Tanzania, the situation was different. Thus, most of the administrative staff complained about salaries being low. Though higher salaries may not necessarily provide job satisfaction, the continued failure to meet one's needs due to low salaries results in debts, frustration, lack of motivation to work hard and apathy.

Subsequently, the shortage of library staff, especially in the private academic libraries, and in one public library was another area of concern. Apparently, university managements downgraded the work in the library when there was a lot of work to be done as well. Poor staffing translates into the loss of library materials and heavy workload for the few staff who have to contend with low satisfaction.

### **5.8 Recommendations Proposed by Library Staff**

In a questionnaire and during the FGDs, library staff provided the following recommendations regarding job satisfaction:

#### **a) Improvement of Motivation to Library Staff**

Motivation should be provided to the library staff to show them that their efforts were valued and appreciated. Though most of the library staff recommended financial rewards such as bonuses and overtime, the majority equally wanted recognition to be improved, the management to be participatory and supportive of library development plans.

**b) Working Conditions to be Improved**

They recommended that work conditions be improved upon through the provision of enough facilities such as computers, printers and photocopiers in the library to enable the library to earn some income. Moreover, they called for the timely maintenance of facilities such as doors and security gates coupled with the adoption of new technology for service provision. Such positive developments can provide a basis for library staff to showcase their professionalism, hence enhance their value in the eyes of the university management.

**c) Frequent Reviews of Salaries and other Fringe Benefits**

Salaries should be improved to keep pace with inflationary trends and economic developments in the country. The same was recommended for leave allowance payments provided to staff working in public university libraries. In fact, the majority felt that there was a need for regular reviews. Moreover, the promotions should be granted on time and not delayed for more than six months as is the practice in some universities. HRM and Public Service Management (Utumishi) also need to work in harmony to provide answers to staff when they experience delays.

**d) Frequent Reviews of University Policies**

Frequent reviews of library and university policies should be carried out to ensure that they reflected the actual needs of staff at any given time and not become outdated and irrelevant. Doing so would facilitate the library staff's needs to be considered. The

reviews would ensure that policies should run parallel to other developments taking place in the country.

#### **e) Provision and Review of Training Opportunities and Recognition**

Opportunities for growth and recognition need to be provided to all library staff based on egalitarian principles. In this regard, the library staff recommended that they should be given opportunities to pursue further studies in both the long-term or short-term. Doing so would enable them to sharpen their skills and experience, including attendance of professional workshops, seminars and short courses. Moreover, recognition should be provided to encourage library staff to work harder when they realise that their efforts were appreciated.

### **5.9 Theoretical Appraisal**

Theory is a model or framework for observation and understanding, which shapes both what people see and how they see it. In fact, the theory allows the researcher to link the abstract and the concrete; the theoretical and the empirical; thought statements and observational statements (Sunday, 2012). According to Reeves *et al.* (2008), theories such as interactionism, phenomenology, and critical theory help a research formulate questions, guide the selection of relevant data, interpretation of the data, and illuminate on the explanations of causes or influences.

Previous articles in this series have addressed several methodologies used in qualitative research. Qualitative researchers also rely heavily on theories drawn from the social

sciences and humanities to guide their research process and illuminate on their findings. This study used two theories to explicate the research problem on low job satisfaction among library staff in Tanzania's academic libraries. Herzberg's Two-Factor Theory helped to depict variables that may occasion job satisfaction and dissatisfaction. In anticipation that there might be some variables that cause job dissatisfaction to library staff outside the work and its environment, the study employed the Situational Occurrence Theory to cover such extraneous variables.

The adoption of these two theories was paramount as Reeves *et al.* (2008) underscores the importance of theories in research, noting that theories provide complex and comprehensive conceptual understandings of things that cannot be pinned down: theories help to understand, for example, how societies work, how organisations' operate, and why people interact in certain ways. Furthermore, theories give researchers different "lenses" through which to examine and interrogate complicated problems and social issues, hence focusing their attention on different aspects of the data in addition to providing a framework within which to conduct their analysis.

Herzberg published the Two-Factor Theory of Work Motivation in 1959. The theory was highly controversial at the time, although it remains the most replicated study in this area. Moreover, it continues to provide a foundation for numerous other theories and frameworks in human resource development. The theory states that job satisfaction and dissatisfaction are affected by two different sets of factors. Therefore, satisfaction and dissatisfaction cannot be measured on the same continuum (Stello, 2011). In relation to

this theory the study findings reveal that job security caused low job satisfaction, hence leading to dissatisfaction with 80 percent of the library staff claiming that new government directives threatened their security. The moderate satisfaction registered was caused by the work itself, supervision, co-workers, status and achievement. However, issues of advancement, responsibility, recognition, work environment, salary and library policies and administration had no significant effect on job satisfaction though the respondents still wanted an improvement in these facets.

Indeed, one of the factors that seemed to cause low job satisfaction was the government directives. This external factor is not provided for by the Herzberg's theory. Yet, libraries do not exist in a vacuum or as an independent entity as they are an integral part of the university. As such, they are governed by the institutional policy and the university operates under the framework provided by the government under the University Act, 2005. Thus any reforms or directives from the government affect the universities and, consequently, academic libraries. As the study has established, government directives affected both private and public universities, for example, the HESLB loan allocation policy to students affected enrolments of students in 2016.

During FGDs and interviews it emerged that the government with its new reform policies affected universities' budgeting, hence leading to financial constraints. Moreover, the staff were affected by a range of these directives from certificate verification to staff development primarily because the budgets were being relocated to the loan board instead of the universities.

Another peculiar factor, which affected individual satisfaction, had to do with the personality/psychological traits of the library staff. Cambre *et al.* (2012) note that individual employees differ considerably when it comes to job satisfaction and job-related concerns. Tesdimir, Asghar and Saeed (2010), on their part, define personality as “the dynamic organisation within the individual of those psychophysical systems that determine his characteristic behaviour and thought.” This difference also affects the library staff’s response to different aspects pertaining to job satisfaction. In this regard, the SAUT library director said:

*“...even when you give them motivation and money, some library staff do not just love doing their job. They are not satisfied no matter what you do...”*

On the whole, both Herzberg’s Two-Factor Theory and the Situational Occurrence Theory were relevant to the study as they facilitated data analysis and explanation of how motivational and hygiene factors affect library staff job satisfaction. Stello’s (2011) investigation of the relevance of the Two-Factor Theory today affirms the significance:

*“Although Herzberg made mistakes and the two-factor theory has been the subject of several misinterpretations over the years, there are strong correlations between the two-factor theory and recent research in intrinsic motivation. The theory still resonates with both scholars and practitioners with its common-sense approach and the simplicity of the model. The two-factor theory has already been applied in organizations in a variety of ways, and could still be applied in new and different ways. The original research question asked if the two-factor theory is still relevant today. Based on this review of the literature, I state that the two-factor theory is as relevant today as it was in 1959 when it was first developed (Stello, 2011:23).”*

Thus, the Two-Factor Theory in this study provided the foundation of the literature and data analysis for drawing conclusions on the job satisfaction factors and motivation. In addition, it was helpful in making recommendation on the rewards and compensation system. The Situational Occurrence Theory, on the other hand, covered all the other factors not covered by Herzberg Two-Factor theory.

On the other hand, pragmatic research philosophy guided the study as it accepted concepts to be relevant only if they support action. Also it was used as it recognized there are many different ways of interpreting the world and undertaking research, that no single point of view could ever give the entire picture and that there may be multiple realities. Furthermore, pragmatic philosophy was chosen as it enabled the research to use a combination of methods that advanced the research in the best possible manner.

### **5.10 Summary of the Chapter**

In summary, this chapter has discussed the findings of the study in detail by first examining the general level of satisfaction of library staff which reveals that most of the library staff were dissatisfied with their job as compared to those who were satisfied or non-committal.

The discussion shows how motivational factors affect job satisfaction, indicating that the work itself had a negative effect on job satisfaction as it lead to dissatisfaction. In this regard, the respondents cited repetitive and routine work as the main cause of such discomfort. Moderate satisfaction was found to be a result of achievement/promotion

and recognition, responsibility and advancement/growth affected job satisfaction although their effect was not negative.

The hygiene factors such as job security caused dissatisfaction at an alarming rate as noted by the majority 80 percent of the library staff whereas moderate satisfaction was caused by supervision, relationship with co-workers, status and the work environment. However, library policies and practices and salary had no negative effect despite the respondents making recommendations on the need to improve them.

All the four academic libraries noted that fringe benefits provision was insufficient and the special incentives offered only caused moderate satisfaction to library staff. Overall, both public and private university libraries had moderate/average job satisfaction level. In this regard, discussions revealed that both sets of institutions were at disadvantage following government directives and reforms as well as financial challenges.

The discussion has also covered factors hindering job satisfaction in all the four academic libraries under review and in addition to theories adopted for the study. It has demonstrated how relevant and appropriate to the study these theories are, particularly in supporting the findings and guiding the data analysis process.

## CHAPTER SIX

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 6.1 Introduction

This chapter presents a summary of the research findings, conclusion and recommendations of the study. The chapter is divided into four sections beginning with summary of the key findings organised in accordance with the specific objectives of the study, followed by the conclusion and recommendations. Finally, it presents a section on possible areas for further studies.

#### 6.2 Summary of the Findings

The study investigated the job satisfaction among library staff in the four selected academic libraries in Tanzania, namely, UDSM, UDOM, SAUT and Iringa University libraries. The study had four specific objectives;

- i. To measure the level of job satisfaction among library staff in selected academic libraries.
- ii. To assess the effects of motivational (intrinsic) factors on job satisfaction among library staff in selected academic libraries.
- iii. To assess the effects of hygiene (extrinsic) factors on job satisfaction among library staff in selected academic libraries.
- iv. To compare the level of job satisfaction of selected public and private university academic libraries.

The study used the MSQ scale to measure job satisfaction. Moreover, the study employed a mixed-methods approach as a research design incorporating qualitative and quantitative approaches. Furthermore, data was collected using various data collection tools: the questionnaire, focus group discussions guide and interview guide. Additionally, quantitative data were processed using the SPSS version 20 to obtain frequencies, percentages and mean. The qualitative data obtained from FGDs and interviews were subjected to content analysis. The respondents included four library directors and 141 library staff. Thus, the summary of findings from all specific objectives in a sequential order from the first to the final objective is as follows:

### **6.2.1 The Level of Job Satisfaction among Library Staff**

The findings revealed that library staff in all the four academic libraries experienced average job satisfaction as indicated by majority (51%) of the library staff who were dissatisfied. Library-wise, SAUT library had majority (63%) library staff who reported experiencing low job satisfaction and attributed this problem to financial challenges, which hampered library developmental activities. At the UDSM library, the majority (57%) library staff reported experiencing low job satisfaction and their main concern was job security and work not being clearly defined according to job title and education level. At the UDOM library, the majority (56%) of the library staff also reported experiencing low job satisfaction due to job insecurity and the work itself not challenging enough. Finally, at the Iringa University Library, 28 percent of the library

staff reported low levels of satisfaction, noting that status was very low and the work was not clearly defined, hence, the need for making improvements.

### **6.2.2 Effects of Motivational (Intrinsic) Factors on Job Satisfaction**

In the study, the work itself was found to affect library staff negatively as noted by the majority (74%) of the respondents in all the four academic libraries. Factors accounting for this negative effect include repetitive and routine work, which was not challenging; limited adoption of ICT because of financial constraints and poor ICT infrastructure; frequent power cuts, hence leading to loss of internet connectivity. Average satisfaction was attributed to achievement as reported by (52%) of the library staff who noted that a clear policy to facilitate professional achievement needs to be put in place; responsibility as indicated by 45 percent of the library staff; advancement (45%); recognition (40%). Many noted that training opportunities need to be expanded; however, responsibilities also had to be clearly defined and rewards as a means of recognising library staff outstanding performance need to be improved with promotions affected on time.

Library-wise, at the UDSM library, the work itself caused low satisfaction particularly in terms of activities and independence as indicated by 75 percent and 72 percent library staff, respectively. At the UDOM library, the work itself in aspects of activities and moral value occasioned low satisfaction as indicated by 76 percent of the library staff for either. At the SAUT library, the work itself caused low satisfaction in aspects of authority and work activity as indicated by 92 percent and 85 percent of the library staff, respectively. In addition, the variety of work and achievement was cited by 77 percent

library staff at SAUT. Finally, at the Iringa University Library no motivational factor caused low job satisfaction.

### **6.2.3 Effects of Hygiene (Extrinsic) factors on Job Satisfaction**

In this study, job security caused dissatisfaction among library staff as noted by the majority (80%) of the library staff. They cited government reforms, frequent verifications and employment insecurity as the main reasons. Supervision as noted by the majority (66%) of the library staff caused moderate satisfaction. In fact, many librarians claimed that favouritism was practised by library directors. They also accused library directors for failing to represent the needs of the library staff, for example, their lack of confidence to defend the interests of the library were some of the factors mentioned. Relationship with co-workers, especially faculty teaching staff, were strained as revealed by many (59%) of the library staff who lamented that the faculty did not provide lists of relevant reading materials for students to the librarians. Such lists form the basis for selection and procurement of library materials. Status was also a challenge as noted by the majority (62%) of the library staff who felt that they were not well respected by management and their peers. On the other hand, a few library staff indicated that work environment (38%), salary (30%), and library policies and administration (29%) were averagely satisfactory.

Library-wise, at the UDSM library job security caused dissatisfaction as indicated by the majority (83%) of the library staff. Supervisor-worker relations (81%) and technical capabilities (80%) also caused dissatisfaction. At the UDOM library, job security caused

dissatisfaction as indicated by the majority (86%) of the library staff. At the SAUT library, job security caused dissatisfaction as indicated by the majority (85%) of the library staff just as the social services provided. At the Iringa University Library, moderate satisfaction was caused by status as indicated by 67 percent of the library staff.

#### **6.2.4 Public and Private University Libraries Job Satisfaction**

The study found that, both public and private university libraries experienced average satisfaction with 56 percent and 50 percent of library staff experiencing dissatisfaction in both sets of university libraries, respectively. The reasons provided include low job security as a result of government directives and reforms and lack of employment opportunities following the June 2016 reforms aimed to flush out ghost workers. As a result, workers in public libraries feared for their jobs due to the cloud hanging over their employment security. On the other hand, private libraries were dissatisfied mainly due to financial challenges, inadequate supervision and lack of motivation and promotion.

### **6.3 Conclusion**

This conclusion is based on the findings pertaining to each of the specific objectives of the study as follows:

#### **6.3.1 Level of Job satisfaction**

The findings show that the majority of the library staff experienced average satisfaction in the academic libraries under review whereas fewer respondents experienced high and

low job satisfaction. Moreover, the respondents indicated that motivational and hygiene factors affected their job satisfaction. These factors include the work itself and job security, respectively. The findings also show that, although motivation and hygiene factors affect library staff's job satisfaction, some factors associated with the environment also contributed to the satisfaction being average. The environment related factors that affected job security and, ultimately, led to dissatisfaction include government reforms taking place in the country aimed to weed ghost workers out, certificate and age verification, and unlawful termination of the employment of the government workers in the public sector. Specifically, the majority of the respondents were worried about their employment in public university libraries whereas those in private libraries worried about lack of employment opportunities in the public sector as the government halted all the employment processes to allow the reforms to take place effectively.

### **6.3.2 Effects of Motivational Factors on Library Staff Job Satisfaction**

The findings revealed that work activity caused low job satisfaction as the majority of library staff noted that repetitive and routine activities made their work boring. Moreover, inadequate ICT infrastructure frustrated many library staff as they could not make users utilise fully the OPAC and online resources. In the meantime, directors revealed that financial constraints made the sustenance and repair of ICT facilities increasingly difficult. The findings also reveal that many libraries did not have a code of ethics. As a result, many library staff did not know about moral value. Their conduct in

the libraries is guided by the public service code, a general code of conduct applicable to guide all workers in the given university.

Moreover, the lack of variety in the work remained a challenge as the majority library staff revealed that they did the same kind of work each and every day as a matter of routine. Library directors revealed that it was hard to introduce different tasks for library staff as their jobs were based on one's level of education, which in turn reflects their capabilities in undertaking certain activities. The directors also noted that, maintaining quality work required the activities to be carried out based on the credentials and education level of the librarians. In short, they avoided introducing workers to responsibilities beyond their capacity to avoid frustrations and low quality.

On the other hand, work independence was not satisfactory for the majority of the library staff as they indicated that they were not accorded autonomy in doing their jobs, something that all the library directors defended as necessary to ensure activities were carried out as required. They argued that not everyone was self-motivated, though letting them work independently could potentially lead to high satisfaction. The library directors also noted that a number of things such as the type of work and the assessment of the library staff had to be done thoroughly.

Creativity was also reported as moderately satisfactory as the majority of library staff indicated that their work did not give them an opportunity to be creative. In fact, many of the activities had to be done as instructed. However, it was also established that financial challenges, level of education and the extent to which ICT had been adopted by

the library affected creativity in the libraries under review. As a result, many library staff reported that their abilities were not fully utilised in their respective libraries.

Achievement was also reported as moderately satisfactory to many library staff as the findings revealed that opportunities for professional achievement were very few. Also, advancement was moderately satisfactory as many of the library staff revealed that they needed to advance professionally through long-term or short-term training; however, their training needs were larger than the capacity of the university to support them all. This creates disenchantment among library staff, and many of them accused their supervisors of favouritism.

Moreover, recognition was found to be inadequate by many library staff, who noted that the prizes were insufficient whereas educational recognition through promotion was hampered by incessant delays. Furthermore, responsibility was blurred, especially in private university libraries as opposed to public ones where responsibilities were clearly defined.

### **6.3.3 Effect of Hygiene Factors on Library Staff Job Satisfaction**

The findings revealed that the majority of the library staff experienced low satisfaction with job security. In this regard, environmental factors affected job security for reasons such as government reforms and lack of employment opportunities coupled with certificate verification and unlawful termination of the employment of public workers.

The findings show that, the majority library staff were moderately satisfied with their supervisors' abilities and their relations with library staff. In fact, many complained about the indifference of library directors to library staff's problems whereas others noted that favouritism prevailed. The library directors, on their part, cited financial challenges as hindering the libraries' capacity to solve all the problems at once. They also accused many staff of liking to complain rather than work.

With regard to the issue of status, it was also reported to be averagely satisfactory by library staff as majority indicated that their social status in their respective universities was very low, which in turn affected social services provision to the academic community as information literacy programmes were hardly supported.

Work relations with co-workers were also strained. Although the majority of library staff reported that they had a good support system with their fellow library staff, their relations with faculty teaching staff were rather strained as many of them did not collaborate with library staff to provide recommendations for book to be purchased. In consequence, many of the library resources remained largely underutilised by the students and teaching staff, especially online resources.

Moreover, average satisfaction was also expressed regarding salaries. Many of the respondents revealed that they knew what their salaries were when they accepted their jobs. The only challenge was the inadequacy of these salaries in the face of inflationary trends and high cost of living when their pay had remained static.

Furthermore, library policies and administration were satisfactory as many indicated that they had policies that guided their day-to-day operations. Nevertheless, they expressed policies that govern the whole university such as training and promotion policies, noting that delays in implementation frustrated library staff, hence leading to dissatisfaction among their ranks.

The study also found that work conditions posed a challenge to many library staff. Specifically, many of the respondents noted that motivation was not available through participatory management or praise. Most of the library staff also revealed that ICT facilities were insufficient and library security was inadequate. As a result, books were mutilated or stolen. In addition, the fringe benefits available were inadequate as many of the library staff were not satisfied with parental leave, especially male library staff. Furthermore, flexible working hours were not friendly, especially during night shifts for which many of them wanted financial compensation as well as for working during weekends and on public holidays. In addition, the majority also, wanted leave allowance to be reviewed and allowed more freedom in choosing their pension plan and health insurance.

#### **6.3.4 Private and Public University Libraries Level of Job Satisfaction**

The findings revealed that both public and private university academic libraries experienced average job satisfaction with financial challenges being the major impediments that limited library's developmental activities such as the adoption of new technologies or sustenance of the acquired technology. To begin with, job insecurity was

found to be a major challenge in public university libraries as a result of government reforms whereas it was a source of dissatisfaction at a moderate level due to contractual types of employment offered. On the other hand, lack of new employment opportunities posed a challenge to both public and private university library staff, as many feared for their employment security.

As such there was a need for government support that should be extended to both public and private institutions instead of the current situation favouring public universities. Furthermore, private university libraries were disadvantaged as library staff's maternity leave was deducted from the women's annual leave whereas men had no recourse to paternity leave. Also, there was lack of salary schemes for many library staff in private university libraries as individuals negotiated terms, hence the disparities. As a result, there was dissatisfaction with the salaries after discovering that their counterparts were paid more for the same job. Moreover, promotion was not available at all to library staff in the private university libraries due to financial constraints they were facing,

## **6.4 Recommendations**

On the basis of the study findings, the following recommendations are made:

### **6.4.1 General Recommendations**

#### **a) Improvement of Library Staff Motivation**

Employee motivation needs to be improved at the university and government levels to enhance job performance as staff would be motivated to do their work. Library

supervisors should also embrace leadership styles that encourage participatory management, open communication and good human relationship to boost library staff motivation as they would feel to be an integral part of the library.

#### **b) Library Staff Partnership with Other Co-workers**

Close collaboration between library and teaching staff needs to be fostered to facilitate the availability of resources that meet the users' information needs and support teachers in their teaching and research. This could be done through faculty teaching staff support of library training programmes such as information literacy training, bibliographic information training and orientation programmes. In addition, such collaboration would provide an opportunity for faculty members to see capabilities of the library staff. This in turn would raise the status and mend the negative relationship that strains resource utilisation in the library.

#### **c) Improving Library Staff Status**

Status of the library staff should be improved and raised through concerted efforts of library partners and other stakeholders. In this regard, the TLA and COTUL should market the profession and strive for national recognition to raise the profile of the library profession to lofty height, which would lead to recognition in their own institutions and among their co-workers. Many of the library staff expressed disappointment that up to now, the students, management and society at large did not understand the library profession beyond organising books on the shelves.

#### **d) Increased Financial Support**

The library also needed priority during the budget allocation as running a good library was expensive and for the library to have modern services it is recommended that the library should be allocated 6 percent of the total University budget. This will facilitate procurement of enough books to support the university mission, provide a conducive environment to attract users, and subscribe to up-to-date online resources. As all these require adequate financial infusion. The university management should give library ample funding instead of cutting even the little available to be spent elsewhere.

#### **6.4.2 Specific Recommendations**

- i. Library staff should incorporate social media, such as Facebook, YouTube, Instagram and Goodreads in marketing library services and resources available. Moreover, the library staff should devise means for raising the status of the library staff and gain respect from the academic community they worked in. They can organise workshops on information literacy and establish book clubs across campus to cultivate a reading culture and market library resources.
- ii. University management policies need to be reviewed frequently to keep pace with developments happening in the society. In this regard, the management should support library developmental goals in support of the university's mission and vision. The management also needs to challenge librarians and keep them on their toes by proving their worth as professions in addition to rendering

management support. Faculty and teaching staff should liaise with library staff to ensure students get the best service possible. Furthermore, there was a need to foster participatory management, a tool that could help improve the work environment for library staff.

- iii. The government also has to create a secure and conducive environment to boost job satisfaction among employees in both private and public institutions. For example, the provision of job security by avoiding unlawful termination of employment, reviewing of salaries regularly to make them reflect the economic realities; and ensuring uniformity of scale for cadre of the same level. Solid government support can strengthen institutions and make them confident enough to address effectively and efficiently library staff's needs as they relate to job satisfaction.

### **6.5 Areas for Further Study**

Job satisfaction is the combined reactions based on psychological, physiological and environmental orders or disorders which make an employee become satisfied or not (Waqas *et al.*, 2014). This study focused on the environmental factors present in one's job and how they satisfy or dissatisfy library staff. The findings show that, apart from these factors, there were also other factors at play that affect the library staff's satisfaction level e.g. psychological factors and emotional intelligence. Thus, a study

focusing on individual traits and how they affect one's satisfaction need to be carried out.

This study also focused mainly on measuring the level of job satisfaction by using Herzberg's Two-Factor Theory, and establish how motivational and hygiene factors affect satisfaction level. The findings reveal that job satisfaction was moderate among library staff in the four academic libraries under review. Therefore, further investigations could be conducted to assess the impact of this average satisfaction level on burnout, motivation, turnover intention, organisational commitment, job performance and stress level.

Furthermore, the current study found that the librarians appeared to focus on the challenges facing them and recommendations provided to university management, government and other stakeholders. Conversely, it remains largely unknown what they were doing themselves to turn the situation around and raise the status of the profession to obtain the much needed recognition in their parent institutions. As such, further studies could be carried out in Tanzania to look into these issues as the ACRL (2012) has done in their countries.

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**APPENDICES**

**APPENDIX I: QUESTIONNAIRE FOR LIBRARY STAFF**

Dear Library Staff,

**Re: An Investigation of Job Satisfaction among Library Staff in Academic  
Libraries in Tanzania.**

My name is Valeria Kyumana, a PhD student in Information Studies at the University of Dar es Salaam. I am conducting an investigation of job satisfaction among library staff with regard to how motivational and hygiene factors affect job satisfaction. The information you provide will enable the researcher to create a clear picture of library staff views on different variables that affect job satisfaction.

The results of this study are expected to add to the knowledge about job satisfaction of library staff and enlighten stake holders and policy makers on job satisfaction, motivation and human resource practices, to improve policy and practices for the betterment of service provision in academic libraries in Tanzania.

Confidentiality will be accorded to the information you provide and used only for education purposes and not hurt individuals or management officials.

Please answer every question and do not state your name.

Thank you for your help and cooperation.

Yours' faithfully,

KYUMANA, Valeria.

**Part I: Background Information of the Library Staff**

Please tick [  ] on the appropriate box

## 1. Name of Academic Library

- a) University of Dar es Salaam Library [  ]
- b) University of Dodoma Library [  ]
- c) St. Augustine University Library [  ]
- d) Iringa University Library [  ]

## 2. Gender

- a) Male [  ]
- b) Female [  ]

## 3. Age of the respondent.....

## 4. Highest level of Academic Qualification

- a) Certificate [  ]
- b) Diploma [  ]
- c) Bachelor's Degree [  ]
- d) Master's Degree [  ]
- e) Ph. D [  ]
- f) Other qualification (Please specify).....

## 5. Job Title (Your designation at work).....

6. Years of experience working as a library staff in your given library.....

7. What status are you accorded in your given University library?

- a) Academic Status [    ]
- b) Administrative Status [    ]
- c) Other status (Please specify).....

**Part II: Measuring Job Satisfaction Using MSQ Scale**

The purpose of this section is to give you (Library staff) a chance to tell **how you feel about your present job**, what things you are **satisfied** with and what things you are **not satisfied** with.

Below, you will find statements about your **present** job;

- Read each statement carefully.
- Decide **how satisfied you feel about the aspect of your job** described by the statement

Please tick [  ] on the appropriate box. Do this for all statements.

	<b>On my present job, this is how I feel.....</b>	<b>Very Satisfied</b>	<b>Satisfied</b>	<b>Neutral</b>	<b>Dissatisfied</b>	<b>Very Dissatisfied</b>
1	Being able to keep busy all the time (Work Activity)					
2	The chance to work alone on the job (Work Independence)					
3	The chance to do different things from					

	time to time (Variety of Work)					
4	The chance to be “somebody” in the community (Social Status)					
5	The way my boss handles his/her workers (Supervision-Human Relations)					
6	The competence of my supervisor in making decisions (Supervision-Technical)					
7	Being able to do things that don’t go against my conscience (Moral Value)					
8	The way my job provides for steady employment (Job Security)					
9	The chance to do things for other people (Social services)					
10	The chance to tell people what to do (Authority)					
11	The chance to do something that makes use of my abilities (Ability Utilization)					
12	The way company policies are put into practice (Library					

	policies and practices)					
13	My pay and the amount of work I do (Compensation/Salary)					
14	The chances for advancement in this job (Advancement)					
15	The freedom to use my own judgment (Responsibility)					
16	The chance to try my own methods of doing the job (Creativity)					
17	The working conditions (working environment)					
18	The way my co-workers get along with each other (Co-workers)					
19	The praise I get for doing a good job (Recognition)					
20	The feeling of accomplishment I get from my job (Achievement)					

**Part III: Job Satisfaction Recommendations**

Please tick [  ] on the appropriate box.

1. Are you satisfied with promotion opportunities available in your library?
  - a) Very satisfied [  ]
  - b) Satisfied [  ]
  - c) Neutral [  ]
  - d) Dissatisfied [  ]
  - e) Very Dissatisfied [  ]
  
2. How satisfied are you with supervision (quality of management) from departmental head of departments to the director of the library?
  - a) Very Satisfied [  ]
  - b) Satisfied [  ]
  - c) Neutral [  ]
  - d) Dissatisfied [  ]
  - e) Very Dissatisfied [  ]
  
3. With regard to the library working environment in your library; how favorable are the working conditions? (Please tick [  ] on the appropriate box

<b>ENVIRONMENTAL INDICATORS</b>	<b>FAVORABLE</b>	<b>FAIRLY FAVORABLE</b>	<b>UNFAVORABLE</b>
Physical facilities availability (e.g. office space, computers, printers, desks, chairs)			
Open communication			

Motivation			
Participatory Management			
Staff development			

3. a) Does your institution offer fringe benefits ( i.e. any extra benefits to supplement one's salary e.g. overtime)?

- i. Yes [  ]
- ii. No [  ]

If YES; Please mention them

.....

.....

.....

.....

.....

If NO; which kind of fringe benefits do you wish to be added in your library?

.....

.....

.....

.....

.....

b) How satisfied are you with the following fringe benefits?

Please tick [  ] on the appropriate box.

<b>BENEFIT</b>	<b>Very Satisfied</b>	<b>Satisfied</b>	<b>Neutral</b>	<b>Dissatisfied</b>	<b>Very Dissatisfied</b>
Overtime for extra hours/evening shift					
Flexible working hours					
Parental leave					
Vocation payment					
Pension or retirement					
Health insurance					

4. Given a choice, would you stay and continue working at your university library or will you quit if a better opportunity arise?

- a) I will stay with at my University library [    ]
- b) I will quit working at my university library [    ]

If you will STAY; please comment on your choice

.....

.....

.....

.....

.....

.....

If you will QUIT; please comment on your choice

.....  
.....  
.....  
.....  
.....

6. Are you satisfied with being a librarian in your given library?

- a. Yes, I am satisfied [    ]
- b. No, I am not satisfied [    ]

**If YES, you are satisfied;** what advice can you give so that job satisfaction can be sustained in your library?

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**If NO, you are not satisfied;** what are the factors hindering job satisfaction in your library?

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7. Please provide any other comments on job satisfaction in libraries in Tanzania.

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**Thank you so much for accepting to participate in this research**

**APPENDIX II: INTERVIEW SCHEDULE FOR LIBRARY DIRECTORS**

1. Name of Institution.....

2. How do you motivate your library staff to ensure job satisfaction?

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3. Are you satisfied with your position as a library director in your library?

a. Yes [ ]

b. No [ ]

c. Please comment on your choice

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4. As a director, how satisfied are you with the following managerial aspects of the library?

	<b>Very Satisfied</b>	<b>Satisfied</b>	<b>Neutral</b>	<b>Dissatisfied</b>	<b>Very Dissatisfied</b>
Staff management					
Staff development					
Strategic management					
Team management					
Change management					
Quality management					
Administration					
Daily routine management					

5. How satisfied or dissatisfied are you, with the following factors incorporation in your management of library staff (Both long term and short term)?

	Satisfied	Neutral	Dissatisfied
Achievement			
Recognition			
Responsibility			
Advancement/Growth			
Promotion			

Work itself			
University policy and administration			
Supervision			
Relationship with co-workers			
Working conditions			
Salary			
Job security			
Status			

6. What efforts have you made to promote job satisfaction in your library?

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7. As a leader, what challenges have you encountered in the course of pursuing and facilitating job satisfaction of your library staff?

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**Thank you so much for accepting to participate in this research**

**APPENDIX III: FOCUS GROUP DISCUSSION**

**Part I: Background Information**

- 1. Name of the Institution.....
- 2. Status of the Library staff.....

**Part II: Factors Influencing Job Satisfaction**

- 3. What is job satisfaction to you?  
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- 4. To what extent are the following factors accommodated in your library?
  - i. Achievement
    - a. Being a librarian; has it helped you to achieve your goals personally and professionally?
  - ii. Recognition
    - a. Are you recognized for a job well done in your library?
    - b. What are you provided with in your library as a sense of recognizing your contribution for a job well done?
  - iii. Responsibility
    - a. Are you provided with enough duties to do by your supervisor?
    - b. Does your supervisor delegate responsibilities to you?
  - iv. Advancement/growth
    - a. Provision of funds for further study
    - b. Provision of study leave
    - c. Opportunities for attending seminars and short courses
    - d. Management policy on training and development

- v. Promotion
  - a. The process of promotion
  - b. Promotion of academic librarians
  - c. Promotion of administrative librarians
- vi. Work itself
  - a. Job challenge
  - b. Enjoyment of the job
  - c. Distribution of work activities according to level of education
- vii. University policy and administration
  - a. University policy
  - b. Library policy
- viii. Supervision
  - a. Are you provided with enough supervision, moderate supervision or too much supervision?
- ix. Relationship with supervisor
  - a. Competence of the supervisor to defend the interests of the librarians in the given library
  - b. Fairness of the supervisor in dealing with librarians under his supervision
  - c. Are you participating in making decisions with supervisors?
- x. Working conditions
  - a. what are the challenging issues regarding your working environment?
- xi. Salary
  - a. Are you content with the salary you are paid?
  - b. Are you satisfied with the salary increment process?
- xii. Relationship with peers (Co-workers)
  - a. What is the relationship between librarians in the library?
  - b. what is the relationship between librarians and academic staff of the given university?

xiii. Job security

xiv. Status

5. What is the most important element (Burning issue) in your University library that hinders job satisfaction?

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6. What can be done to enhance job satisfaction in your university library?

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**Thank you so much for accepting to participate in this research**

**APPENDIX IV: CRONBACH'S ALPHA ITEM-TOTAL STATISTICS**

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
Work Activity	49.83	18.500	.213	.679
Work Independence	49.83	19.324	.005	.695
Variety of Work	49.83	19.912	-.138	.706
Social Status	50.06	20.056	-.158	.724
Supervision-Human relations	50.06	17.585	.306	.670
Supervision- Technical	49.94	17.350	.296	.671
Moral Value	49.78	18.418	.260	.676
Job Security	49.72	17.271	.472	.656
Social Services	49.61	19.193	.149	.684
Authority	49.94	17.820	.266	.674
Ability Utilization	49.72	18.212	.365	.670
Library Practices and Policy	50.22	15.830	.514	.641
Salary	50.06	16.173	.437	.652
Advancement	49.89	19.516	-.046	.700
Responsibility	50.06	16.056	.529	.641
Creativity	49.89	17.987	.241	.677
Working Environment	50.33	14.941	.721	.613
Co-workers	50.06	17.350	.354	.665
Recognition	49.89	17.869	.265	.674
Achievement	49.83	19.441	-.024	.698

**APPENDIX V: RESEARCH COMMITTEE APPROVAL**

**UNIVERSITY OF DAR ES SALAAM**  
**Department of Political Science and Public Administration**  
P.O. BOX 35042 – DAR ES SALAAM - TANZANIA

*Our Ref:*

*Your Ref:*



Tel. No. 255-22-2410500-8 Ext. 2227  
Direct 255-22-2410357  
Fax No. 255-22-2410084  
E-mail: [politics@uccmail.co.tz](mailto:politics@uccmail.co.tz)

02. 08. 2016

**Post-graduate Coordinator,  
COSS**

**Dear Madam,**

**RE: Report on Valeria Kyumana's PhD proposal**

The heading above refers.

This is to inform you that the College Post-graduate Committee appointed Dr. Consolata R. Sulley and Dr. William Christopher to read and vet Ms. Kyumana's revised proposal. We are happy to inform you that we have read the proposal and given feedback to the candidate. She has worked on the comments substantially.

We are therefore generally satisfied with the proposal and recommend that the candidate be allowed to proceed with the next steps.

Sincerely

Dr. Consolata R. Sulley

  
Lecturer

cc Dr. William Christopher  
cc Valeria Kyumana  
cc Supervisors

**APPENDIX VI: RESEARCH PROPOSAL APPROVAL**

**UNIVERSITY OF DAR ES SALAAM**  
**COLLEGE OF SOCIAL SCIENCES**  
*Office of the Principal*  
P. O. BOX 35051 - DAR ES SALAAM - TANZANIA

Our Ref: 2013-07-00137

Your Ref:



Tel: +255-22-2410474 (Direct)  
General: +255-22-2410500/9 Ext 2207  
Fax: 255-22-2410 078  
E-mail: [pcoss@udsm.ac.tz](mailto:pcoss@udsm.ac.tz)

Ms. Valeria Kyumana,  
Information Programme Studies,  
College of Social Sciences,  
UNIVERSITY OF DAR ES SALAAM

9<sup>th</sup> September, 2016

**RE: APPROVAL OF YOUR RESEARCH PROPOSAL**

Kindly be informed that your Doctoral research proposal entitled "*An Investigation of Job Satisfaction among Library Staff in Selected Academic Libraries in Tanzania*" has been re-examined, after corrections by the College Postgraduate Committee. The Committee has noted that you have incorporated all the comments made before and that the proposal now meets the standards of the University of Dar es Salaam.

In view of the above, I am pleased, on behalf of the College Board, to approve your research proposal and allow you to proceed with data collection subject to obtaining a research clearance from the Vice Chancellor of the University of Dar es Salaam.

Congratulations and best wishes.

A handwritten signature in black ink, appearing to read 'Alexander Makulilo'.

Dr. Alexander Makulilo  
Ag. Principal,  
COLLEGE OF SOCIAL SCIENCES

- c.c. Director, Postgraduate Studies, UDSM
- c.c. Deputy Principal, CoSS
- c.c. Coordinator, Postgraduate Studies – CoSS
- c.c. Coordinator, Information Studies Programme
- c.c. Prof. P. Manda – (Information Studies Programme – UDSM) Supervisor
- c.c. Prof. J. Msuya – (Information Studies Programme – UDSM) Supervisor

**APPENDIX VII: UDSM RESEARCH CLEARANCE LETTER**

**UNIVERSITY OF DAR-ES-SALAAM**  
**OFFICE OF THE VICE CHANCELLOR**  
**P. O. BOX 35091 ♦ DAR ES SALAAM ♦ TANZANIA**

General: +255 22 2410500-8 ext. 2001  
 Direct: +255 22 2410700  
 Telefax: +255 22 2410078



Telegraphic Address: UNIVERSITY OF DAR ES SALAAM  
 E-mail: [vc@admin.udsm.ac.tz](mailto:vc@admin.udsm.ac.tz)  
 Website address: [www.udsm.ac.tz](http://www.udsm.ac.tz)

Ref. No: AB3/12(B)

Date: 6<sup>th</sup> October 2016

Deputy Vice Chancellor - Administration  
**Dar es Salaam**

**RE: REQUEST FOR RESEARCH CLEARANCE**

The purpose of this letter is to introduce to you **Ms. Valeria Kyumana** who is a bonafide PhD student of the University of Dar es Salaam and who is at the moment required to conduct research. Our students undertake research activities as part of their study programmes.

In accordance with government circular letter Ref. No. MPEC/R/10/1 dated 4<sup>th</sup> July 1980, the Vice Chancellor of the University of Dar es Salaam is empowered to issue research clearances to staff members and students of the University of Dar es Salaam on behalf of the government and the Tanzania Commission for Science and Technology (COSTECH). I am pleased to inform you that I have granted a research clearance to **Ms. Kyumana**.

I therefore, kindly request you to grant her any help that may enable her to achieve her research objectives. Specifically we request your permission for her to meet and talk to the leaders and other relevant stakeholders in your institution in connection with her research.

The title of her research is "**An Investigation of Job Satisfaction Among Library Staff in Selected Academic Libraries in Tanzania**".

The period of her research is from **October to November 2016** and the research will cover the **University of Dar es Salaam**.

Should there be any restrictions, you are kindly requested to advise us accordingly. In case you require further information, please do not hesitate to contact us through the Directorate of Research, Tel. +255 22 2410500-8 Ext. 2084 or +255 22 2410727 and E-mail: [research@udsm.ac.tz](mailto:research@udsm.ac.tz).

Yours sincerely,

  
 VICE CHANCELLOR  
 UNIVERSITY OF DAR-ES-SALAAM  
 P.O. Box 35091  
 DAR-ES-SALAAM  
**VICE CHANCELLOR**

**APPENDIX VIII: UDOM RESEARCH CLEARANCE LETTER**

**UNIVERSITY OF DAR-ES-SALAAM**  
**OFFICE OF THE VICE CHANCELLOR**  
**P. O. BOX 35091 ♦ DAR ES SALAAM ♦ TANZANIA**

General: +255 22 2410500-8 ext. 2001  
 Direct: +255 22 2410700  
 Telefax: +255 22 2410078



Telegraphic Address: UNIVERSITY OF DAR ES SALAAM  
 E-mail: [vc@admin.udsm.ac.tz](mailto:vc@admin.udsm.ac.tz)  
 Website address: [www.udsm.ac.tz](http://www.udsm.ac.tz)

Ref. No: AB3/12(B)

Date: 6<sup>th</sup> October 2016

Vice Chancellor  
 University of Dodoma  
**Dodoma**

**RE: REQUEST FOR RESEARCH CLEARANCE**

The purpose of this letter is to introduce to you **Ms. Valeria Kyumana** who is a bonafide PhD student of the University of Dar es Salaam and who is at the moment required to conduct research. Our students undertake research activities as part of their study programmes.

In accordance with government circular letter Ref. No. MPEC/R/10/1 dated 4<sup>th</sup> July 1980, the Vice Chancellor of the University of Dar es Salaam is empowered to issue research clearances to staff members and students of the University of Dar es Salaam on behalf of the government and the Tanzania Commission for Science and Technology (COSTECH). I am pleased to inform you that I have granted a research clearance to **Ms. Kyumana**.

I therefore, kindly request you to grant her any help that may enable her to achieve her research objectives. Specifically we request your permission for her to meet and talk to the leaders and other relevant stakeholders in your institution in connection with her research.

The title of her research is "**An Investigation of Job Satisfaction Among Library Staff in Selected Academic Libraries in Tanzania**".

The period of her research is from **October to November 2016** and the research will cover the **University of Dodoma**.

Should there be any restrictions, you are kindly requested to advise us accordingly. In case you require further information, please do not hesitate to contact us through the Directorate of Research, Tel. +255 22 2410500-8 Ext. 2084 or +255 22 2410727 and E-mail: [research@udsm.ac.tz](mailto:research@udsm.ac.tz).

Yours sincerely,

  
 VICE CHANCELLOR  
 UNIVERSITY OF DAR-ES-SALAAM  
 P.O. Box 35091  
 DAR-ES-SALAAM  
**VICE CHANCELLOR**

**APPENDIX IX: SAUT RESEARCH CLEARANCE LETTER**

**UNIVERSITY OF DAR-ES-SALAAM**  
**OFFICE OF THE VICE CHANCELLOR**  
**P. O. BOX 35091 ♦ DAR ES SALAAM ♦ TANZANIA**

General: +255 22 2410500-8 ext. 2001  
 Direct: +255 22 2410700  
 Telefax: +255 22 2410078



Telegraphic Address: UNIVERSITY OF DAR ES SALAAM  
 E-mail: [vc@admin.udsm.ac.tz](mailto:vc@admin.udsm.ac.tz)  
 Website address: [www.udsm.ac.tz](http://www.udsm.ac.tz)

Ref. No: AB3/12(B)

Date: 6<sup>th</sup> October 2016

Vice Chancellor  
 St. Augustine University of Tanzania  
**Mwanza**

**RE: REQUEST FOR RESEARCH CLEARANCE**

The purpose of this letter is to introduce to you **Ms. Valeria Kyumana** who is a bonafide PhD student of the University of Dar es Salaam and who is at the moment required to conduct research. Our students undertake research activities as part of their study programmes.

In accordance with government circular letter Ref. No. MPEC/R/10/1 dated 4<sup>th</sup> July 1980, the Vice Chancellor of the University of Dar es Salaam is empowered to issue research clearances to staff members and students of the University of Dar es Salaam on behalf of the government and the Tanzania Commission for Science and Technology (COSTECH). I am pleased to inform you that I have granted a research clearance to **Ms. Kyumana**.

I therefore, kindly request you to grant her any help that may enable her to achieve her research objectives. Specifically we request your permission for her to meet and talk to the leaders and other relevant stakeholders in your institution in connection with her research.

The title of her research is **"An Investigation of Job Satisfaction Among Library Staff in Selected Academic Libraries in Tanzania"**.

The period of her research is from **October to November 2016** and the research will cover the **St. Augustine University of Tanzania**.

Should there be any restrictions, you are kindly requested to advise us accordingly. In case you require further information, please do not hesitate to contact us through the Directorate of Research, Tel. +255 22 2410500-8 Ext. 2084 or +255 22 2410727 and E-mail: [research@udsm.ac.tz](mailto:research@udsm.ac.tz).

Yours sincerely,

VICE CHANCELLOR  
 UNIVERSITY OF DAR-ES-SALAAM  
 P.O. Box 35091  
 DAR-ES-SALAAM

*Rwekaza S. Mukandala*  
 Prof. Rwekaza S. Mukandala  
**VICE CHANCELLOR**

**APPENDIX X: IRINGA UNIVERSITY RESEARCH CLEARANCE  
LETTER**

**UNIVERSITY OF DAR-ES-SALAAM  
OFFICE OF THE VICE CHANCELLOR  
P. O. BOX 35091 ♦ DAR ES SALAAM ♦ TANZANIA**

General: +255 22 2410500-8 ext. 2001  
Direct: +255 22 2410700  
Telefax: +255 22 2410078



Telegraphic Address: UNIVERSITY OF DAR ES SALAAM  
E-mail: [vc@admin.udsm.ac.tz](mailto:vc@admin.udsm.ac.tz)  
Website address: [www.udsm.ac.tz](http://www.udsm.ac.tz)

Ref. No: AB3/12(B)

Date: 6<sup>th</sup> October 2016

Vice Chancellor  
Iringa University  
**IRINGA**

**RE: REQUEST FOR RESEARCH CLEARANCE**

The purpose of this letter is to introduce to you **Ms. Valeria Kyumana** who is a bonafide PhD student of the University of Dar es Salaam and who is at the moment required to conduct research. Our students undertake research activities as part of their study programmes.

In accordance with government circular letter Ref. No. MPEC/R/10/1 dated 4<sup>th</sup> July 1980, the Vice Chancellor of the University of Dar es Salaam is empowered to issue research clearances to staff members and students of the University of Dar es Salaam on behalf of the government and the Tanzania Commission for Science and Technology (COSTECH). I am pleased to inform you that I have granted a research clearance to **Ms. Kyumana**.

I therefore, kindly request you to grant her any help that may enable her to achieve her research objectives. Specifically we request your permission for her to meet and talk to the leaders and other relevant stakeholders in your institution in connection with her research.

The title of her research is "**An Investigation of Job Satisfaction Among Library Staff in Selected Academic Libraries in Tanzania**".

The period of her research is from **October to November 2016** and the research will cover the **Iringa University**.

Should there be any restrictions, you are kindly requested to advise us accordingly. In case you require further information, please do not hesitate to contact us through the Directorate of Research, Tel. +255 22 2410500-8 Ext. 2084 or +255 22 2410727 and E-mail: [research@udsm.ac.tz](mailto:research@udsm.ac.tz).

Yours sincerely,

VICE CHANCELLOR  
UNIVERSITY OF DAR-ES-SALAAM  
P.O. Box 35091  
DAR-ES-SALAAM

*[Signature]*  
Prof. Rwekaza S. Mukandala  
**VICE CHANCELLOR**

**APPENDIX XI: UDOM RESEARCH PERMIT**



**THE UNIVERSITY OF DODOMA**

OFFICE OF THE DEPUTY VICE CHANCELLOR - ARC  
DIRECTORATE OF RESEARCH AND PUBLICATIONS, INNOVATION,  
CONSULTANCY AND COLLABORATION

P.O. BOX 251,

DODOMA, TANZANIA

TEL: +255 026 2310301 FAX: +255 0262310005 WEBSITE: [www.udom.ac.tz](http://www.udom.ac.tz)

REF.UDOM/DRP/134 Vol. II /43

8<sup>th</sup> December, 2016

To: Ms. Valeria Kyumana  
**University of Dar Es Salaam**

**RE: RESEARCH CLEARANCE**

The subject above is concerned.

This is to inform you that you have been granted permission to conduct a research study titled **"An Investigation of Job Satisfaction among Library Staff in Selected Academic Library in Tanzania"**.

On your arrival please contact the Director of Library Services for proper arrangements for conducting your research.

Please make sure your work does not intervene with other UDOM activities.

Sincerely,

Prof. F. Fabian

**For: VICE CHANCELLOR - UDOM**

cc: VC – UDSM

DVC – ARC – UDOM

**APPENDIX XII: SAUT RESEARCH PERMIT**

**ST. AUGUSTINE UNIVERSITY OF TANZANIA**  
The Office of Deputy Vice Chancellor for Academic Affairs  
P.O. Box 307 - Mwanza



Ref. No. SAUT/AC/02/32

19<sup>th</sup> January, 2017

Ms. Valeria Kyumana,  
Institute of Finance Management,  
P.O.Box 3918,  
Dar es salaam.

**Re: RESEARCH CLEARANCE FOR VALERIA KYUMANA**

The reference is made to the above heading.

May I acknowledge with thanks receipt of your letter dated 19<sup>th</sup> January, 2017. We wish to notify that your request on named above for data collection on research topic titled: "*An Investigation of Job Satisfaction among Library Staff in Selected Academic Libraries in Tanzania*" has been accepted.

Valeria Kyumana is welcome to report to the SAUT Director of Postgraduate Studies, Research and Consultancy for more directives as to which departments would be relevant to your study (scope) and later on to the Public Relations Officer who shall introduce you to the respondents.

Yours sincerely,

A handwritten signature in blue ink, appearing to read 'Negussie Andre D.', written over a circular official stamp.

Dr. Negussie Andre D.

**Deputy Vice Chancellor for Academic Affairs**

**cc:** Director of Postgraduate Studies, Research and Consultancy  
HRO, PRO

Mob: +255 768382679/ +255 783973181,  
Fax +255 -028- 2550167

E-mail: [gnad2010@yahoo.com](mailto:gnad2010@yahoo.com), [dvcaa@saut.ac.tz](mailto:dvcaa@saut.ac.tz)  
Website: <http://www.saut.ac.tz>