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ANNEXURE

CHAPTER 1

THE PROBLEM AND ITS CONTEXT

1.1 BACKGROUND

A primary responsibility of managers is to motivate their employees. The factors affecting motivation are multi-faceted. Information services employees are influenced by the values of society, their own individual values and personal goals, the nature of the enterprise and its goals, and what is measured by the effectiveness and skills of managers in creating atmosphere which fosters motivation.

Information services exist in a competitive world. They must compete for qualified staff. If an enterprise is only as good as its people, information service managers must develop the skills necessary to attract and retain the best possible staff available. A key to this goal is staff motivation. Effective employee motivation will benefit the enterprise through improvement in staff sentiment, productivity and commitment to the enterprise and its goals.

Information services can be a *people place* and people can only be at home in information services when the user derives a sense of satisfaction from visiting the information service and the staff achieve job satisfaction from their daily activities. Staff satisfaction is a prerequisite to user satisfaction. Apart from tangible benefits such as salary, leave, etc., good management is essential to well-motivated staff. Good management, like good communication is a five-way process, and must be applied in all five directions (Maxin, 1981:19).

Information service work is defined as providing services to people. Information services work to meet the needs of the people and information specialists manage in order to meet those needs. Information specialists should manage themselves. Information specialists who are committed to managing themselves and who constantly apply sound management principles to their work will be motivated information specialists and will be well on the way to job satisfaction.

Information work can be divided into two categories viz.: management services and support services. Management services include planning, organizing, leading and controlling. Whereas support services include readers services which consists of circulation and technical services, consisting of cataloging, serials administration and acquisition. It is important to understand the relationship between the two to attain the correct balance of these functions. The balance must be found and maintained at every level from first line supervision to chief executive level. Management work should be delegated downwards until the right balance is found throughout the total hierarchy of the information service (Jordan, 1995:19).

Dissatisfied information service employees may have a negative impact on the services provided by information services. They can become emotional to an extent that they discourage the user from visiting the information service. They may take leave even during the peak periods and thus not availing themselves to users when they need help. From the point of view of other colleagues, this may create mixed feelings in a sense that those who are performing their duties as required may think that their colleagues are more privileged than them.

1.2 PROBLEM STATEMENT

The following problems will be addressed in this study:

- § What is motivation?

- § Why do certain people work hard or commit themselves to the goals of the enterprise and generally work well within a team or group?
- § How can information specialists as managers of information services become involved with the motivation of their subordinates?

1.3 EXPLANATION OF CONCEPTS

For the purpose of this study Acentral campus@ refers to Head Office of Vista University, AVista@ refers to Vista University,@ information workers@ refers to non-professionals, Ainformation specialists@ refers to librarians (professionals) and Acampus@ refers to a branch of Vista University information services.



1.3.1 JOB SATISFACTION

Steers and Porter (1979:15) defined job satisfaction as an effective emotional reaction to a job that results from the incumbents= comparison of actual outcome with those that are desired, expected or deserved. Staw (1977:112) noted that satisfaction is a function of the correspondence between the reinforcer system of the work environment and the individual=s needs. It can be viewed as a pleasurable or positive emotional state resulting from the appraisal of one=s job or job experiences.

Porter and Lawler (1968:23) view satisfaction as a feeling about a job that is determined by the difference between the amount of some valued outcome that a person receives and the amount of the outcome that he feels he should receive. Job satisfaction can be viewed as a function of interaction of an employee with his job environment.

From the above definitions job satisfaction can be viewed as an attitude that an employee holds towards his or her job. This attitude can be negative or positive. That is, an employee with high level of job satisfaction can have a positive attitude about his/her job, whereas the one who is not satisfied may have a negative attitude.

1.3.2 MOTIVATION

According to Robbins (1996:168), motivation can be defined as the willingness to exert high levels of effort toward the goals of the enterprise, conditioned by the efforts ability to satisfy some individual need. He treats motivation as a need-satisfying process. He maintains that a need is an internal state that makes certain outcomes appear active. An unsatisfied need creates tension that stimulates drives within the individual. These drives create a search behavior to find particular goals, that, if attained, will satisfy the need and lead to the reduction of tension.

We can therefore say motivated employees are in a state of tension. To reduce this tension, they exert effort. The greater the tension the higher the effort level. If this effort successfully leads to satisfaction of need, tension is reduced.

According to Leon et al.(1992:14) motivation is a process of inducing a person or a group, each with distinctive needs and personalities, to achieve the goals of the enterprise, while also working to achieve its objectives and personal objectives. They also maintain that there are at least three primary purposes of managerial motivation viz.:

- § to encourage the potential employees to join the enterprise,
- § to stimulate the present employees to produce or perform more effectively, and
- § to encourage the present employees to remain in the enterprise.

From the above definitions motivation can be regarded as a state of incompleteness created by the environment in which one finds himself or herself. Because of the pressure and tension created by this state one is forced to correct it, e.g. people working in tertiary institutions find themselves having to study for the rest of their lives because of the competition within these institutions. That is they either improve their educational qualifications or work on research projects for their institutions. In most cases, the pressure comes from the employer by including as one of the promotion requirements the amount of research conducted by an employee and specifying/ delineating certain or specific educational qualifications for a particular position. Thus, employees are forced to study in order to reach higher levels within the institution.

1.4 CURRENT STATE OF RESEARCH REGARDING THE PROBLEM

In 1995, Andriette Gouws conducted a study on motivating and satisfaction with special reference to Public information services. She distributed her questionnaire to information services in the Gauteng province. Her findings were that information specialists in this field were satisfied above average, although they complained about poor salaries, and the lack of articulated promotion standards. Although this study dealt with the motivation and satisfaction of information services employees, the emphases were on the public information services and not on academic information services. It is because of this reason that this research has become necessary.

1.5 RESEARCH METHODOLOGY

The research methods applied were firstly a literature study on motivation and job satisfaction in the corporate environment. A questionnaire aimed at reaching conclusions on the problem statement was compiled and sent to all employees at

Vista information services and the response was sixty eight percent.

1.6 OUTLINE OF STUDY

The second chapter will focus on the various theories of motivation. Theories of motivation help the manager to create an environment in which individuals and groups work to achieve the enterprise's objective while they also work to achieve their own.

The third chapter will focus on job satisfaction as it plays an important role in the study of behavior at work. It will look at the determinants of job satisfaction, the consequences of job satisfaction and other correlates of job satisfaction which are vital for managers.

The fourth chapter will focus on what managers of information services may do to help satisfy their employees' needs.

The fifth chapter will report on the findings of an empirical investigation on the relationship between motivation and job satisfaction of employees at Vista information services.

The sixth chapter will focus on the summary and recommendations.

CHAPTER 2

2. THEORIES OF MOTIVATION

2.1 INTRODUCTION

Managers work through and with people, but human behaviour is complex, irrational and often unpredictable. Individual behaviour is influenced by different factors, which complicate the task of the manager. The dream of every manager is to manage a motivated group of workers. However, in practice this seldom happens and most managers find themselves in a situation where their subordinates are extremely unmotivated and unproductive. To be an effective motivator, a manager must be aware of the existing body of knowledge of motivation (Blau,1993:36).

This chapter examines various theories of motivation. Theories of motivation help to explain the "why" of human behaviour, and although no one theory has all the answers, collectively they help the manager create an environment in which individuals and groups work to achieve the enterprise=s objectives while also working to achieve their own objectives.

2.1 CLASSIFICATION OF THEORIES OF MOTIVATION

Theories of motivation can be classified into three broad categories viz.:

- _ Content theories which focus on the "what" of motivation
- _ Process theories which indicate the "how" of motivation, and
- _ Reinforcement theories which emphasise ways in which behaviour can be acquired.

2.2.1 CONTENT THEORIES

Content theories of motivation deal with identifying the needs and motives that drive people=s behaviour. They emphasise the inner needs that inspire people to act particularly in the work situation. These theories suggest that management can determine the needs of subordinates by observing their behaviour and can predict behaviour by being aware of their needs.

Content theories that had the greatest influence on managers and the field of management include those of Maslow, McGregor and Herzberg (Boone and Kurtz, 1992:351).

2.2.1.1 MASLOW'S HIERARCHY OF NEEDS

Maslow focuses his attention on the inner needs of the individual and not on the situation in which the individual finds himself or herself. He studied the psychology of subordinates in order to explain why individuals have the expectations that they have and why money is not always the best motivator. His findings are based on the following suppositions:

- _ Man is a need satisfying being, that is, at any given time his or her needs are largely dependent on what she or he already has or what she or he expects to obtain.
- _ Satisfied needs do not motivate, that is, satisfied needs do not become a

motivator.

- Hierarchical structure. The occurrence of a need is usually based on the previous satisfaction of another need that has a higher priority.

He emphasised that within every human being there exist a hierarchy of the following five needs viz.:

- **PHYSIOLOGICAL.** Physiological needs include the essential and basic needs for food, water, shelter and other bodily needs.
- **SAFETY.** This includes protection against physical and emotional pain, for example, sickness and/or loss of income.
- **SOCIAL NEEDS.** Social needs include affection, a sense of belonging, acceptance and friendship.
- **ESTEEM.** This includes internal esteem factors such as self-respect and external esteem factors such as recognition.
- **SELF-ACTUALIZATION.** Self-actualization is the drive to become what one is capable of becoming. It includes growth, achieving one's potential and self-fulfilment (Wahba, 1975:220).

He separated the five needs into higher and lower order needs. Physiological and safety needs were described as lower order, and social, esteem and self-actualization as higher order needs. The differentiation between the two orders was made on the premises that the higher order needs are satisfied internally whereas the lower order needs are predominantly satisfied externally (Robbins, 1996:214).

Maslow did not argue that his theory describes all people, only healthy and normal ones.

Although he considered the concept of proponency to be important, he did not consider it to be totally rigid. In other words, although lower order needs must be satisfied in order for higher order needs to motivate, he did not argue that they must be satisfied completely(Boone and Kurtz, 1992:34).

2.2.1.2 HERZBERG=S MOTIVATION - HYGIENE THEORY

The motivation-hygiene theory was introduced by psychologist Herzberg. He believed that the individual's relations to his work is a basic one and that his or her attitudes towards his/her work can determine the individual's success or failure. He investigated the question "what do people want from their jobs"? He asked people to describe in detail situations when they felt exceptionally good and bad about their jobs. From their responses he concluded that the replies people gave when they felt good about their jobs were significantly different from their replies when they felt bad. Intrinsic factors such as achievement, recognition, the work itself, responsibility, advancement and growth seem to be related to job satisfaction. On the other hand, when they were dissatisfied they tended to cite extrinsic factors such as supervision, interpersonal relations and work conditions (Blau, 1993:155).

According to Herzberg factors leading to job satisfaction are separate and distinct from those that lead to job dissatisfaction. Therefore managers who seek to eliminate factors that create job dissatisfaction can bring about peace, but not necessarily motivation. As a result, characteristics such as company policy and administration, supervision, interpersonal relations, working conditions and salaries have been characterised as job satisfaction factors by him. He believes that workers can be motivated by emphasising achievement, recognition, the work itself, responsibility and growth (Robbins, 1996:216-217).

Research included only professionals who are well educated and who hold relatively secure well-paid positions. The second concern is the way the information was collected. The

manner in which the respondents were asked to respond does not guarantee the accuracy of information provided by respondents. The closer examination of Herzberg's two-factor theory has revealed several limitations. The first concerns the subjects in the original research. The theory oversimplifies the actual relationship between motivation and satisfaction as well as between the sources of job satisfaction and dissatisfaction (Greene, Adam and Ebert, 1985:80).

2.2.1.3 MCGREGOR'S THEORY X AND THEORY Y

McGregor proposed two distinct views of human beings. One basically negative labelled theory X, and the other basically positive and named theory Y. McGregor maintains that a manager's view of the nature of human beings is based on certain groupings of assumptions and that she or he tends to mould his or her behaviour toward subordinates according to these assumptions.

His theory X assumes that most people prefer to be directed, are not interested in assuming responsibility, and want safety. Accompanying this philosophy is the belief that people are motivated by money, fringe benefits, and the threat of punishment. Management who accepts theory X assumptions attempts to structure, control and closely supervise their employees. These managers feel that external control is clearly appropriate for dealing with unreliable and irresponsible people (Blanchard and Spence, 1982:123).

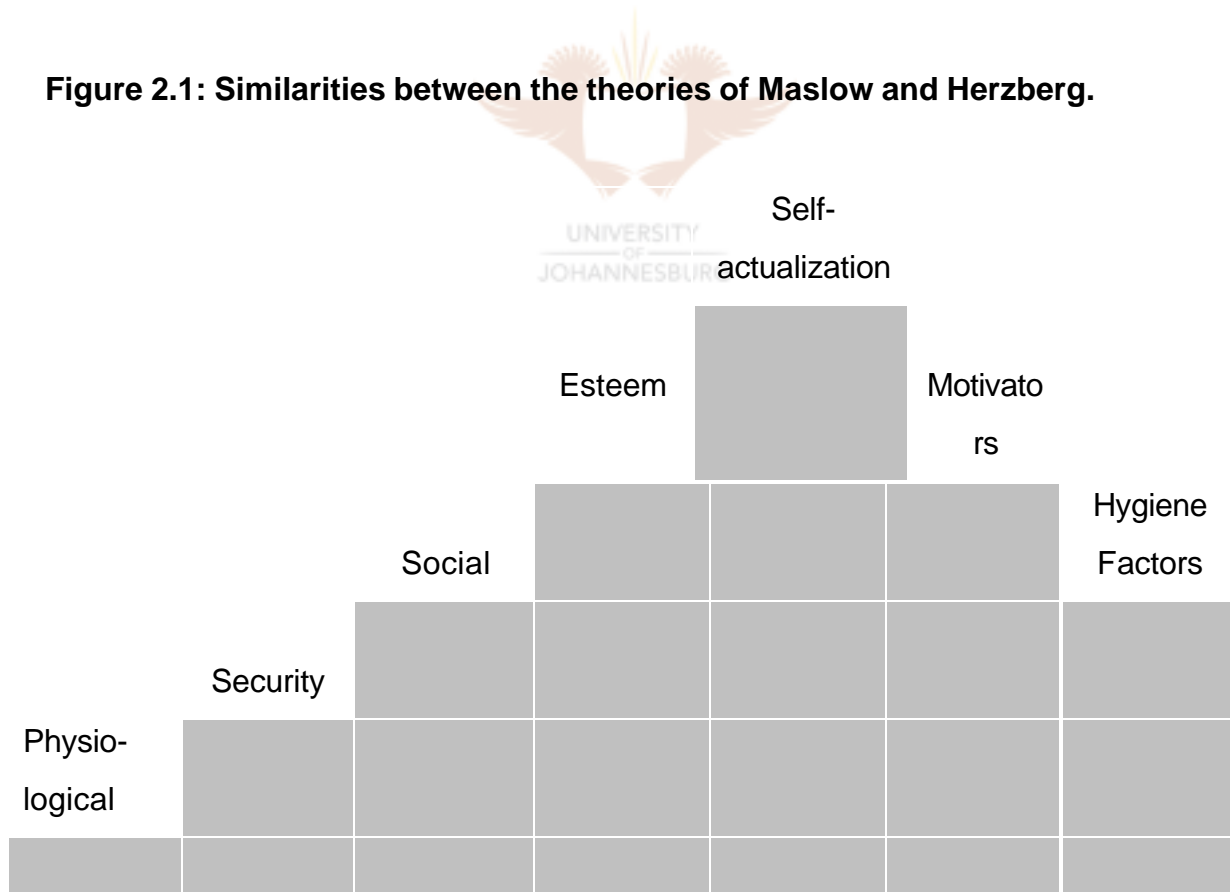
His theory Y assumes that people are not, by nature, lazy and unreliable. It suggests that people can be basically self-directed and creative at work if properly motivated. Therefore, it should be the essential task of management to unleash this potential in individuals. Properly motivated people can achieve their own goals best by directing their own efforts toward

accomplishing organisational goals (Hersey, Blanchard and Johnson, 1996:68).

2.2.1.4 COMPARISON OF THE THEORIES OF HERZBERG AND MASLOW

Maslow and Herzberg theories correspond in various ways. Their similarities and differences are indicated in the following diagrams.

Figure 2.1: Similarities between the theories of Maslow and Herzberg.



Source: Adapted from R M Fulmer, p.287.

Figure 2.2: Differences between the theories of Maslow and Herzberg

SUBJECT	MASLOW=S HIERARCHY OF NEEDS	HERZBERG=S TWO- FACTOR THEORY
Application	All people in all kinds of work and retired people	More applicable to office workers and professional employees
Influence of needs on behaviour	All needs can motivate behaviour	Only certain intrinsic needs can serve as motivators
Role of financial rewards	Financial reward can motivate	Financial reward is not a key motivator
Perspective	Has a bearing on all people and their lives	Is job centred
Type of theory	Descriptive (what is)	Prescriptive (what should be)

Source: Donnelly, Gibson, and Ivancevich, p. 302.

2.2.2 PROCESS THEORIES OF MOTIVATION

The process theories emphasize how and by what goals individuals are motivated. They are based on the assumption that people make conscious decisions regarding their behaviour. Behaviour is also a function of the individual's perceptions and expectations about a situation and the possible outcome of a given behaviour (Heinmann et al., 1985:419).

The best-known process theories are the expectancy theory and equity theory.

2.2.2.1 EXPECTANCY THEORY

The expectancy theory was developed by Vroom. Its main assumption is that the individual's motivation toward a certain behaviour is determined by the result that a person regards as desirable and the person's belief that the result can be obtained.

The expectancy theory states that motivation is the result of three different types of beliefs that people have viz.:

- _ EXPECTANCY. The belief that one's effort will result in performance.
- _ INSTRUMENTALITY. The belief that one's performance will be rewarded.
- _ VALANCE. The perceived value of rewards to the recipient.

It claims that motivation is a multiplicative function of all three functions. This means that higher levels of motivation will result when expectancy, instrumentality and valance are all high than when they are all low. The multiplicative assumption also implies that if any one of these three components is zero the overall level of motivation will be zero (Miner, 1980 :157).

It recognises that motivation is one of several important determinants of job performance. The theory assumes that skills and abilities also contribute to a person's job performance. In other words some people are better suited to perform their jobs than others by virtue of their unique characteristics and special skills and abilities, e.g., a person with good interpersonal skills who is approachable can be placed at the circulation department in the information service. It also recognises the role of opportunities to perform one's job. Even management employees may perform at low levels if their opportunities are limited e.g., a junior information

specialist or information worker may perform poorly if the chances of promotion are limited (Greenberg and Baron, 1997:160).

In summary, the key to expectancy theory is the understanding of the individual's goals and the linkage between effort and performance, between performance and rewards, and between the rewards and individual goal satisfaction. As a contingency model, the expectancy theory recognises that there is no universal principle for explaining everyone's motivation. Additionally, just because we understand what needs a person seeks to satisfy does not ensure that the individual himself or herself perceives high performance as necessarily leading to the satisfaction of these needs (Robbins, 1996:231).

The theory has only limited use. It intends to be more valid for prediction in the situations where effort performance rewards linkages are clearly perceived by an individual. Since few individuals perceive a high correlation between performance and rewards in their jobs, the theory tends to be idealistic.

2.2.2.2 EQUITY THEORY



The equity theory of motivation was developed by Stacy Adams in 1968. The theory states that an individual must be able to perceive a relation between the reward he receives and his performance. The relationship he perceives is based on a comparison of the input - output ratio between himself or herself and someone whom he/she regards as his or her equal. If he or she perceives inequality or unfairness tension or driving force will ensue, motivating him or her to reduce or eliminate the tension and perceived inequality (Staw, 1977:77).

Adam's theory is based on the following suppositions:


- _ The perceived inequality creates tension in the individual.
- _ The tension is proportional to the extent of inequality.
- _ The tension experienced will motivate an individual to reduce it, and

- The strength of the motivation to reduce the tension is proportional to the perceived inequality (Steers and Porter, 1979:166).

If the individual perceives an imbalance he will try to restore the equity by reacting in one of the following ways:

- reducing his/her own input by means of lower performance
- increasing rewards by asking for a raise
- distorting the ratio by rationalising
- trying to get the other individual to change input or rewards
- leaving the situation
- comparing with someone else

2.2.3 REINFORCEMENT THEORIES



Reinforcement theories are based on behaviouristic approaches which argues that reinforcement conditions behaviour. The basic behaviour which has pleasant results will probably be repeated while behaviour that has unpleasant results will probably not. To encourage specific behaviour an individual is rewarded as she or he moves closer to the desired behaviour, e.g. an information worker who has completed a national diploma in information practice can be rewarded by an addition of one notch in his or her salary so that she or he can be motivated to enrol for qualifications which will enable him or her to be a qualified information specialist.

Reinforcement can also be negative and here we can distinguish between two kinds of negative reinforcements, viz.: punishment and extinction. Punishment is used to discourage undesirable behaviour, e.g. from the above example if this information worker is funded by the employer for his or her fees and fails at the end of the year, the employer may suspend the payment of his or her fees until she or he performs better. In this way the employer will be

discouraging the undesired behaviour, being "failure", from the information worker.

Punishment is said to motivate people as soon as it is meted out, but once the negative reinforcement is neutralised they fall back into the old pattern of undesirable behaviour. Extinction can also be used to weaken the behaviour, especially behaviour that was previously awarded. For example, a subordinate who works for a new manager. His or her previous manager appreciated it if he or she told tales about his or her co-workers. The new manager, however, wishes to discourage such behaviour, and therefore ignores these tales. If the manager does not react the subordinate's undesired behaviour will become extinct and probably not to be repeated in the future (Kroon, 1996:323).

2.3 SUMMARY

Motivation is essential for the implementation of decisions and the performance of the work of the enterprise. Where management in particular has to work with and through people, it is essential that it will have a basic knowledge regarding the how, why and what of human behaviour. This knowledge can only be of help to management in taking the lead in its interpersonal role, information role and its role as decision maker. Management should make decisions on suitably rewarding high level and low level performance. Subordinates must have clarity about what is expected of them. Communication is a part of the information role of management. The manager must have some understanding of what the worker wants from his work. These needs are highlighted by the interpersonal role of management (Harpaz, 1990:83).

Job satisfaction also plays a central role in the study of behaviour at work. The following chapter will look at the determinants of job satisfaction, the consequences of job satisfaction and other correlates of job satisfaction which are vital for managers.

CHAPTER 3

JOB SATISFACTION



3.1 INTRODUCTION

Motivation and job satisfaction go hand in hand, yet they differ in both their causes and effects. Locke(1968:158) defines job satisfaction as an emotional reaction that results from the perception that one=s job fulfills or allow fulfillment of one=s important job values to a degree that those values are congruent with one=s needs. Job satisfaction is thus multi-dimensional and highly individualized, for example, two information specialists performing the same task in the same information service, may experience similar levels of satisfaction in radically different ways. One information specialist may be influenced predominantly by the salary and the advancement aspect of the job, while the other may be primarily influenced by the challenge and variation inherent in the job. Job satisfaction as defined by Locke, is thus a perception or emotional response on the part of individuals based on their unique expectations and their own view on how well these expectations are fulfilled.

3.2 THE NATURE OF JOB SATISFACTION

As stated in Section 1.3.1 ,job satisfaction is a set of favorable or unfavorable feelings and

emotions with which employees view their work. It refers to the attitudes of a single employee. For example, an information specialist may conclude, "the information service worker seems very pleased with his or her recent promotion." Job satisfaction can be viewed as an overall attitude, or it can apply to the various parts of an individual's job. If it is viewed only as an overall attitude, however, managers may miss seeing some hidden key exceptions as they assess an employee's overall satisfaction. For example, although an information service worker's general job satisfaction may be high, it is important to discover both that he/she likes his / her promotion and that he is dissatisfied with his/her vacation schedule. Job satisfaction studies, thus often focus on the various parts that are believed to be important, since these predispose an employee to behave in certain ways (Newstrom and Davis, 1993: 195).

Attitudes are generally acquired over a long period of time. Job satisfaction or dissatisfaction emerges as an employee gains more information about the workplace. Job satisfaction is dynamic as it can decline even more quickly than it develops. Managers need to pay attention to employees' attitudes from time to time. Job satisfaction is part of life satisfaction. The nature of one's environment off the job indirectly influences one's feelings on the job. Since a job is an important part of life for many employees, job satisfaction influences one's general life satisfaction. Thus managers need to monitor not only the job and immediate work environment but also their employee's attitudes towards other parts of life as illustrated in the following incident:

The behavior of an information specialist may be difficult to understand to his or her supervisor. After she/he has received a promotion and salary increase, she suddenly become increasingly unhappy, withdrawn and careless in her/ his job. Numerous conversation that probed his or her job related attitudes provided no direct clues as to the source of his or her dissatisfaction. One day the information specialist happened to ask about her/his new house that she/he has just bought. He then talked about the price of the house and bond repayment which had negative impact on his/her financial position and thus causing him/her stress. This problem was affecting his/her job attitude and performance.

After this conversation the information specialist became aware of the connection between an information service worker=s life satisfaction and job satisfaction.

The level of job satisfaction across groups is not constant, but related to a number of variables. This allows managers to predict which groups are more likely to exhibit the problem behaviors associated with dissatisfaction. The key variables revolve around age, occupation level, and organizational size. As employees grow older, they virtually tend to be satisfied with their jobs. Later, their satisfaction may suffer as the chances of promotions get limited and faces realities of retirement. Employees occupying high positions in the work place tend to be more satisfied with their jobs. This is usually associated with better payments, better working conditions and job content (Porter and Lawler, 1968 : 185).

In addition to job satisfaction, two other different but related employee attitudes are important to many employers viz.:

- \$ Entrepreneurial commitment and
- \$ Job involvement



3.2.1 Entrepreneurial Commitment

Entrepreneurial commitment is the degree to which an employee identifies with the entrepreneur and wants to continue actively participating in it. It is a measure of employee=s willingness to stay in it in the future. It often reflects the employees= belief in the mission and goals of the enterprise, their willingness to expend effort in their accomplishment, and their intentions to continue working there (Mowday, Lyman and Richard, 1986 : 366).

Employees can have various targets of commitment such as top management, co-workers, supervisors, union or subordinates. Becker and Billings(1976:180) have distinguished between two major components of commitment viz.:

The supervisor and the workgroup; the top management and the enterprise. By combining low and high levels of each of these, they identified four commitment profiles viz:

- § Committed, that is individuals who are highly committed to both sets of components.
- § Uncommitted, that is those individuals who are low in commitment to both their work groups and supervisors as well as low in commitment to top management and the organization.
- § Locally committed: that is those individuals who are highly committed to their supervisors and workgroup but not to top management and the organization.
- § Globally committed that is those individuals who are highly committed to top management and the enterprise but not to their supervisors and co-workers .

Commitment may be based on three different factors viz.:

- § Continuance commitment B the strength of a person=s tendency to continue working for an enterprise because he or she has to and cannot afford to do otherwise.
- § Affective commitment B the strength of a person=s tendency to continue working for an enterprise because she or he agrees with its goals and values and desires to stay with it.
- § Normative B it=s a commitment to remain in an enterprise stemming from social obligation to do so.

Low levels of entrepreneurial commitment have been linked to high levels of absenteeism and voluntary turnover, the unwillingness to share and make sacrifices for the enterprise, and negative personal consequences. However, entrepreneurial commitment may be enhanced by enriching jobs, aligning the interest of employees with those of the enterprise, and recruiting and selecting newcomers whose values closely match those of the organization (Randolph and Blackburn, 1989:212).

3.2.2 Job involvement

Job involvement is the degree to which employees immerse themselves in their jobs, invest

time and energy in them, and view work as central part of their overall lives. Job- involved employees are likely to believe in a work ethic, to exhibit high growth needs, and to enjoy participation in decision making. As a result they seldom will be absent, they are willing to work long hours, and they will attempt to be high performers (Graham and Hawlick, 1994 : 312-3).

The process of assessing how satisfied or dissatisfied an employee is, becomes complex. So far managers rely on what employees tell them about their attitudes and keep much of what they feel to themselves. Useful techniques for this purpose include rating scales or questionnaires, critical incidents and interviews.

3.3 METHODS OF MEASURING JOB SATISFACTION

3.3.1 Rating Scales and Questionnaires

The most common approach in measuring job satisfaction involves the use of questionnaires in which highly specialized rating scales are completed. In this method people answer questions allowing them to report their reactions to their jobs. The following instruments can be used for this approach:

Job description index which is abbreviated as JDI. Job description index is a rating scale for assessing job satisfaction. Individuals respond to these questionnaires by indicating whether or not various adjectives describe aspects of their work. JDI questions deal with five distinct aspects of jobs viz.:

- \$ The job itself
- \$ Pay
- \$ Promotional opportunities
- \$ Supervision and
- \$ Co-workers

The Minnesota Satisfaction Questionnaire is abbreviated as MSQ. In this method employees indicate the extent to which they are satisfied with the various aspects of their jobs. This may

include pay systems and chances of development. Pay satisfaction Questionnaire is abbreviated as PSQ. This questionnaire is designed to assess the extent of employees' satisfaction with various aspects of their pay, e.g. benefits, increases etc. (Greenberg and Baron, 1997:180).

3.3.2 Critical Incidents Technique

Critical Incidents Technique is a procedure for measuring job satisfaction in which employees describe incidents relating to their work that they have found especially satisfying or dissatisfying. Their responses are then examined to uncover underlying themes e.g. if many employees mentioned situations in which they were treated badly or rudely by their supervisors or praised supervisors for sensitivity they showed in a difficult period, this would suggest that supervisory style plays an important role in their job satisfaction.

3.3.3 Interviews and Confrontation Meetings

Interviews and confrontation meetings involve carefully interviewing employees in face-to-face sessions. Interviews are designed to have employees lay it on the line. If such a session is conducted skillfully, in an environment in which employees feel free to speak and without retaliation, serious problems that adversely affect job satisfaction but might otherwise remain hidden, can be brought into the open.

The success of this technique depends on the extent of honesty of the report. It is important for the researcher collecting information to keep all individuals' responses completely confidential and to assure them of this clearly. It is also useful to keep respondents' identities anonymous so that it is impossible to identify anything that any one respondent may have said (Greenberg and Baron, 1997:183).

3.4 DETERMINANTS OF JOB SATISFACTION

According to Robbins(1996:123), important factors conducive to job satisfaction are mentally challenging work, equitable rewards, supportive working conditions and supportive co-workers. Other contributing factors are job fit and individual disposition.

3.4.1 Mentally Challenging Work

Employees prefer jobs that give them opportunities to use their skills and abilities and offer a variety of tasks, freedom, and feedback on how well they are doing e.g. an information specialist responsible for interlibrary loans. He or she should be able to work out his or her own way of processing interlibrary loan requests.

She or he may inform the users about the items which they need to collect by telephone or e-mail messages. The turn around time will inform him or her about her or his performance. In this situation the Information Specialist will be more motivated as she or he is given the opportunity to exercise his or her freedom and show his or her abilities (Locke, 1968: 186).

3.4.2 Equitable Rewards

Employees want pay systems and promotion policies that they perceive as just, and in line with their expectation. When pay is seen as fair based on the job demands, individual skill level, and community pay standards, satisfaction is likely to result. The key in linking pay and satisfaction is the perception of fairness. Similarly, employees seek fair promotion policies and practices. Promotion provides opportunities for personal growth, more responsibilities and increased social status (Mezzinson, Mosely and Pietrie, 1992:433).

3.4.3 Supportive Working Conditions

Employees are concerned with their work environment for both personal comfort and facilitating doing a good job. Employees prefer physical surroundings that are not dangerous or uncomfortable. Additionally, most employees prefer working relatively close to home, in clean and modern facilities, and with adequate tools and equipment ,e.g. from our previous

example of an information specialist responsible for interlibrary loans. This employee will be happy if she or he is provided with the necessary equipment for performing his or her duties effectively. She or he may need a work station with a personal computer connected to SABINET, he or she will also need courier or postal services. If all these are not available, she or he may not be able to perform his or her duties properly and thus become frustrated and dissatisfied (Robbins, 1996:153).

3.4.4 Personality Job Fit

According to Hollard=s personality job fit theory, job satisfaction depends to the degree to which a person successfully matches their personalities to the occupational environment. He mentioned the following characteristics, e.g. self confident, ambitious as suitable or congruent to lawyers. He believes that people with personality types congruent with their chosen vocations should find that they have the right talents and abilities to meet the demands of their jobs. Thus they are likely to be successful in their jobs and because of this success they are more happy with their jobs (McGregor, 1960:52).

3.5 EFFECTS OF JOB SATISFACTION

3.5.1 Job Satisfaction and Employee Withdrawal

When employees are dissatisfied with their jobs, they try to find ways of reducing their exposure to them. That is, they stay away from their jobs. This kind of behavior is known as employee withdrawal. It can take place in two forms viz absenteeism and voluntary turnover. While it certainly makes sense that dissatisfied employees are more likely to miss work, other factors have an impact on the relationship and reduce the correlation efficient. Enterprises that provide liberal sick leave benefits are encouraging all their employees

including those who are highly satisfied, to take days off. Satisfaction is also negatively related to turnover, but the correlation is stronger than what we found for absenteeism.

Other factors such as labor market conditions, expectations about alternative job opportunities and length of tenure with the enterprise are important constraints on the actual decision to leave one's current job. The lower people's levels of satisfaction with their jobs, the more likely they are to consider resigning and actually do so.

Evidence indicates that an important moderator of the satisfaction turnover relations is the employee's level of performance. The level of satisfaction is less important in predicting turnover for superior performers. The enterprise makes considerable efforts to keep these people. They get pay raises, praise recognition, increase and promotional opportunities. The opposite tends to apply to poor performers. Few attempts are made to by the enterprise to retain them.

3.5.2 Job Satisfaction and Productivity

The general belief is that happy workers are productive workers. Overall, research suggests that the relationship is positive, but not especially strong. Job satisfaction and performance has limited relationship because of the following:

- § In many work settings, there is little room for large changes in performance. Some jobs are structured in such a way that the people holding them must maintain at least some minimum level of performance to remain at their jobs. For others there may be very little leeway for exceeding minimum standards, therefore, the range of possible performance in many jobs is highly restricted.

Job satisfaction and performance may not be directly linked. Rather, any apparent

relationship may stem from the fact that both are related to a third, viz. rewards. Porter and Lawler (1968:57) suggest that past levels of performance lead to the receipt of both extrinsic rewards, e.g. promotions and intrinsic rewards, e.g. feelings of accomplishment. If employees judge these to be fair, they may eventually recognize a link between their performance and the outcomes. This may encourage high levels of effort, thus good performance, and lead to high levels of job satisfaction.

3.6 EMPLOYEES DISSATISFACTION

Employees may express their dissatisfaction in one of the following ways:

- § **Exit:** Exit is a behavior directed toward leaving the organization. This may include looking for a new job and resigning.
- § **Voice:** Voice is a dissatisfaction expressed through active and constructive attempts to improve the conditions. This way includes discussing problems with the superiors, suggesting improvements and involving unions in problem solving.
- § **Loyalty:** Loyalty is a dissatisfaction expressed by passively waiting for conditions to improve. This way involves protecting the organization in the face of external criticism, and trusting the enterprise and its management to do the right thing.
- § **Neglect:** Neglect is dissatisfaction expressed through allowing conditions to worsen. This may include chronic absenteeism or lateness or reduced efforts (Hodson, 1991:281) .

Although employee dissatisfaction might not account for all aspects of his or her performance, it is important to promote satisfaction if for no other reason than to make her or him happy. For this reason the following section will discuss some guidelines in achieving this.

3.7 GUIDELINES FOR PROMOTING JOB SATISFACTION

§ Fair Payment

People who believe that their employer=s pay systems are unfair tend to be dissatisfied with

their jobs. This also applies to fringe benefits.

§ **Improve Management Style or Quality of Supervision**

Satisfaction tends to be more high among those who believe that their immediate supervisors are competent, treat them with respect and have their best interests in mind. Job satisfaction is enhanced when employees believe that they have open lines of communication with their superiors.

§ **Decentralize the Control of Power**

Decentralization is the degree to which the capacity to make decisions resides in several people as opposed to one or just a handful. When power is decentralized, people are part of the decision making process. This contributes to their feelings of satisfaction because it leads them to believe that they have some impact on their enterprises. Because decentralization of power gives people greater opportunities to control aspects of their work place that affect them, it makes it possible for employees to receive the outcomes they most desire, thereby enhancing their satisfaction (Locke, 1968 : 311).

§ **Match People to Jobs that are Congruent with their Interests**

People have many interests, and these are sometimes satisfied on the job. The more people find that they are able to fulfill their interests while on the job, the more satisfied they will be with their jobs. Although it might not always be easy to make a special effort to promote job satisfaction especially during the hectic pace of everyday work, but the effort may be worthwhile (Greenberg and Baron , 1997:188-9).

3.8 SUMMARY

Job satisfaction is important for management. A satisfied workforce translates into higher productivity due to fewer disruptions caused by absenteeism or good employees quitting, fewer incidents of destructive behavior, as well as lower medical and life insurance costs. In addition to these, there are benefits to the society in general. Satisfaction on the job carries over to the employees off-the-job hours. So the goal of high job satisfaction for employees can be defended in terms of both rand and cents, and social responsibility.

It is important for managers to understand individual=s attitudes. Employees= performance and satisfaction are likely to be higher if his or her values fit well with the enterprise. For instance, the person who places high importance on imagination, independence, and freedom is likely to be poorly matched with an enterprise that seeks conformity from its employees. This suggests that management should strive to find job candidates who not only have the ability, experience and motivation to perform, but also a value system that is compatible with that of the enterprise. This can be done during the selection process.

Managers should be interested in their employees= attitudes because attitudes give warning of potential problems and because they influence behavior. Satisfied and committed employees for example, have lower rates of turnover and absenteeism. Given that managers want to keep resignations and absenteeism down, especially among their productive employees, they will want to do those things that will generate positive attitudes (Robbins, 1998:197).

Greater understanding of general satisfaction becomes more important when enterprises are facing rapid change. Most managers feel some responsibility toward their employees. They want them to be as happy as is reasonably possible, whether on or off the job. And if they want to maintain their enterprises, they want their employees to be co-operative, constructive, and open to innovations.

In the study of job satisfaction conducted by Gouws in 1995, she reported that information specialists were satisfied with their jobs. In addition to job satisfaction, they were also

satisfied with their relationship with the library users, their peers, duties assigned to them working conditions and library administration. However, they were not satisfied about their salaries and promotion policies. The next chapter will look at theories of motivation which can be applied in the management of library and information services.

CHAPTER 4



SATISFACTION OF EMPLOYEES= NEEDS IN INFORMATION

4.1 INTRODUCTION

The greatest value of motivation theories lies in the practical application they have for management. These theories are important because they suggest specific things that managers can do to help their subordinates become self-actualized. With this in mind it is worthwhile to consider what managers of information services may do to help satisfy their employees= needs.

4.2 THEORIES OF NEEDS

According to Maslow=s hierarchy of needs (see Section 2.2.1), people are driven by five groups of needs. These can be labeled as physiological needs, safety and security needs,

social needs, status needs and self-actualization needs. Based on the assumption of this theory managers need to provide employees with wages sufficient to feed, shelter and protect them and their families satisfactory, as well as safe working environment. Other factors that might fall under the managers= control include working hours, restrooms, temperatures, lighting and noise level. Some managers are helping to satisfy their employees= physiological needs by providing incentives to keep them healthy, e.g. they pay part of their employees= medical expenses, and/or they provide them with gym facilities (Greenberg and Baron, 1997:146).

Safety and security needs include freedom from physical, physiological or financial harm, and job security and clearly defined regulations. There are many ways in which the managers can partially satisfy these needs. Insurance and retirement benefits are common security needs satisfiers. Some managers including those of academic information services, found that their employees have serious financial difficulties when faced with sending their children to university, leading them to offer financial assistance for this purpose. Other institutions have a loan system with very low interest rates or interest free loans for their employees.

Social needs include the need to talk to others, to associate with others, to express feelings of friendship, to accept others and to be accepted. Managers can provide for this need by providing opportunities for employees to interact. This can be done by allowing tea breaks, providing lunch facilities and offering recreational activities, and rearranging the physical layout of the office. Some institutions have staff parties for their employees and their families. Conferences and workshops are other places which satisfy the need for socialization (Boone and Kurtz, 1992:337).

Fulfilment of self-esteem needs allows people to maintain a positive image of themselves, both internally and externally. A manager can give deserving employees many symbols of status that fulfill these ego needs. These may include promotions, reserved parking, spacious offices, a company car and the like.

Finally, self actualization concerns the need to realize ones= potential. Most management experts feel that an employee=s drive to self actualization can be tapped by giving the person freedom of expression. This might be accomplished by allowing employees to participate in decision making and giving the power to shape their jobs, e.g. an information specialist in the circulation department may plan or draw the time table for information workers working at the circulation desk or he may decide who must do shelf reading or packing away books (Staw, 1977:77).

Maslow maintains that when all other needs have been adequately met, employees will look for meaning and personal growth in their work and will actively seek out new responsibilities. He stresses that individual differences are the greatest at this level. For some individuals producing work of high quality is a means of self actualization, while for others developing creative useful ideas serves the same need.

By being aware of the different self-actualization needs of their employees, managers can use a variety of approaches to enable employees to achieve personal as well as entrepreneurial goals.

Need theory is a challenge to managers of academic information services to practice. Any manager works in a complex web of relationship with people whose needs probably differ widely. A person=s needs can change over time. Although Maslow thought in terms of people progressing up his hierarchy, sometimes circumstances dictate moving down the hierarchy (Stoner, Freeman and Gilbert, 1995:450)

4.3 TWO FACTOR THEORY

According to Herzberg >s motivation - hygiene theory (see Section 2.2.1.2) our satisfaction results from different groups of variables namely motivators and hygiene factors . According to this theory, managers would be well advised to focus their attention on the factors known to promote job satisfaction, e.g. opportunities for personal growth. Indeed, several of today=s information services have realized that satisfaction within their workforces is enhanced when they provide opportunities for their employees to develop their repertoire of professional skills

on the job, e.g. most of the information services pay for their employees for on-the-job training programs like Internet, SABINET training courses, DIALOGUE and the like.

The two factor theory also implies that steps should be taken to create conditions that help avoid dissatisfaction and specifies the kinds of variables required to do so, that is hygiene factors. For example creating pleasant working conditions may be quite helpful in getting people to avoid being dissatisfied with their jobs (Newstrom and Davis, 1993:123).

4.4 MCGREGOR=S THEORY

Theory X assumes that people dislike work. They must be coerced into performing adequately and they prefer authoritarian direction. Theory Y assumes that people have an inherent desire to work, with clear objectives, sufficient rewards, adequate responsibility, and freedom to use their imagination, they will realize their personal goals and thereby contribute to the entrepreneurial goals (McGregor, 1985: flap).

The way to induce theory Y in information services is to focus upon the characteristics of each employees= position. Morton (1982:212) suggests that some of the more effective policies for eliciting theory Y motivation include providing employees with:

- 10 Definite and unique responsibilities
- 20 A short descriptive chain of command
- 30 Adequate means to exhibit productivity to others
- 40 Freedom from fear of failure
- 50 Opportunities to merge self-actualization with normal responsibilities.

The most important of these policies is the assigning to each employee of a clear set of responsibilities which do not overlap those of anyone else. Within a designated area of responsibility, an employee should be free to determine how to manage his or her own operations as long as his or her outputs conform with organizational goals and his or her procedures don=t conflict with operations in other areas. In addition, the lines of operation

should be kept as short as possible in order to maximize the sole responsibility of each employee. Another characteristic of theory Y is that each person's performance must be visible enough to be capable of earning respect from others. Hence, to stimulate the esteem needs for respect and admiration, each employee's productivity should be subject to the scrutiny of other employees. For example, an information specialist responsible for collection development might be judged by the quality of new books. Then each person's output would be self regulated by the motivation to be respected, and the administration could watch from a non intrusive assistance for signs that adjustment was needed (Morton, 1982:257).

A self-regulating operation, however, must be free to alter its procedures or else an employee may not accept responsibility for his or her output. This means that management should exhibit confidence in an employee to the extent that failures will not be used as a basis for embarrassment or punishment.



The ultimate expression of theory Y management may be realized if there are opportunities for an employee to identify his or her responsibilities with his desire for self actualization. Factors which arouse these tendencies include the provision for financial support, encouragement to join the enterprise and attend meetings. In this type of atmosphere, employees may become so absorbed in their career interests that their distances toward self-actualization will be expressed within the framework of normal occupational duties (Leap and Crino, 1993:259).

4.5 EXPECTANCY THEORY

According to this theory (Robbins, 1996:237), people choose how to behave from among alternative courses of action, based on their expectations of what there is to gain from each action. This theory implies that managers must pay attention simultaneously to a number of factors in dealing with employees. Managers can motivate their employees in the following ways:

– Clarify people=s expectancies that their efforts will lead to performance.
Motivation may be enhanced by training employees to do their jobs more effectively and so achieve higher levels of performance from their efforts. For example, an interlibrary loans information specialist can be allowed to attend training sessions like SABINET INQUIRY FUNCTION. She or he may be encouraged to join professional organizations or associations for information sharing so that she or he can be kept informed about the latest development in her or his profession. It also may be possible to enhance effort performance expectancies by following employees= suggestions about ways to change their jobs. To the extent that employees are aware of problems in their job that interact with their performances, attempting to alleviate their problems will help them perform more effectively. In other words, make the desired performance attainable (Robbins, 1998:352).

– Determine the reward valued by employees
If rewards are to be motivators, they must be valued by the individuals involved. Managers can determine what rewards their employees seek by observing their reactions in different situations and by asking them what rewards they desire.

§ Clearly link valued rewards and performance
Managers should specify exactly what job behavior will lead to what to rewards, the extent that it is possible for employees to be paid in ways directly linked to their performance. That is, linking the pay to performance e.g. for each employee with a specific level of performance a merit award is given to him or her in a monetary form. This can be an additional notch or two to his salary or it can be a bonus. Expectancy theory specifies that this method is an effective motivating system. This system is so effective to such an extent that it is crucial for the manager to

consider exactly what employees might do to perform at high levels. Of course, the rewards need not be monetary in nature, even verbal recognition for a job well done can be very effective(Boone and Kurtz, 1992:351).

4.6 EQUITY THEORY

According to this theory people desire to attain an equitable balance between the ratios of their work rewards and their job contributions of their rewards. Most discussions and research on equity theory focus on money as the most significant reward in the workplace. People compare what they are being paid for their efforts with what others in similar situations receive for theirs. When they feel inequity exists, a state of tension develops within them, which they try to solve by appropriately adjusting the behavior. An information worker who perceives that she or he is being underpaid, for example, may try to reduce the inequity by exerting less effort.

People use different methods to reduce inequity. Some will rationalize, that their efforts were greater or less than they originally perceived them to be, or that the rewards are more or less valuable. The employee who fails to receive promotion may decide that the previously desired job actually involved too much responsibility. Equity theory therefore suggests that it is important for managers to get to know their employees and recognize that jobs are done in the context of human relations (Greenberg and Baron, 1997:171).

This theory has the following implications for managers:

- Underpayment should be avoided.

Managers that attempt to save money by reducing employees salaries may find that employees respond in many different ways to even the score. For example they may steal, save a few minutes off their work.

_ Overpayment should be avoided.

It is unwise to overpay employees as the increases in performance in response to overpayment inequity tend to be temporary. When employees are overpaid others may be underpaid. When the majority feel that they are underpaid, they will lower the performance resulting in dissatisfaction. Hence managers should strive to treat all employees equitably. This may not be an easy task for the manager. This is caused by the fact that feelings of equity and inequity are based on perceptions and these perceptions are not always easy to control. One approach that may help is to be open and honest about the outcomes and inputs.

_ Managers should present information about outcomes in a thorough and socially sensitive manner.

Negative outcomes such as layoffs and pay cuts can be accepted and recognized to the extent that people understand the procedures that brought them about. Such information, particularly when presented in a highly sensitive manner, tends to take some of the sting out of those undesirable outcomes (Newstrom and Davis, 1993:157).

4.7 REINFORCEMENT THEORY

Reinforcement theory suggests that people's behavior is directly related to the consequence of their own actions. It examines why people continue to behave as they do, and why they change their behavior (Jordan, 1995:35).

Reinforcement theory is based on the principle of learning. The most obvious use to which principles of learning may be applied is training. Training is the process of systematically teaching employees to acquire and improve job-related skills and knowledge. Training is used to prepare new employees to meet the challenges of their jobs they will face, and to upgrade and refine the skills of existing employees. Training may take place in many forms, like the executive training programs in which the companies attempt to develop the skills of their top managers. Many executive training sessions focus on the development of

leadership skills.

Managers may use reinforcement theory to manage human behavior, that is, behavior modification. Someone who is often having backlog, e.g. can be motivated to update his or her work if the manager expresses strong approval of the good work rather than ignoring the little effort the employee puts to on his or her work.

The manager can apply four methods to modify his or her employees= behavior. These methods are:

- _ Positive reinforcement which is the use of positive consequences to encourage the required behavior.
- _ Avoidance learning. Avoidance learning is the learning that occurs when individuals change behaviour to avoid or escape unpleasant circumstances.
- _ Extinction. Extinction is the absence of reinforcement for undesirable behavior so that the behaviour eventually stops recurring.
- _ Punishment. Punishment is the application of negative consequences to stop or correct improper behavior (Stoner, Freeman and Gilbert, 1995:459).

The desirable behavior can be encouraged or reinforced by positive consequences, for example, if an employee with backlog tries to improve on it, the manager may reward him or her by positive comment or praise to show that he or she acknowledges the effort that the employee has put into his or her work. Positive reinforcement can also be in the form of money. For example, the employee can be given a wage increase particularly when the pay system is directly linked to performance.

Employees can change behavior to avoid unpleasant consequences like demotions,

criticism or poor evaluations from our example of an employee with a backlog, such an employee may be forced to pull up his or her socks if she or he does not want to be criticized for his or her bad performance which may result in demotion or change of the department, e.g. an information specialist responsible for serials administration needs to be time conscious and process the serials as soon as he or she receives them because they contain current information. If this is not done some of the information contained in these periodicals may be received late and thus be of no value to users. If the serials are circulated late and his or her immediate superior receives complaints, the immediate superior may consider moving this staff member into a department in which he or she thinks he or she (information specialist) may perform better. Thus a move from one department to another can be viewed as a demotion and thus viewed as unpleasant circumstances which the information officer will try to avoid (Mezzinson, Mosley and Pietrie, 1992 : 305).

The manager can stop undesired behavior. For example, the manager may encourage the employees to come to his meetings late if he or she starts his or her meeting ten or twenty minutes later than the scheduled time. He or she may stop his or her employees from coming late to his or her meetings by starting his or her meeting on the scheduled time. By so doing the employees will eventually realize that the meeting starts on the scheduled time and thus avoid being late. The manager may also use negative reinforcement to stop undesired behavior. Take the example of the periodical administrator. The manager may try to talk to him or her nicely and if this does not work, he or she may apply negative reinforcement or punishment, e.g. stop the salary increase or promotion due to that employee.

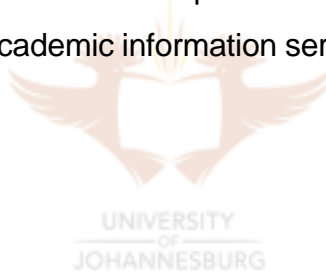
4.8 SUMMARY

The application of motivational theories is determined by the dynamics of the manager. According to management scholar Terence Michell (Mezzinson, Mosely and Pietrie, 1992: 315).

Δ There are situations and settings that make it exceptionally difficult for a motivational system to work. These circumstances may involve the kinds of jobs or people present, the technology, the presence of a union and the like. The factors that hinder the application of motivational theory have not been articulated either frequently or systematically."

Motivation cannot make up for deficient individual characteristics or negative supervisory and work environment characteristics. Managers therefore need to gauge the degree to which motivation significantly affects performance. They need to use a contingency approach when developing motivation programs. They need to use motivation techniques that are best suited to the individual and situation at hand (Kreitner and Kinicki, 1995:192).

The next chapter will analyze the relationship between motivation and job satisfaction of information specialists in the academic information services of Vista University.



CHAPTER 5

EMPIRICAL STUDY.

5.1 INTRODUCTION.

This chapter will report on the findings of an empirical investigation on the relationship between motivation and job satisfaction of employees at Vista information services.

In the preceding chapters an attempt has been made to highlight the importance of motivation and its understanding by managers (chapter2), determinants of job satisfaction and their correlates of job satisfaction (chapter3) and satisfaction of employees= needs in information services (chapter4).

The findings of the empirical survey will attempt to answer the following questions:-

- § Are the employees at Vista information services satisfied with their jobs?
- § What motivates employees?
- § Is there a relationship between motivation and job satisfaction with the employees of Vista information services?

5.2. SAMPLE

The sample of this survey consisted of all employees at Vista information services. The information services are spread over eight campuses viz.:

- § Bloemfontein
- § Central Campus (in Pretoria)
- § East Rand Campus
- § Mamelodi
- § Port Elizabeth
- § Sebokeng and

\$ Soweto

Vista information services consist of ninety employees and are spread to campuses as follows:

\$	Bloemfontein	14
\$	Central Campus	6
\$	East Rand	10
\$	Mamelodi	16
\$	Port Elizabeth	13
\$	Sebokeng	8
\$	Soweto	13
\$	Welkom	12

5.3 DATA COLLECTION.

The questionnaire was adopted from the used by Gouws (1995). The questionnaire was divided into three sections. Section A required personal information, Section B required information relating to motivation factors and section C collected information on job satisfaction.

In sections B and C the Likert scale was used. In a scale that respondents= total scores dependent on their patterns of responses. The relationships between the test items comprising the scale and contributions that the individual items make to the total score are taken into account when the scale is constructed. The Likert scale makes a statement or passes one description or adjective for whatever is being evaluated. The respondent is then given a scale whose positions range for, example from A very satisfied@ to A very dissatisfied.@

An advantage of the Likert scale is that the respondent needs to consider only one adjective or description for each item, and there is no problem of finding exactly opposite terms. Also the researcher can run a whole battery of items for the respondent to evaluate , yet there is

only one uniform set of rating categories that a person needs to use.

5.4 DATA ANALYSIS

Questionnaires were sent to all Vista information services employees (92) by mail and sixty three were returned. The response rate was sixty eight percent (68%)

TABLE 5.4.1 AGE DISTRIBUTION

	AGE	FREQUENCY	PERCENTAGE
Valid	18-35 years	35	55.6
	36- 45 years	12	19
	46+	16	25.4
TOTAL		63	100

According to table 5.1 , the majority of the respondents are in the age group 18 - 35 years, 19% of the respondents are in the age group 36- 45 years and 25% are 46 years and older. More than half of the employees at Vista information services are therefore younger than 36 years.

TABLE 5.4.2. GENDER DISTRIBUTION

GENDER	COUNT	PERCENTAGE
Male	23	36.5
Females	40	63.5
TOTAL	63	100

According to table 5.2 , the majority of the respondents (63.5%) are females and 36.5% are

males. Therefore the majority of employees at Vista information services are females.

TABLE 5.4.3. VISTA CAMPUSES.

CAMPUS CURRENTLY EMPLOYED	COUNT	PERCENTAGE
Bloemfontein	8	12.7
Central campus	8	12.7
East Rand	7	11.1
Mamelodi	8	12.7
Port Elizabeth	10	15.9
Sebokeng	5	7.9
Soweto	5	7.9
Welkom	12	19
TOTAL	63	100

According to table 5.3 the majority of employees (19%) are from the **WELKOM** campus.

TABLE 5.4.4 MARITAL STATUS.

MARITAL STATUS	COUNT	PERCENTAGE
Single	20	31.7
Married	38	60.3
Divorced	4	6.3
Widowed	1	1.6
TOTAL	63	100

According to table 5.4.4, the majority of the respondents (60.3%) are married, 31.7% are single, 6.3% divorced and 1.6% widowed.

TABLE 5.4.5 EDUCATIONAL QUALIFICATIONS.

QUALIFICATIONS	COUNT	PERCENTAGE
Matric	27	42.9
Tertiary	36	57.1
TOTAL	63	100

According to table 5.4.5 , the majority of respondents (57.1%) have tertiary qualifications and 42.9% have matric. Therefore the majority of employees at Vista information services have

tertiary qualifications. That is they have either university degrees or technikon diplomas.

TABLE 5.4.6. SALARY

SALARY	FREQUENCY	PERCENTAGE
<R3500	15	23.8
R3501 - R50000	26	41.3
>R5000	19	30.2
TOTAL	60	95.2
MISSING SYSTEM	3	4.8
TOTAL	63	100

According to table 5.4.6, 43.1% of the respondents earn R3500 and below, 30.2% earn R5001 and more. Three respondents did not respond to this question. From the above information the majority of employees at Vista information services earn between R3501 and R5000 .

TABLE 5.4.7. FRINGE BENEFITS.

DO YOU PERSONALLY MAKE USE OF:	COUNT	PERCENTAGE
Housing subsidy	11	20.4
Medical Aid	12	22.2

Both	31	57.4
TOTAL	54	100

According to table 5.4.7 the majority of respondents(57.4%) make use of both medical aid scheme and housing subsidy. From the above information, medical aid seem to be used more than housing subsidy.

TABLE 5.4.8 BENEFITS FOR THE PAST FIVE YEARS.

TUITION			MATERNITY LEAVE	
	COUNT	PERCENTAGE	COUNT	PERCENTAGE.
YES	35	60.3	7	17.1
NO	23	39.7	34	82.9
TOTAL	58	100	41	100

According to table 5.4.8, 60.3% of the employees have used tuition reimbursement and 82% have not used maternity leave. Therefore there seem to have been an attempt to improve educational qualifications by the majority of employees at Vista information services.

SECTION B

TABLE 5.4.9 MOTIVATION FACTORS

	NOT AT ALL TO NOT REALLY	NEUTRAL	TO SOME OR HIGH DEGREE
To what extent do you feel you exercise control over your day-to-day activities	11.5%	9.8%	78.7%
To what extent do you find that technology is changing your job responsibilities?	11.5%	18%	70.5%
To what extent do you feel you are consulted about factors directly related to your job responsibilities or work environment?	19.7%	26.2%	54.1%
To what extent are you feel you are involved in library planning and decision making?	27.9%	31.1%	41%
To what extent do you feel you are informed by your administration about matters affecting the library?	39%	30.5%	30.5%

According to table 5.4.9, 78.7% of employees feel that they have control to some or higher degree over their day-to-day activities. Thirty nine percent feel that they are not at all or not really informed by the administration about matters affecting the library. Therefore, the employees at Vista information services are more likely not to be informed about matters affecting the library by their administration.

From the above table Vista information services employees are more likely to be motivated by the control they have over their daily activities and technology. It is also important to note that employees seem not to be motivated by the way in which library administration informs them about matters affecting the library. Therefore Vista information services management will have to review their method of communication with its employees.



TABLE 5.4.10 JOB SATISFACTION .

HOW SATISFIED ARE YOU WITH EACH OF THE FOLLOWING ASPECTS OF YOUR CURRENT POSITION	DISSATISFIED	NEUTRAL	SATISFIED
Relationship with library users	1.6%	4.8%	93.7%
Assigned duties	5%	5%	90%
Fringe benefits	6.8%	6.8%	86.4%
Work load	4.8%	9.5%	85.7%
Relationship with library administration	8.1%	6.5%	85.5%
Relationship with peers	7.9%	7.9%	84.1%
Opportunities for variety in your job	9.7%	6.5%	83.9%
Status of information specialists	11.9%	5.1%	83.1%
Opportunities to use your abilities, education, training	11.1%	6.3%	82.5%
Opportunity to use your own judgement	11.1%	9.5%	79.4%

Physical surroundings	17.7%	4.8%	77.4%
Working conditions	14.3%	11.1%	74.6%
Opportunities for independence	12.7%	12.7%	74.6%
Overall job satisfaction	12.9%	12.9%	74.2%
Opportunities for challenge and creativity	19.4%	14.5%	66.1%
Management=s style	23%	11.5%	65.6%
Salary	27.4%	9.7%	62%
Opportunities to participate in library planning and decision making	22.2%	17.5%	60.3%
Recognition of accomplishment	39.7%	19%	41.3%
Opportunities for promotion or other advancement	52.4%	14.3%	33.3%

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According to table 5.4.10, the majority of employees(93.7%) are satisfied with the relationship with library users and 52.4% is dissatisfied about the opportunities for promotions and other advancement. There seem to be an over all job satisfaction within the employees of Vista information services. The following aspects of job satisfaction were rated above eighty percent (80%):

- § relationship with library users
- § assigned duties
- § fringe benefits
- § work loads
- § relationship with library administration
- § opportunities for variety in their jobs; and
- § status of information specialists.

These aspects of job satisfaction may therefore be used as determinants of job satisfaction

for Vista information services employees.

Although there seem to be an over all job satisfaction within Vista information services employees, the management may still have to address the issue of opportunities for promotions and other advancement as the employees seem not to be satisfied with this aspect of job satisfaction. A contributing factor to this problem may be the lack of clear policy on promotions within the institution and thus Vista information services management may have to develop this policy as part of the solution to this problem. In the absence of a clear policy on promotions, it becomes difficult for management to recognise the accomplishments of its employees beyond a verbal appreciation, therefore this problem can be linked to recognition of accomplishment as an aspect of job satisfaction which was rated low.

5.5. CROSS TABULATION.

TABLE 5.5.1 RELATIONSHIP BETWEEN AGE AND JOB SATISFACTION.

AGE	DISSATISFACTION	NEUTRAL	SATISFIED
18 - 35Years	14.3%	14.3%	71.4%
35 - 45 Years	16.7%	25%	58.3%
46+	6.7%	0%	93.3%
TOTAL	12.9%	12.9%	74.2%

According to table 5.5.1, employees who are older than 45years are more satisfied with their work situation than younger employees. Therefore the older employees , are more likely to stick to their jobs.

TABLE 5.5.2. THE RELATIONSHIP BETWEEN AGE AND CAREER.

AGE	YES	NO
18-35 Years	51.4%	48.6%
36 - 45 Years	50%	50%
46+	12.5%	87.5%
TOTAL	41.3%	58.7%

According to table 5.5.2, more than half of the respondents between 18 and 45 years indicated that if they have to start their career over, they would choose a different job. These employees seem to be dissatisfied with their current career therefore they are more likely to seek new jobs.

TABLE 5.5.3. RELATIONSHIP BETWEEN AGE AND JOB SECURITY.

AGE	YES	NO
18 - 35 Years	65.7%	34.3%
36 - 45 Years	66.7%	33.3%
46+	68.3%	R31.70
TOTAL	68.3%	31.7%

According to table 5.5.3, older employees seem to feel more secured in their work situations than young employees.

The above three tables (5.5.1; 5.5.2 and 5.5.3) indicate that younger employees at Vista information services are dissatisfied with their current jobs and therefore more likely to seek new jobs or change their career.

5.5.4 THE RELATIONSHIP BETWEEN EDUCATIONAL QUALIFICATIONS AND WORK SATISFACTION.

QUALIFICATIONS	DISSATISFIED	NEUTRAL	SATISFIED
Matric	26.9%	11.5%	61.5%
Tertiary qualifications	2.8%	13.9%	83.3%
TOTAL	12.9%	12.9%	74.2%

According to the above table respondents with tertiary qualifications are more satisfied than those with matric qualifications. Therefore, the employees with matric should improve their educational qualifications.

TABLE 5.5.5 THE RELATIONSHIP BETWEEN EDUCATIONAL QUALIFICATIONS AND CAREER CHOICE.

QUALIFICATIONS	YES	NO
Matric	29.6%	70.4%
Tertiary qualifications	50%	50%
TOTAL	41.3%	58.7%

According to the above table, employees with matric qualifications seem to be satisfied with their current jobs. Therefore, they are more likely to stick to their current jobs if they improve their qualifications.

TABLE 5.5.6 THE RELATIONSHIP BETWEEN EDUCATIONAL QUALIFICATIONS AND JOB SECURITY.

QUALIFICATIONS	YES	NO
Matric	74.1%	25.9%
Tertiary qualifications	63.9%	36.1%
TOTAL	68.3%	31.7%

According to the above table, employees with lower qualifications feel more secured in their jobs than those with tertiary qualifications. Therefore, employees with tertiary education are more likely to leave their current jobs. This is in line with table 5.5.5

The above three tables can be summarised as follows, employees with lower qualifications are more likely to stick to their jobs should they improve their qualifications.



TABLE 5.5.7 THE RELATIONSHIP BETWEEN THE SALARY AND WORK SATISFACTION.

SALARY	DISSATISFIED	NEUTRAL	SATISFIED
<R3500	0%	6.7%	93.3%
R3501-5000	26.9%	19.25%	88.9%
>R5001	11.9%	13.6%	74.6%

Surprisingly the majority of employees(93.3%) earning less than R3500 per month are satisfied with their current work situation. Employees earning more than R5000 per month are also satisfied with their work situation (88.9%). It seems that those who are earning between R3501 and R5000 are more likely to be dissatisfied with their salary thus resulting to job dissatisfaction.



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TABLE 5.5.8 THE RELATIONSHIP BETWEEN SALARY AND CAREER CHOICE.

SALARY	YES	NO
<R3500	33.3%	66.7%
R3501-R5000	50%	50%
>R5001	42.1%	57.9%
TOTAL	43.3%	56.7%

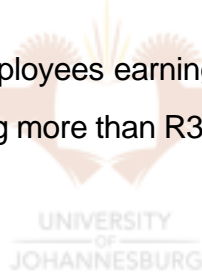
According to the above table, 50% of the employees earning between R3501 and R5000 indicated that if they were to start their career over, they would choose a different job if they

receive a higher salary.

TABLE 5.5.9 THE RELATIONSHIP BETWEEN THE SALARY AND JOB SECURITY.

SALARY	YES	NO
<R3500	86.7%	13.3%
R3501- R5000	65.4%	34.6%
>R5001	63.2%	36.8%
TOTAL	70%	30%

In accordance with table 5.5.7, employees earning less than R3500 per month feel more secured than those who are earning more than R3500 per month.



The above three tables can be summarised as follows:

Employees who earn lower salaries seem to be more satisfied than those who earn more and therefore more likely to stick to their jobs.

TABLE 5.5.10 THE RELATIONSHIP BETWEEN MARITAL STATUS AND JOB SECURITY.

MARITAL STATUS	YES	NO
Single	70%	30%

Married	65.8%	34.2%
Divorced	75%	25%
Widowed	100%	
TOTAL	68.3%	31.7%

According to the above table widowed employees feel more secured than other groups and therefore, they are more likely to stick in their current jobs.



TABLE 5.5.11 THE RELATIONSHIP BETWEEN MARITAL STATUS AND CAREER CHOICE

MARITAL STATUS	YES	NO
Single	70%	30%
Married	26.3%	73.7%
Divorced	50%	50%

Widowed		100%
TOTAL	41.3%	58.7%

According to table 5.5.11, the majority of single employees (70%) would choose a different job if they had to start their career over. Therefore, single employees are more likely to leave their current jobs.

In summary from the above table, single employees seem to feel unsecured about their jobs and therefore they are more likely to seek new jobs than other groups of employees.



5.5.12 THE RELATIONSHIP BETWEEN CAREER CHOICE AND EMPLOYMENT AT A SPECIFIC CAMPUS.

CAMPUS	YES	NO
Bloemfontein	37.5%	62.5%
Central campus	25%	75%

East Rand	42.9%	57.9%
Mamelodi	37.5%	62.5%
Port Elizabeth	50%	50%
Sebokeng	60%	40%
Soweto	60%	40%
Welkom	33.3	66.7%
TOTAL	41.3%	58.7%

According to the above table, employees at the Sebokeng and Soweto campuses (60%) would choose a different job if they had to start their career over.



5.5.13 THE RELATIONSHIP BETWEEN JOB SECURITY AND EMPLOYMENT AT A SPECIFIC CAMPUS.

CAMPUS	YES	NO
Bloemfontein	87.5%	12.5%

Central campus	62.5%	37.5%
East Rand	100%	
Mamelodi	75%	25%
Port Elizabeth	30%	70%
Sebokeng	60%	40%
Soweto	40%	60%
Welkom	83.3%	16.7%
TOTAL	68.3%	31.7%

In accordance with table 5.5.12, employees at Soweto campus(60) feel unsecured in their current jobs. Therefore they are more likely to leave their current jobs.

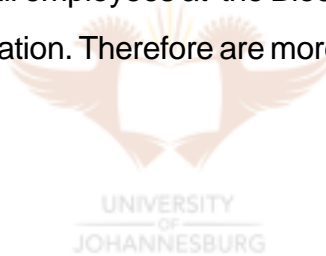


TABLE 5.5.14 JOB SATISFACTION AT A SPECIFIC CAMPUS.

CAMPUS	DISSATISFIED	NEUTRAL	SATISFIED
Bloemfontein			100%

Central Campus	12.5%	25%	62.5%
East Rand			100%
Mamelodi	37.5%	0%	62.5%
Port Elizabeth	22.2%	11.1%	66.7%
Sebokeng	20%	20%	60%
Soweto	20%	40%	40%
Welkom	0%	16.7%	83.3%
TOTAL	12.9%	12.9%	74.2%

According to the above table, all employees at the Bloemfontein and East Rand campuses are satisfied with their work situation. Therefore are more likely to stick in their current jobs or campuses.



5.6 SUMMARY.

The findings of the empirical survey can be summarised as follows:

- § More than half of the employees at Vista Information services are younger than 36 years and seem to feel insecure and dissatisfied in their current jobs.
- § The majority of the employees(57.1%) have tertiary qualifications, that is, university degrees and technikon diplomas. However , the employees with lower qualifications feel more secured than those with high qualifications.
- § The majority of the employees (41%) earn between R3501 and R5000, and make use of both medical aid scheme and housing subsidy (57.4%). Surprisingly, those who earn less are more satisfied with their salary.

- § Single employees would choose a different job if they were start their career over.
- § The employees at the Sebokeng and Soweto campuses (60%) would choose a different job if they were to start their career over.
- § All employees at East Rand campus feel secured in their current job.
- § The majority of employees (78.7%) feel that they have control to some or high degree in their day-to-day work activities.
- § All employees at the East Rand and Bloemfontein campuses are satisfied with their current work situation.
- § The majority of the employees at Vista Information Services are employed at Welkom.
- § There seem to be an over all job satisfaction within Vista information services employees with the following aspects of job satisfaction rated above eighty percent:
- assigned duties
 - fringe benefits
 - work load
 - Relationship with library administration
 - opportunities for variety in their jobs; and
 - Status of information specialists
- § The majority of employees are dissatisfied about the opportunities for promotions and other advancement; and
- § They seem to be motivated by the control they have over their daily activities and technology.

CHAPTER 6

SUMMARY AND RECOMMENDATIONS

6.1 SUMMARY.

The purpose of this study was to establish what motivates the employees of Vista information services and whether there is a relationship between job satisfaction and motivation.

Chapter one focuses on the nature, background and the purpose of the study . The problem statement has also been formulated. The concepts *motivation* and *job satisfaction* were also defined

Chapter two focussed on the different theories of motivation. Theories of motivation help managers to understand the employees= behaviour. Although no one theory has all the answers, collectively they can help the manager creating an environment in which the employees can work to achieve organizational goals.

Job satisfaction and its determinants is discussed in chapter three. Methods of measuring job satisfaction and the guidelines for promoting job satisfaction were identified.

Application of theories of motivation in information services was discussed in chapter four. Application of these theories is usually determined by the dynamics of the manager.

In chapter five the empirical study conducted at Vista information services was discussed. It was concluded that

- § there is an overall job satisfaction within the employees at Vista information services.
- § Vista information services employees are motivated by the control they have over their daily activities and technology.

- § There is a relationship between job satisfaction and motivation as job satisfaction leads to motivation.
- § Vista information services employees are dissatisfied about the opportunities for promotions and other advancement.

6.2 RECOMMENDATIONS

- § There is no specific theory of motivation applicable to Vista information services. Motivation theories help to explain the **WHY** of human behaviour. Their application is determined by the dynamics of the manager. Managers therefore, need to know and understanding these theories and be able to select a theory applicable to their circumstances.
- § The majority of employees at the Soweto and Sebokeng campuses are more likely to change their current jobs. These managers need to investigate what their employees are not satisfied with. They may also contact managers at the East Rand and Bloemfontein campuses for their advice as their employees are satisfied with their current work situation.
- § The respondents have indicated dissatisfaction about the opportunities for promotion and any other growth. Management of Vista information services need to address this factor as a matter of urgency as it might loose good staff because of the lack of personal development. Promotions and opportunity for growth are important motivational factors.
- § The relationship with users is identified as the most motivating factor in this study. Therefore, managers need to keep their employees in contact with the users.
- § Respondents indicated that they are not informed about the matters affecting the information services administration. Management need to keep their employees informed as communication is a key to effective management.

§ A variety of factors may each lead more or less to job satisfaction of the employees at Vista information services and management need to be aware of these factors (see table 5.4.10). There ought to be an attempt to improve those factors which seems to be problematic to the employees. This may improve the working conditions.

§ Less than 50% (see table 5.4.9) of the employees feel that they are involved in the planning and decision making of the information services. Management may have to improve the involvement of its employees in planning and decision making. Participative management may lead to more motivation as the employees take a collective responsibility and feel that they are part of management.

6.3 AREAS FOR FUTURE RESEARCH.

§ Performance management within Vista information services; and

§ Policy formulation for merits and promotions.

SUMMARY

The study intends to examine the motivation and job satisfaction of the employees at Vista information services. The attention is on the possible implication of theories of motivation for Vista information services management. It seems there is no single best theory applicable to any work situation. Therefore, the focus should be on the development and integration of the existing theories to formulate new ones.

A questionnaire was distributed to all eight campuses of Vista information services.

The results indicated that respondents were satisfied with quite a number of factors which affected their jobs e.g., salaries, their relationships with the users, job security etc. However they were dissatisfied with the opportunities for promotion and other advancement. Surprisingly, those who earn low salary are satisfied. At campus level, all the employees of the Bloemfontein and East Rand campuses indicated that they were satisfied with their current working situation. The employees at the Sebokeng and Soweto campuses(60%)

indicated that they would choose different jobs if they were to start their career over. The importance of job satisfaction in information services cannot be undermined as job satisfaction is a prerequisite to user satisfaction. Apart from tangible benefits such as study allowance, good management is essential to well-motivated staff.



**RELATIONSHIP BETWEEN MOTIVATION AND
JOB SATISFACTION OF EMPLOYEES AT VISTA
INFORMATION SERVICES.**



by

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