JOB SATISFACTION AND PSYCHOLOGICAL NEEDS
SATISFACTION OF PUBLIC SCHOOL
LIBRARY MEDIA SPECIALISTS

DISSERTATION

Presented to the Graduate Council of the
University of North Texas in Partial
Fulfillment of the Requirements

For the Degree of

DOCTOR OF PHILOSOPHY

By

Elizabeth Ann Timmons, B.S., M.L.S.
Denton, Texas
May, 1991
The purpose of this research was to study job satisfaction among public school library media specialists based on the psychological needs of social needs, security needs, esteem needs, autonomy needs, and self-actualization needs, according to Maslow's Hierarchy. Subjects were requested to respond to a questionnaire of 30 items pertaining to job satisfaction. Each item required two responses: first, as to the level of importance the item held; and secondly, the satisfaction currently received from that particular item.

The population for the study was 550 school library media specialists affiliated with Texas public schools. Fifty-three percent of them completed the mailed questionnaires that included School Library Media Specialist Employee Needs Questionnaire. Data were analyzed by using the statistical techniques of calculation of the means, the Wilcoxon Signed-Ranks Test, and the Perceived Group Need Deficiency Test.
Based on the analysis of the data, it was observed that twenty-six of the thirty need statements exhibited a higher mean score rating for importance than for level of satisfaction. In spite of the lower mean scores for satisfaction on the majority of the need statements, a statistically significant difference does not exist between mean score ratings for importance level of needs and satisfaction level.

The Perceived Group Need Deficiency Test was used to examine the employee needs based upon the categories of Maslow's Hierarchy of needs. The result of this test showed varying degrees of dissatisfaction in each of the five need areas. The highest degrees of dissatisfaction were found in the areas of esteem needs and self actualization needs.

The large degree of dissatisfaction with esteem and self actualization suggests that a needs-assessment survey should be conducted to determine means for improvement in these two areas. This information will be beneficial to school administrators in recruiting personnel to their districts.
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CHAPTER I

BACKGROUND OF THE STUDY

Job satisfaction may be defined as "...the sum of feelings an employee has about his job" (4, p. 314). The satisfaction received from working and from a career has been the object of numerous studies in various disciplines. Personnel managers have recognized job satisfaction as an important facet of the employer/employee relationship. Individuals desire jobs that are satisfying professionally, emotionally, and materially. Managers realize that employee needs must be met in order for the organization to meet its set goals. Job satisfaction is studied due to the theory that an increase in job satisfaction will increase a worker's productivity and in turn benefit the organization as a whole (6, p. 1).

The subject of job satisfaction has been of particular interest not only to personnel managers but also to psychologists, sociologists, and educators. Over the past fifty years, numerous studies have been conducted to determine the source of job satisfaction. These studies have yielded several general theories of job satisfaction that are still supported today. While many disciplines and professions have examined sources of job satisfaction, the
field of school librarianship has largely been absent from these studies. Research has been conducted on job satisfaction among academic, public, and special librarians (2; 5; 11; 13). Studies of job satisfaction among school library media specialists, however, are noticeably missing from the current literature.

The role of the school library media specialist and the "...nature of the school media program is changing rapidly, as is the nature of education and of society at large" (7, p. 50). Education in the United States in general, and particularly in Texas, has undergone great reforms and changes. As certified teachers, school library media specialists are affected by changes in educational theory and practice. Educational reforms may alter the job satisfaction of school library media specialists.

In order to keep school library media specialists active in their profession, certain need satisfactions must be met. Research bears out the theory that wages and benefits are not always sufficient motivators for a person to feel satisfied (3, p. 19; 5, p. 123). In a helping profession such as education, the meeting of psychological needs may be of more importance to workers. When appropriate needs are not met, it is difficult to attract people into a profession and to keep them working with satisfaction.
This study examined the perceived psychological need satisfactions of public school library media specialists. It was based on an inconclusive study conducted by Saluzzi, Dunathan, and Brady in 1980 (1). Another replication of their study or other significant related research concerning job satisfaction of school library media specialists did not surface during the review of related literature.

STATEMENT OF THE PROBLEM

The problem of this study was to measure perceived psychological need satisfactions of Texas public school library media specialists. School librarians place importance upon certain aspects of their position and duties. At times, the satisfaction actually received from these job related items is not in line with the importance the librarian holds for each aspect. In this era of educational reform, school library media practitioners face changes that may have some bearing on their job satisfaction. The psychological needs measured are based on Maslow's need hierarchy theory of human motivation (10).

NEED FOR THE STUDY

The lack of information on job satisfaction among public school library media specialists made this a relevant topic for research. Only one inconclusive study was located that examined job and psychological need satisfactions of
school library media specialists (1). In addition, a study of this topic provided comparative data on perceived and actual psychological need satisfactions of school library media specialists. Collected data is expected to be utilized by public school administrators to develop a practical program to improve the satisfaction of their employees.

Researchers who have examined job satisfaction among librarians suggest that such a study is needed. According to Miniter's recommendations, for example, "school librarians should be studied for their job satisfaction" (11, p. 65). Glasgow reported that the study of job satisfaction should be expanded to include "...other types of librarians, specifically public, special, and school librarians" (5, p. 130). A study of job satisfaction among school library media specialists should provide useful data for a comparative assessment also of job satisfaction among librarians in general.

ASSUMPTIONS

The following assumptions were made:

1. Respondents answered truthfully to questions about the importance of sources of job satisfaction and the satisfaction that is actually received.

2. Since no previous study of Texas public school library media specialists has been done insofar as job
satisfaction is concerned, this sample was representative of the population.

3. The questionnaire used in this study is both valid and reliable and is hereby used by permission (1;3).

LIMITATIONS

The following limitations were considered for this study:

1. The pool from which the public school library media specialists was drawn is limited to personnel holding public school library media specialist positions and/or Texas Learning Resources Specialist certification during the period of the study.

2. This study was subject to all limitations in collecting data by mailed questionnaire.

DEFINITIONS

Job Satisfaction is "the pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating the achievement of one's job values" (8, p. 316).

Maslow's Need Hierarchy Theory states that people are motivated to satisfy five basic categories of needs: 1) physiological needs; 2) safety needs; 3) belongingness and love needs; 4) esteem needs, both the need for mastery and
the need for approval of others; and 5) the need for self actualization (9, p. 265).

**Perceived Importance of Needs** is the importance of a particular aspect of one's job to that person (1).

**Perceived Needs Differences** is the discrepancy between the scores of perceived importance of needs and perceived satisfaction of needs (1).

**Perceived Satisfaction of Needs** is the extent to which one's position allows a particular aspect of one's job to be satisfying (1).

A **School Library Media Specialist** is a professional educator with state approved certification and competency in the following areas: instructional systems design; media program administration and management; materials selection, utilization, and evaluation; media production; and assessment and evaluation techniques (12).

**HYPOTHESIS**

The following hypothesis was tested:

There is a significant difference in the perceived needs differences among public school library media specialists when the importance of selected job aspects and
the satisfaction received from these job aspects are compared on the basis of their mean scores on all items derived from the research instrument representing the needs of (1) security, (2) social, (3) esteem, (4) autonomy, and (5) self actualization.

STATEMENT OF VARIABLES

In the instrument used in this study, thirty items of job satisfaction were evaluated in terms of their importance and the satisfaction received. The satisfaction received from an item depends upon the importance that item has for the respondent. In this study, the importance was the independent variable; the satisfaction received was the dependent variable.

SOURCE OF INSTRUMENT

The instrument used in this study was adapted from Michael Beer, Leadership, Employee Needs, and Motivation, Columbus, Ohio, Bureau of Business Research, Ohio State University, 1966.

The instrument was previously used in the study, "Measuring Job Satisfaction: A Study of Perceived Psychological Need Satisfactions of Selected School Librarians and Teachers," by Saluzzi, Dunathan, and Brady, as reported in "Current Research, " School Media Quarterly 9 (Spring 1981), 183-187.
CHAPTER BIBLIOGRAPHY


Chapter II

REVIEW OF SELECTED LITERATURE

Job satisfaction is one of the most researched topics in psychology, business, and sociology. It is estimated that more than three thousand doctoral dissertations, studies, and professional journal articles have been produced since early studies were conducted in the 1930s. Their number rises each year as more professions examine job satisfaction in their particular field. It is not difficult to explain this increase. Individuals spend much of their adult lives in the workplace; a good understanding of factors involved in job satisfaction is important in improving the quality of working life. It is also generally believed that increasing job satisfaction will increase productivity within the organization (15, p. 1).

This chapter is devoted to a review of selected research on job satisfaction. It includes (1) an outline of the historical development of research in job satisfaction, (2) a description of major theories of job satisfaction, and (3) a summary of studies of job satisfaction among librarians.
Historical Development of Job Satisfaction Research

Job satisfaction research may be viewed as an extension of research on American workers that was conducted early in the twentieth century. The scientific management movement, as pioneered by Taylor and Gilbreth, with their research in time and motion studies, had the purpose of providing a better understanding of workers and their needs. This research was proposed to aid industry in its efforts to increase productivity and profit. The objective of these early researchers was to increase the worker’s productivity by changing his behavior; they did not concentrate on the worker’s satisfaction (41, pp. 20-21).

The study of the American worker began after 1910 with the development of industrial psychology as a specialized field. During World War I, industrial psychologists developed intelligence tests, training, screening, and assessment procedures for the federal government. After the war, private industry continued to utilize their services in order to increase productivity. Specific studies of job satisfaction were not conducted at this time (28, p.17).

One of the most important contributions to the development of job satisfaction research came through a
series of experiments conducted by Elton Mayo in 1927. Mayo was commissioned by the Hawthorne plant of the Western Electric Company of Chicago to investigate the low morale and low production rate of its employees. Mayo experimented with varying levels of physical factors such as lighting and ventilation, and observed their effects on worker productivity. Mayo found that the workers' productivity increased during this experiment, often in unexpected ways. Worker productivity increased even in cases of adverse physical conditions. Mayo concluded that the resulting increased productivity was influenced by certain emotional and motivational factors such as the employees' attitude toward the experiment, the employees' interpersonal relationships, and the attention received from their supervisors (28, p.18; 41, p.24).

The Hawthorne experiment was concluded in 1932. This study radically changed the direction of researchers interested in the American worker. In spite of criticism of the methodology used (7), this experiment is considered a landmark in management and job satisfaction research. The Hawthorne study recognized the importance of the work group and the role of the worker in the group. The worker was now seen as a participating member of the production system rather than as a passive entity. The Hawthorne study also led to the development of the Human Relations school of thought in organizational psychology. According to this
theory, satisfied workers are more productive than
dissatisfied workers, and job satisfaction is influenced by
interpersonal relationships that develop in the workplace
(15, pp.6-7).

Hoppock conducted the first systematic study of job
satisfaction in 1933 (20). He studied the working
population of New Hope, Pennsylvania, using survey research
methods. As Hoppock concentrated specifically on job
satisfaction of workers, he developed research instruments
and attitude scales that are still widely used. Hoppock's
survey is considered a landmark because he felt that job
satisfaction was important enough to be studied on a
scholarly level. He was not interested in supporting a
particular managerial style or in increasing productivity in
the workplace. In spite of Hoppock's strides in job
satisfaction research, future development was stalled due to
the Depression and World War II.

Research in job satisfaction developed rapidly after
World War II (28, pp. 21-22). At this time, the research
took on a more interdisciplinary approach. During the late
1940s and early 1950s the focus of much research was on the
relationship between the worker's satisfaction and
performance (5). However, a significant relationship
between those two variables was not discovered, and interest
in this topic began to wane (41, p. 32).
Another landmark was noted in 1957, as Herzberg published his critique of job satisfaction research (17). He disagreed with the traditional view that job satisfaction is a continuous variable. Instead, Herzberg suggested that the causes of job satisfaction are separate and distinct from the causes of job dissatisfaction (17; 18; 35, p. 330). His two-factor theory proposed that factors associated with the worker's need for psychological growth, such as the nature of the job, contribute to job satisfaction. Those factors associated with the job environment, such as pay or supervision, lead to job dissatisfaction, when they are defective (15, p. 8). Herzberg emphasized attaining job satisfaction through the work itself. This theory was dominant in job satisfaction research well into the 1960s.

The 1960s showed a move toward refinement of previously used techniques in job satisfaction research, with research methods becoming much more sophisticated. Survey research was being perfected and was widely used to gather information about large groups. Herzberg's two-factor theory was still a popular research topic. Other emerging issues included the relationship between job satisfaction and (1) social and psychological characteristics of workers, (2) organizational structure and climate, and (3) employee turnover rate (43).

By the 1970s, all major theories of job satisfaction had been established. Job satisfaction research was
recognized as an interdisciplinary field with well-established research techniques and procedures. While Herzberg's theory was still widely used as a research standard, no single theory was dominant during this decade. The body of scholarly literature available on job satisfaction increased as researchers and managers investigated various aspects of worker's needs and satisfaction and their resulting effect on the workplace as a whole. This trend has continued into the 1980s as well.

Major Theories of Job Satisfaction

Over the past twenty-five years, seven major theories of job satisfaction have developed. These theories include need-hierarchy theory, two-factor theory, need-fulfillment theory, value-fulfillment theory, equity theory, reference group theory, and perception theory.

Need Hierarchy Theory

Abraham Maslow's theory of motivation has been a popular frame of reference in the study of job satisfaction. Maslow proposed that man has five basic categories of needs which may be arranged in a hierarchy of dominance. These needs are (1) physiological needs; (2) safety and security needs; (3) social needs; (4) esteem needs, including the need for mastery and achievement and need for approval of other persons; and (5) the need for self-actualization, or
"the desire to become more and more what one is, to become everything that one is capable of becoming" (40, pp. 91-92). Maslow proposed that the lower order physiological needs must be met before the higher order needs can be fulfilled. He also contended that human behavior is an on-going effort to satisfy these basic needs.

Many researchers have used the need-hierarchy theory in their studies, but Porter produced the most extensive job satisfaction research based on Maslow's theory (47; 48). Porter adapted Maslow's theory model by eliminating physiological needs, which he concluded were being met in this country. Porter added the need for autonomy, which he believed would measure the worker's satisfaction with his opportunity to participate in the decision making process within the organization.

Locke was critical of the need-hierarchy theory (37, pp. 1308-1309). He contended that Maslow's "needs" may not actually be needs. The two ideals of needs and values seem to be confused. Locke considered the concept of self-actualization to be nebulous and vague, and he questioned whether needs exist and function in an ordered hierarchy.

Two-Factor Theory

The two-factor theory was developed by Herzberg in the 1950s. He established the theory that the causes of job satisfaction are distinct from the causes of job
dissatisfaction. "Motivators," or causes of job satisfaction include the work itself, advancement, achievement, recognition, responsibility, and other individual needs for psychological growth. While sufficient motivators are necessary for job satisfaction to take place, their absence does not lead to job dissatisfaction.

"Hygienes," or factors causing job dissatisfaction, are associated with the context in which the work is done. Hygienes include salary, supervision, working conditions, job security, relationship with fellow workers, and factors in the worker's personal life. According to this theory, adequate hygienes will not cause job satisfaction, but inadequate hygienes will cause job dissatisfaction. Job satisfaction will be reached only when both adequate motivators and adequate hygienes are present (18).

Herzberg made an important contribution to job satisfaction research with this theory. It stresses that psychological growth contributes to job satisfaction, and the opportunity for psychological growth is often found in the work itself (21). Critics of this theory cite his assumption that motivators and hygienes are mutually exclusive as a severe limitation. Research in multivariate analysis has shown that the same two factors can cause both satisfaction and dissatisfaction and that a designated factor can cause satisfaction among members of one group and
dissatisfaction among members of a different group (12; 14; 23; 29; 32; 37; 54).

Need-Fulfillment Theory

The need-fulfillment theory proposed that job satisfaction is determined by the extent to which the worker's personal needs are fulfilled by his work. The definition of human need is difficult to determine, as it may include elements of biological, psychological, and social dimensions. In research on job satisfaction, needs are often defined as "the objective requirements for an organism's physical and psychological well-being" (37). The underlying assumption is that needs influence the behavior of the individual whether or not he is consciously aware of their existence.

In the 1960s, two need-fulfillment models were developed: the subtractive model (33) and the multiplicative model (58). The subtractive model is aimed at the discrepancy between what the employee needs and what he receives from his job. Job satisfaction is inversely related to the degree of this discrepancy. A limitation of this model is its failure to recognize the relative importance of the worker's needs. Conversely, the multiplicative model determines the level of job satisfaction received by evaluating both the relative
importance of the worker's needs and the extent to which his job meets his needs.

While the need-fulfillment theory includes some important issues, research in this area is difficult to conduct due to the problems of defining the concept of need and measuring the fulfillment of those needs by one's employment (30; 32; 33). Locke, Vroom, and Kuhlen have conducted research in the area of need-fulfillment (31; 37; 58).

**Value-Fulfillment Theory**

At times, the terms "need" and "value" are used almost interchangeably, but most scholars differentiate between the two concepts. Locke states that needs are "objective" in that they are inborn and exist regardless of what a person wants. He regards values as "subjective," in the sense that they are acquired or learned. Values are person's standard for evaluation and definition of what is important in his life; as such they directly influence his reactions and choices (37, p. 1304). The research of Katzell, Likert, Locke, Pelz, Rosen and Rosen, Smith, Kendall, and Hulin provide support for the theory that job satisfaction results from value attainment (27; 34; 37; 45; 50; 55). Locke proposed that each emotional response results from two value judgments. The first judgment is the person's definition of the discrepancy between what he wants and what he perceives
himself as receiving. The second judgment is the value that the person assigns to what he wants. Locke determined that job satisfaction contains both value discrepancy and value importance. Locke expressed his theory mathematically in this formula:

\[ s = (Vc - P) \times Vi \]

where 
- \( Vc \) = value content
- \( P \) = perceived amount of value provided by the job
- \( Vi \) = value importance.

It has been pointed out that Locke's formula has limitations due to its requiring ratio scale measurements and reference to single value appraisals. It is not usual for social science data to meet the requirements for ratio scale testing; also, most emotional reactions result from multiple value appraisals rather than from a single appraisal (37, pp. 1304-1306).

**Equity Theory**

In the equity theory, job satisfaction is determined by the degree to which the work's expectations are satisfied by the reward system. Proponents of the equity theory assume that job satisfaction stems from the worker's belief that he is being compensated fairly for his work (2; 19; 25; 44; 49). The employee considers his reward to be equitable (1) when the compensation is comparable to that of colleagues and coworkers in similar positions and (2) when the
compensation reflects the value of his contribution to the organization. The discrepancy between what a worker actually receives in compensation and what he expects to receive will be inversely related to his degree of job satisfaction (6).

Generally, the equity theory has been used to explain job satisfaction or dissatisfaction with pay. Some scholars have expanded the scope of research to include working conditions, opportunities for promotion, type of supervision, and relationship with coworkers (55). Although several equity models have been developed, Adams has proposed the most explicit model for this theory (2; 3).

Reference Group Theory

Some theorists stress the role that a worker's reference group plays in developing attitudes toward the job. A person may or may not truly belong to his reference group, but he identifies with their values and standards. These groups greatly influence values, goals, and expectations of the individual. According to this theory of job satisfaction, a worker's attitude about his job will be influenced by the way that his reference group defines his job (30, p. 150).

Hulin (22) was among the first scholars to predict a relationship between job satisfaction and the worker's reference groups. In his research, he found strong support
for this theory in his study of female clerical workers. Katzell (26) also found support of this theory in his research. This theory has not been without its critics. Korman (30) argues that this theory is limited by the fact that many individuals are not influenced by group pressures and expectations.

**Perception Theory**

Researchers in the perception theory explain job satisfaction in terms of the worker’s perception of his job. They believe that employees "respond primarily to cognitive representations of situations rather than to situations, per se" (24, p. 787). A person will interpret a situation in terms of his own personality and experience, and not only in terms of the objective qualities of the situation (53, p. 199; 11, p. 967). According to this theory, one’s job satisfaction is caused more by one’s perception of his work than by the objective conditions of his work.

A criticism of the perception theory is that most of these studies are based upon the idea that job satisfaction can be predicted by studying the characteristics of the work situation. The aspect of perception in the formation of attitudes is often ignored. Locke and James (37; 24) considered the formation of attitudes concerning job satisfaction to be more complex. They believed that
perception needed to be considered along with situational factors.

It is important to note that not all job satisfaction research fits into one of these major theories. Studies in many disciplines have investigated the relationship between job satisfaction and selected variables such as age, sex, ethnic origin, education, and marital status. Some theorists have explained job satisfaction in terms of personality, stating that satisfied workers differ in personality from dissatisfied workers (58, p. 160). The satisfied worker is described as a flexible, well-adjusted person raised in a "superior" environment or who is able to overcome an "inferior" environment. Conversely, the dissatisfied employee is described as being inflexible, unrealistic in goal-setting, unable to overcome a less than satisfactory background, and generally unhappy (17, p. 20). While a relationship does exist between job satisfaction and personality, most scholars agree that the personality component provides only a partial explanation of job satisfaction.

Job Satisfaction Research in Librarianship

As previously emphasized, job satisfaction has been a subject of research in various disciplines for several decades. It was only in the 1970s, however, that
librarianship was examined in job satisfaction research. Prior research on librarians centered on morale, attitudes in general or other characteristics of librarians (16; 39; 51; 52; 61). In the late 1960s, Lopez and Rubacker commented on the lack of attention paid by librarianship to its human resources.

"Quick to adapt and adopt the advances of relevant technologies to technical services, librarians have been slightly less receptive to the advances made in the behavioral sciences. Such 'selectivity' can only be, in time, detrimental to the professional growth of librarians, the library as an institution, and to the patrons for whom it exists" (38, p. 486).

Four studies of job satisfaction among librarians as identified during the literature review, used the need theory as the basis of the research. These include the studies by Plate and Stone, Wahba, D’Elia, and Azad (46; 59; 9; 4).

Plate and Stone used the theoretical perspectives of need-hierarchy theory and two-factor theory in two studies researching the relationship between motivation and job satisfaction among librarians in the United States and Canada (46). The librarians surveyed identified achievement and recognition ("motivators") as the most important factors in providing satisfaction; they identified supervision, interpersonal relationships, and company policies
("hygienes") as the prime factors in causing dissatisfaction. These findings support Herzberg's theory that job satisfaction and job dissatisfaction are influenced by independent factors. It was also observed that these two sets of factors are closely related (46).

Wahba researched the influence of job satisfaction on motivation, performance, and turnover among librarians. She reported that satisfaction with the work itself, with supervision, and with opportunity for promotion correlated positively with work motivation. Neither salary nor relations with colleagues were considered motivators. Dissatisfaction with the work itself, supervision, or opportunity for promotion correlated with a high rate of turnover. No consistent support was found for the relationship between job satisfaction and job performance (59).

The librarians in this study were divided as to sex and by type of position held. Wahba found that the female librarians were less satisfied than their male counterparts in the areas of esteem and autonomy needs. She discovered, however, that both groups had similar levels of satisfaction in social and security needs. Her research showed that both groups regarded security as the need most satisfied and autonomy was the least satisfied by their present jobs. Wahba also found that female librarians were more
dissatisfied than male librarians in all categories of needs except for social needs (60, p. 277).

Wahba also divided her sample by type of position; that is, administrators, public services, and technical services. Administrators were found to have greater satisfaction than either the public services librarians or the technical services librarians. Technical services librarians were reported as having the lowest levels of job satisfaction (59).

It should also be noted that the librarians in Wahba's sample had lower levels of job satisfaction than the subjects in a normative sample. They were especially dissatisfied with pay and opportunity for promotion. They received, however, the greatest degree of satisfaction from the work itself. Supervisory style had a crucial influence on their work situation (60).

D'Elia tested the hypothesis that job satisfaction is influenced by need gratification and expectation fulfillment in a study of library school graduates in their first professional positions (9). D'Elia first gathered data concerning the vocational needs and employment expectations among graduating library science students; six months later, he collected data concerning their vocational needs, environmental reinforcers, and job satisfaction. He reported that job satisfaction resulted from both need gratification and expectation fulfillment. Most of the
variance in job satisfaction scores was caused by the environmental reinforcers supervision, recognition and advancement, and service. He concluded that librarians find the most satisfaction in jobs that permit initiative, responsibility, professional judgement, and adequate rewards for work well done.

Azad researched job satisfaction among paraprofessional library employees in university libraries (4). The work adjustment theory, a need-fulfillment theory, was used as the basis for this study. By dividing the subjects by the type of department in which they worked, either technical services or public services, he found that the public services workers were more satisfied than technical services workers.

Other researchers have studied the relationship between job satisfaction and type of library. Miniter directed a nation-wide study of job satisfaction among public, academic, and special librarians (42). He reported that public librarians are significantly more satisfied than either academic or special librarians. Special librarians experienced the least levels of job satisfaction, which is attributed to high work stress and little opportunity for advancement. Miniter also observed that librarians, on the whole, had greater job satisfaction than workers in other occupations, and also found that female librarians were more satisfied than male librarians. This does contradict
Wahba's finding that librarians are less satisfied than subjects in a normative sample and that female librarians were less satisfied than their male colleagues on the majority of needs examined in her research.

Lindstrom compared job satisfaction of librarians in community colleges with that of college and university librarians (36). He found that these two groups obtained different levels of job satisfaction. Overall, the community college librarians were more satisfied with their jobs. The community college librarians had a significantly higher level of satisfaction with their work, salary, and opportunities for promotion.

Vaughn was the first researcher to endeavor to scale job satisfaction levels among academic librarians (56). According to his theory, job satisfaction affects the organizational effectiveness of the library and, in turn, is influenced by managerial performance. Organizational effectiveness is defined as "the extent to which an organization is accomplishing its objectives without depleting its human, financial, and material resources" (57, p. 165). In this study, Vaughn used a multidimensional measure of job satisfaction. He concluded that the overall satisfaction of academic librarians was directly linked with age, earnings, job level, and library science major and that librarians' satisfaction were correlated with salary and opportunities for advancement (56). He concluded that the
manager and managerial style contributed to job satisfaction and organizational effectiveness as well. Vaughn and Dunn later collaborated on a study of job satisfaction among librarians of six academic libraries (57). For this study, various departments of the libraries were compared. They found that no individual library or department scored high or low with any consistency on the examined dimensions of satisfaction.

The majority of studies of job satisfaction among academic librarians have considered the relationship between satisfaction and nature, or specialization, of work. Chwe investigated the relationship between job satisfaction and specialization of work (8). Although he found no significant differences in the overall satisfaction levels between catalogers and reference librarians in academic libraries, he reported that catalogers are less satisfied than reference librarians in areas of satisfaction such as creativity, variety, and social service.

Glasgow’s study of job satisfaction was unique in that it used both perception theory and causal modeling (13). In her study, academic librarians were surveyed, and structural models were developed and examined with path analytic procedures. This method determined the effects of the following variables on librarians’ job satisfaction: (1) selected characteristics of individual librarians, (2) selected characteristics of library organizations, and (3)
librarians' perceptions of their job. The population surveyed was 167 academic librarians of member institutions of the Association of Higher Education of North Texas. Glasgow concluded that the variables that did predict job satisfaction among academic librarians were the librarians' perceptions of their work, their position in the library organization, their perception of their opportunities for advancement, and their annual salary. No characteristics of individual librarians or their particular library contributed directly to job satisfaction.

It is noteworthy to observe that school library media specialists are absent from research in job satisfaction. Research on job satisfaction of school library media specialists was not found in the survey of pertinent literature. This is difficult to understand, for other researchers in job satisfaction have pointed to the need to survey school librarians. Miniter recommended that "school librarians should be studied for their job satisfaction" (42). Glasgow stated that the study of job satisfaction should be expanded to include "...other types of librarians, specifically public, special, and school librarians" (13, p. 130).

One incomplete study by Saluzzi, Dunathan, and Brady (1; 3) was located, but the findings were not available. In this study, school library media specialists and teachers were compared as to their responses to statements based on
Haslow's hierarchy of needs. The researchers studied the differences in perception between actual and desired needs fulfillment between and among librarians and teachers on the variables of age, degree held, professional role by level, sex, and demographic area of employment. They assumed that the larger the deficiency in needs fulfillment, the larger would be the dissatisfaction of the subjects.

This research was a replication of the Saluzzi study. A study of this nature provides useful data for comparative studies of job satisfaction of librarians in general. The various theories of job satisfaction examined in this chapter have evolved over the years to establish a theoretical basis for current research in job satisfaction. The relatively few studies conducted in librarianship have relied heavily on these previously established and recognized theories.

The effective utilization of school library media personnel is an important concern for public school administrators due to increased demands for library services and assistance to both students and teachers. Many school districts face not only increased responsibility for the school library personnel but also reductions in financial and other support personnel resources. This situation makes job satisfaction and meeting psychological needs of employees a problem which will likely need continued study.
CHAPTER BIBLIOGRAPHY


Research Center, Institute for Social Research, University of Michigan, 1969.


53. Sargent, S. Stansfeld and Robert C. Williamson, 


CHAPTER III

METHODOLOGY

Population and Sample

The population surveyed in this study was Texas public school library media specialists. The sample used consisted of a random sample selected from the Texas Education Agency list of approximately 5,000 public school librarians and learning resources specialists. A ten percent sample size was extracted from the pool. The research questionnaire was distributed to these individuals during the spring semester of the 1989 - 1990 school year.

The initial mailing of the questionnaire, with a cover letter (Appendix A, C), and a prepaid postage return envelope was made on March 15, 1990, to 550 school library media personnel. From this initial mailing, 197 responses were received. A reminder letter (Appendix B), was sent to non-respondents on April 20, 1990. An additional 95 responses were received from this mailing. By May 30, 53 percent, or a total of 292 usable questionnaires had been returned.
Instrument Used

The instrument utilized in this study was adapted from Beer's *Leadership, Employee Need and Motivation* (2). This instrument was previously used in the Saluzzi, Dunathan, and Brady study of job satisfaction of school librarians and teachers (1; 4). This thirty item questionnaire is based on Maslow's hierarchy of needs. The needs that were examined are security needs, social needs, autonomy needs, esteem needs, and self-actualization needs.

Beer identified the items on the survey in regard to the need each item represents. Security needs are represented in items 3, 7, 12, 20, 23, 27; social needs in items 5, 6, 14, 19, 22, 26; esteem needs in items 1, 10, 15, 18, 19, 24; autonomy needs in items 2, 8, 13, 16, 21, 28; and self actualization needs in items 4, 9, 11, 17, 25, 30 (2; 4). The instrument evaluated: (1) the perceived importance of needs, (2) the perceived satisfaction of needs, and (3) perceived group-need difference scores.

Subjects were asked to respond to thirty items on the questionnaire. Each item required two responses: one to the need importance factor and one to the need satisfaction factor. Subjects were also asked to provide information on age, degree held, employment level (elementary or
Analysis of collected data was accomplished through the use of Statistics With Finesse (3). The first section of the questionnaire produced nominal level data; statistics utilized were limited to frequency and percentage tabulations. Mean scores were computed when appropriate. This descriptive data provided a profile of characteristics for the group of respondents concerning age, degree held, employment level, sex, and demographic level of employment.

The second section of the questionnaire consisted of a Likert-type scale. The respondent was required to give two weighted responses to each of the thirty statements (2; 4). The responses ranged from "of no importance" to "of greatest importance" on the importance variable and from "no satisfaction" to "greatest satisfaction" on the satisfaction variable. The frequencies of responses were tabulated and mean score comparisons were computed. To determine the significance of the differences between the two scores for each statement, the Wilcoxon Matched-Pairs Signed-Ranks test (5; 6) was computed with all test applied at the .05 confidence level. The test described by Dunathan (4) was also conducted to determine the Perceived Group Need
Deficiency Score for each of the needs of security, social, autonomy, esteem, and self actualization.

Results of the survey are reported in Chapter 4. Tables were compiled and are included where necessary for illustration and interpretation of the data.

2. Beer, Michael, Leadership, Employee Needs and Motivation, Columbus, Ohio, Bureau of Business Research, College of Commerce and Administration, The Ohio State University, 1966.


CHAPTER IV

PRESENTATION OF DATA

Introduction

A total of 550 school library media specialists, selected from a random sample of Texas public school library media personnel, was mailed an employee needs questionnaire during the spring semester of 1990. The total of two hundred ninety-two usable responses were returned, representing a 53 percent response rate. Data analyses are reported in the following narrative and summarized in the accompanying tables.

Descriptive Data

The following data were obtained from the first section of the employee needs questionnaire. Respondents were asked to indicate age, degree held, employment level, sex, and demographic area of employment. Data in Table 1 report age of respondents. The largest group of respondents, 118 school library media specialists (40.41 percent), were between the ages of 40 and 49. The smallest number and percentage of respondents, 35 (11.99 percent), were between the ages of 30 and 39.
TABLE 1

Profile of Respondents by Age

<table>
<thead>
<tr>
<th>Age</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 - 29</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>30 - 39</td>
<td>35</td>
<td>11.99</td>
</tr>
<tr>
<td>40 - 49</td>
<td>118</td>
<td>40.41</td>
</tr>
<tr>
<td>50 - 59</td>
<td>95</td>
<td>32.53</td>
</tr>
<tr>
<td>59 +</td>
<td>44</td>
<td>15.07</td>
</tr>
<tr>
<td>Total</td>
<td>292</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Highest degree held by respondents is illustrated in Table 2. A master's degree was reported to be held by over three-fourths of the respondents (78.42 percent). Three individuals had earned doctorates (1.03 percent).

TABLE 2

Respondents by Highest Earned Degree

<table>
<thead>
<tr>
<th>Degree</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor</td>
<td>60</td>
<td>20.55</td>
</tr>
<tr>
<td>Master</td>
<td>229</td>
<td>78.42</td>
</tr>
<tr>
<td>Doctorate</td>
<td>3</td>
<td>1.03</td>
</tr>
<tr>
<td>Total</td>
<td>292</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Table 3 indicates the level of school employment. The largest group of respondents work in an elementary school (41.44 percent). Thirteen (4.45 percent) work in schools serving grades K through 12.
Table 3 indicates that the vast majority of respondents are women (97.26). While this reflects the ratio found in general among school library media personnel, it should be taken into consideration that the sample selected was a random sample. Provisions were not made to provide an equal number of men and women.

Table 4 indicates that the vast majority of respondents are women (97.26). While this reflects the ratio found in general among school library media personnel, it should be taken into consideration that the sample selected was a random sample. Provisions were not made to provide an equal number of men and women.

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Table 4 indicates that the vast majority of respondents are women (97.26). While this reflects the ratio found in general among school library media personnel, it should be taken into consideration that the sample selected was a random sample. Provisions were not made to provide an equal number of men and women.
TABLE 5

Respondents by Demographic Area of Employment

<table>
<thead>
<tr>
<th>Area</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>210</td>
<td>71.92</td>
</tr>
<tr>
<td>Rural</td>
<td>82</td>
<td>28.08</td>
</tr>
<tr>
<td>Total</td>
<td>292</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Employee Needs Assessment

The following data were obtained from section two of the employee needs questionnaire. Respondents were asked to respond to 30 employee needs statements on two seven-point Likert-type scales: one for the level of importance and the other for the level of satisfaction received from that item. Mean scores of scale data for each employee need were computed. Data in Table 6 report the mean score frequencies for the 30 needs statements.

TABLE 6

Mean Score Comparisons for Employee Needs Importance Level and Satisfaction Level

<table>
<thead>
<tr>
<th>Need Statement</th>
<th>Mean Importance</th>
<th>Mean Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The status that my position gives me.</td>
<td>4.60</td>
<td>4.39</td>
</tr>
<tr>
<td>2. Relative freedom from supervision.</td>
<td>5.09</td>
<td>5.25</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>------------------------------------------</td>
<td>---</td>
</tr>
<tr>
<td>3.</td>
<td>Being told what I am to do and how I am to do it.</td>
<td>3.46</td>
</tr>
<tr>
<td>4.</td>
<td>The opportunity to develop my full potential in my position.</td>
<td>6.07</td>
</tr>
<tr>
<td>5.</td>
<td>The opportunity to develop close friendships in my position.</td>
<td>4.91</td>
</tr>
<tr>
<td>6.</td>
<td>The opportunity in my position to give help to other people.</td>
<td>6.40</td>
</tr>
<tr>
<td>7.</td>
<td>Not having to make decisions in my position.</td>
<td>2.41</td>
</tr>
<tr>
<td>8.</td>
<td>The opportunity to develop my own solutions to problems connected with my position.</td>
<td>5.79</td>
</tr>
<tr>
<td>9.</td>
<td>The opportunity for personal growth and development in my position.</td>
<td>5.80</td>
</tr>
<tr>
<td>10.</td>
<td>The importance of my position.</td>
<td>5.12</td>
</tr>
<tr>
<td>11.</td>
<td>The opportunity to advance in responsibility as far as I am able to.</td>
<td>5.56</td>
</tr>
<tr>
<td>12.</td>
<td>Receiving adequate information about plans and policies that influence my work.</td>
<td>6.05</td>
</tr>
<tr>
<td>13.</td>
<td>Freedom to express my opinion and suggestions to superiors.</td>
<td>6.03</td>
</tr>
<tr>
<td>14.</td>
<td>Being liked by other staff members.</td>
<td>5.49</td>
</tr>
<tr>
<td>15.</td>
<td>The feeling that my position is regarded as important.</td>
<td>5.81</td>
</tr>
<tr>
<td>16.</td>
<td>Freedom to use my judgment in my work.</td>
<td>6.25</td>
</tr>
<tr>
<td>17.</td>
<td>Getting as far ahead as my abilities will allow.</td>
<td>5.76</td>
</tr>
<tr>
<td>18.</td>
<td>Having colleagues recognize the importance of my work.</td>
<td>5.68</td>
</tr>
</tbody>
</table>
19. An opportunity in my position to show my liking and friendship to others. 5.41  5.30
20. Having a superior who can offer assistance when I experience problems in my position. 5.68  4.51
21. Freedom to make decisions about my work. 6.18  5.38
22. The opportunity to participate in after-work social activities with my colleagues, such as picnics, bowling leagues, etc. 3.29  3.92
23. A routine where I always know what is expected of me. 4.78  4.67
24. The prestige and regard my position receives from others 4.97  4.21
25. The feeling of self-fulfillment from being able to use my own unique capabilities and realizing my own potential in my position. 6.08  5.25
26. A sense of belonging to my work group. 5.52  4.88
27. A definite set of rules and procedures that I can follow in carrying out my professional responsibilities. 4.88  4.70
28. Not having my supervisor interfere with my work. 5.40  5.18
29. Credit given me by the institution for doing good work. 5.73  4.31
30. The opportunity to advance professionally as much as I want to in my present work situation. 5.62  4.47

The Wilcoxon matched-pairs signed-ranks test, a nonparametric statistical rank test for two related samples
(2; 3), was computed to determine the significance of difference between the two scores on each employee need. As Table 7 reports, the obtained value of T is much smaller than the critical T value at the 0.05 level. Since the observed significance level associated with the test was 0.0003, it is concluded that statistically significant differences do not exist between the mean scores for importance and satisfaction.

TABLE 7

Wilcoxon Signed-Ranks Test Comparison for 30 Employee Needs

<table>
<thead>
<tr>
<th>N of Pairs Difference Not Equal Zero</th>
<th>30</th>
</tr>
</thead>
<tbody>
<tr>
<td>N of Pairs Difference Equal to Zero</td>
<td>0</td>
</tr>
<tr>
<td>Sum of Positive (T value)</td>
<td>410.0</td>
</tr>
<tr>
<td>Sum of Negative</td>
<td>55.0</td>
</tr>
<tr>
<td>Critical value of T at p &lt; .05</td>
<td>137.0</td>
</tr>
<tr>
<td>Z-value</td>
<td>3.6509</td>
</tr>
<tr>
<td>Significance (One-tailed)</td>
<td>0.0003</td>
</tr>
</tbody>
</table>

Comparison of Mean Score Ranking

Mean scores for importance level ranged from a high of 6.40 to a low of 2.41. Table 8 displays the employee needs ranked in descending order by mean scores.
<table>
<thead>
<tr>
<th>Rank</th>
<th>Need</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The opportunity in my position to give help to other people.</td>
<td>6.40</td>
</tr>
<tr>
<td>2</td>
<td>Freedom to use my judgment in my work.</td>
<td>6.25</td>
</tr>
<tr>
<td>3</td>
<td>Freedom to make decisions about my work.</td>
<td>6.18</td>
</tr>
<tr>
<td>4</td>
<td>The feeling of self-fulfillment from being able to use my own unique capabilities and realizing my own potential in my position.</td>
<td>6.08</td>
</tr>
<tr>
<td>5</td>
<td>The opportunity to develop my full potential in my position.</td>
<td>6.07</td>
</tr>
<tr>
<td>6</td>
<td>Receiving adequate information about plans and policies that influence my work.</td>
<td>6.05</td>
</tr>
<tr>
<td>7</td>
<td>Freedom to express my opinion and suggestions to superiors.</td>
<td>6.03</td>
</tr>
<tr>
<td>8</td>
<td>The feeling that my position is regarded as important.</td>
<td>5.81</td>
</tr>
<tr>
<td>9</td>
<td>The opportunity for personal growth and development in my position.</td>
<td>5.80</td>
</tr>
<tr>
<td>10</td>
<td>The opportunity to develop my own solutions to problems connected with my position.</td>
<td>5.79</td>
</tr>
<tr>
<td>11</td>
<td>Getting as far ahead as my abilities will allow.</td>
<td>5.76</td>
</tr>
<tr>
<td>12</td>
<td>Credit given me by the institution for doing good work.</td>
<td>5.73</td>
</tr>
<tr>
<td>13</td>
<td>Having a superior who can offer assistance when I experience problems in my position.</td>
<td>5.68</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Description</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>-----------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>Having colleagues recognize the importance of my work.</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td>The opportunity to advance professionally as much as I want to in my present work situation.</td>
</tr>
<tr>
<td>16</td>
<td></td>
<td>The opportunity to advance in responsibility as far as I am able to.</td>
</tr>
<tr>
<td>17</td>
<td></td>
<td>A sense of belonging to my work group.</td>
</tr>
<tr>
<td>18</td>
<td></td>
<td>Being liked by other staff members.</td>
</tr>
<tr>
<td>19</td>
<td></td>
<td>An opportunity in my position to show my liking and friendship to others.</td>
</tr>
<tr>
<td>20</td>
<td></td>
<td>Not having my supervisor interfere with my work.</td>
</tr>
<tr>
<td>21</td>
<td></td>
<td>The importance of my position.</td>
</tr>
<tr>
<td>22</td>
<td></td>
<td>Relative freedom from supervision.</td>
</tr>
<tr>
<td>23</td>
<td></td>
<td>The prestige and regard my position receives from others.</td>
</tr>
<tr>
<td>24</td>
<td></td>
<td>The opportunity to develop close friendships in my position.</td>
</tr>
<tr>
<td>25</td>
<td></td>
<td>A definite set of rules and procedures that I can follow in carrying out my position responsibilities.</td>
</tr>
<tr>
<td>26</td>
<td></td>
<td>A routine where I always know what is expected of me.</td>
</tr>
<tr>
<td>27</td>
<td></td>
<td>The status that my position gives me.</td>
</tr>
<tr>
<td>28</td>
<td></td>
<td>Being told what I am supposed to do and how I am to do it.</td>
</tr>
<tr>
<td>29</td>
<td></td>
<td>The opportunity to participate in after-work social activities with my colleagues, such as picnics, bowling leagues, etc.</td>
</tr>
<tr>
<td>30</td>
<td></td>
<td>Not having to make decisions in my position.</td>
</tr>
</tbody>
</table>

The mean scores for satisfaction level ranged from a high of 5.99 to a low of 3.49. Table 9 displays the ranking of employee needs by means in descending order. The two employee needs rated highest in importance also had the
highest mean score rankings for level of satisfaction. The three employee needs rated lowest in importance also had the lowest mean score rankings for level of satisfaction.

**TABLE 9**

<table>
<thead>
<tr>
<th>Rank</th>
<th>Need</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>(6) The opportunity in my position to give help to other people.</td>
<td>5.99</td>
</tr>
<tr>
<td>2</td>
<td>(16) Freedom to use my judgment in my work.</td>
<td>5.61</td>
</tr>
<tr>
<td>3</td>
<td>(8) The opportunity to develop my own solutions to problems connected with my position.</td>
<td>5.40</td>
</tr>
<tr>
<td>4</td>
<td>(21) Freedom to make decisions about my work.</td>
<td>5.38</td>
</tr>
<tr>
<td>5</td>
<td>(14) Being liked by other staff members.</td>
<td>5.33</td>
</tr>
<tr>
<td>6</td>
<td>(19) An opportunity in my position to show my liking and friendship to others.</td>
<td>5.30</td>
</tr>
<tr>
<td>7</td>
<td>(25) The feeling of self-fulfillment from being able to use my own unique capabilities and realizing my own potential in my position.</td>
<td>5.25</td>
</tr>
<tr>
<td>8</td>
<td>(2) Relative freedom from supervision.</td>
<td>5.25</td>
</tr>
<tr>
<td>9</td>
<td>(28) Not having my supervisor interfere with my work.</td>
<td>5.18</td>
</tr>
<tr>
<td>10</td>
<td>(9) The opportunity for personal growth and development in my position.</td>
<td>5.12</td>
</tr>
<tr>
<td>11</td>
<td>(4) The opportunity to develop my full potential in my position.</td>
<td>5.11</td>
</tr>
<tr>
<td>12</td>
<td>(13) Freedom to express my opinion and suggestions to superiors.</td>
<td>4.94</td>
</tr>
<tr>
<td>13</td>
<td>(17) Getting as far ahead as my abilities will allow.</td>
<td>4.88</td>
</tr>
<tr>
<td>14</td>
<td>(26) A sense of belonging to my work group.</td>
<td>4.88</td>
</tr>
<tr>
<td></td>
<td>Description</td>
<td>Score</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>15</td>
<td>The opportunity to develop close friendships in my position.</td>
<td>4.79</td>
</tr>
<tr>
<td>16</td>
<td>A definite set of rules and procedures that I can follow in carrying out my position responsibilities.</td>
<td>4.70</td>
</tr>
<tr>
<td>17</td>
<td>A routine where I always know what is expected of me.</td>
<td>4.67</td>
</tr>
<tr>
<td>18</td>
<td>The opportunity to advance in responsibility as far as I am able to.</td>
<td>4.62</td>
</tr>
<tr>
<td>19</td>
<td>Having colleagues recognize the importance of my work.</td>
<td>4.62</td>
</tr>
<tr>
<td>20</td>
<td>The feeling that my position is regarded as important.</td>
<td>4.55</td>
</tr>
<tr>
<td>21</td>
<td>Having a superior who can offer assistance when I experience problems in my position.</td>
<td>4.51</td>
</tr>
<tr>
<td>22</td>
<td>The opportunity to advance professionally as much as I want to in my present work situation.</td>
<td>4.47</td>
</tr>
<tr>
<td>23</td>
<td>Receiving adequate information about plans and policies that influence my work.</td>
<td>4.43</td>
</tr>
<tr>
<td>24</td>
<td>The importance of my position.</td>
<td>4.41</td>
</tr>
<tr>
<td>25</td>
<td>The status that my position gives me.</td>
<td>4.39</td>
</tr>
<tr>
<td>26</td>
<td>Credit given me by the institution for doing good work.</td>
<td>4.31</td>
</tr>
<tr>
<td>27</td>
<td>The prestige and regard my position receives from others.</td>
<td>4.21</td>
</tr>
<tr>
<td>28</td>
<td>Being told what I am supposed to do and how I am to do it.</td>
<td>4.12</td>
</tr>
<tr>
<td>29</td>
<td>The opportunity to participate in after-work social activities with my colleagues, such as picnics, bowling leagues, etc.</td>
<td>3.92</td>
</tr>
<tr>
<td>30</td>
<td>Not having to make decisions in my position.</td>
<td>3.49</td>
</tr>
</tbody>
</table>

**Comparison of Perceived Group Need Deficiency Scores**

This test, described by Dunathan (1), compared the questionnaire items grouped by security needs, social needs,
autonomy needs, esteem needs, and self actualization needs. By adding together the individual responses to each of the six items relating to each need on the perceived importance dimension, a group score was computed. Adding the group scores for all items in the need group produced the cumulative group score. The group mean was obtained by dividing by the number of participants. The procedure was repeated to obtain a group mean for the perceived satisfaction dimension. By subtracting the group mean for the importance dimension from the score for the satisfaction dimension, a perceived group need deficiency score was obtained. Negative scores indicated that the respondents perceived the need under consideration as not being satisfied, while a positive score indicated that some varying degrees of satisfaction exist.

Tables 10 - 14 illustrate the group score, cumulative group score and group mean for both the importance and satisfaction dimensions, and the perceived group need deficiency score for each of the five employee need areas.

Although all five perceived group need deficiency scores were negative, the scores ranged from -0.75 to -5.48. Slight dissatisfaction was noted in the areas of social needs (-0.75) and security needs (-1.37); moderate dissatisfaction was observed in the area of autonomy needs (-2.95). High levels of dissatisfaction were observed in the area of esteem needs (-5.43) and self actualization needs (-5.48).
In Table 10, the score for security needs indicated only a slight degree of dissatisfaction. School library media specialists are moderately confident in the feeling of having well-defined parameters of responsibility.

### TABLE 10

**Analysis of Security Needs**

<table>
<thead>
<tr>
<th>Need</th>
<th>Group Score-Importance</th>
<th>Group Score-Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Being told what I am supposed to do and how I am to do it.</td>
<td>1009</td>
<td>1202</td>
</tr>
<tr>
<td>7. Not having to make decisions in my position.</td>
<td>704</td>
<td>1013</td>
</tr>
<tr>
<td>12. Receiving adequate information about plans and policies that influence my work.</td>
<td>1768</td>
<td>1295</td>
</tr>
<tr>
<td>20. Having a superior who can offer assistance when I experience problems in my position.</td>
<td>1659</td>
<td>1316</td>
</tr>
<tr>
<td>23. A routine where I always know what is expected of me.</td>
<td>1396</td>
<td>1364</td>
</tr>
<tr>
<td>27. A definite set of rules and procedures that I can follow in carrying out my position responsibilities.</td>
<td>1427</td>
<td>1372</td>
</tr>
<tr>
<td><strong>Cumulative Group Score</strong></td>
<td><strong>7963</strong></td>
<td><strong>7562</strong></td>
</tr>
<tr>
<td><strong>Group Mean</strong></td>
<td><strong>27.27</strong></td>
<td><strong>25.9</strong></td>
</tr>
<tr>
<td><strong>Perceived Group Need Deficiency Score</strong></td>
<td><strong>-1.37</strong></td>
<td></td>
</tr>
</tbody>
</table>
School library media specialists showed a very slight degree of dissatisfaction with social needs, as illustrated in Table 11.

<table>
<thead>
<tr>
<th>Need</th>
<th>Group Score-Importance</th>
<th>Group Score-Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. The opportunity to develop close friendships in my position.</td>
<td>1431</td>
<td>1407</td>
</tr>
<tr>
<td>6. The opportunity in my position to give help to other people.</td>
<td>1865</td>
<td>1744</td>
</tr>
<tr>
<td>14. Being liked by other staff members.</td>
<td>1603</td>
<td>1555</td>
</tr>
<tr>
<td>19. An opportunity in my position to show my liking and friendship to others.</td>
<td>1581</td>
<td>1551</td>
</tr>
<tr>
<td>22. The opportunity to participate in after-work activities with my colleagues, such as picnics, bowling leagues, etc.</td>
<td>962</td>
<td>1154</td>
</tr>
<tr>
<td>26. A sense of belonging to my work group.</td>
<td>1613</td>
<td>1426</td>
</tr>
</tbody>
</table>

Cumulative Group Score 9055 8837
Group Mean 31.01 30.26
Perceived Group Need Deficiency Score -.75
As indicated in Table 12, librarians feel restricted in their opportunities to use their own judgment and to work independently from supervision.

**TABLE 12**

Analysis of Autonomy Needs

<table>
<thead>
<tr>
<th>Need</th>
<th>Group Score-Importance</th>
<th>Group Score-Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Relative freedom from supervision.</td>
<td>1482</td>
<td>1532</td>
</tr>
<tr>
<td>8. The opportunity to develop my own solutions to problems connected with my position.</td>
<td>1691</td>
<td>1578</td>
</tr>
<tr>
<td>13. Freedom to express my opinion and suggestions to superiors.</td>
<td>1759</td>
<td>1442</td>
</tr>
<tr>
<td>16. Freedom to use my judgment in my work.</td>
<td>1826</td>
<td>1639</td>
</tr>
<tr>
<td>21. Freedom to make decisions about my work.</td>
<td>1808</td>
<td>1568</td>
</tr>
<tr>
<td>28. Not having my supervisor interfere with my work.</td>
<td>1576</td>
<td>1520</td>
</tr>
<tr>
<td>Cumulative Group Score</td>
<td>10142</td>
<td>9279</td>
</tr>
<tr>
<td>Group Mean</td>
<td>34.73</td>
<td>31.78</td>
</tr>
<tr>
<td>Perceived Group Need Deficiency Score</td>
<td>-2.95</td>
<td></td>
</tr>
</tbody>
</table>
The high deficiency in esteem needs, shown in Table 13, indicated that school librarians do not feel appreciated or that their work is important to their colleagues.

<table>
<thead>
<tr>
<th>Need</th>
<th>Group Score-Importance</th>
<th>Group Score-Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The status that my position gives me.</td>
<td>1345</td>
<td>1282</td>
</tr>
<tr>
<td>10. The importance of my position.</td>
<td>1495</td>
<td>1287</td>
</tr>
<tr>
<td>15. The feeling that my position is regarded as important.</td>
<td>1696</td>
<td>1325</td>
</tr>
<tr>
<td>18. Having colleagues recognize the importance of my work.</td>
<td>1659</td>
<td>1350</td>
</tr>
<tr>
<td>24. The prestige and regard my position receives from others.</td>
<td>1452</td>
<td>1229</td>
</tr>
<tr>
<td>29. Credit given me by the institution for doing good work.</td>
<td>1672</td>
<td>1259</td>
</tr>
</tbody>
</table>

Cumulative Group Score 9319  7732
Group Mean 31.91  26.48

Perceived Group Need
Deficiency Score -5.43
The large deficiency in self actualization needs, as specified in Table 14, reflected librarians' dissatisfaction with opportunities to advance professionally.

**TABLE 14**

**Analysis of Self Actualization Needs**

<table>
<thead>
<tr>
<th>Need</th>
<th>Group Score-Importance</th>
<th>Group Score-Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. The opportunity to develop my full potential in my position.</td>
<td>1773</td>
<td>1494</td>
</tr>
<tr>
<td>9. The opportunity for personal growth and development in my position.</td>
<td>1706</td>
<td>1497</td>
</tr>
<tr>
<td>11. The opportunity to advance in responsibility as far as I am able to.</td>
<td>1623</td>
<td>1351</td>
</tr>
<tr>
<td>17. Getting as far ahead as my abilities will allow.</td>
<td>1683</td>
<td>1424</td>
</tr>
<tr>
<td>25. The feeling of self-fulfillment from being able to use my own unique capabilities and realizing my own potential in my position.</td>
<td>1776</td>
<td>1532</td>
</tr>
<tr>
<td>30. The opportunity to advance professionally as much as I want to in my present work situation.</td>
<td>1641</td>
<td>1306</td>
</tr>
</tbody>
</table>

Cumulative Group Score 10202 8604

Group Mean 34.94 29.46

Perceived Group Need Deficiency Score -5.48
CHAPTER BIBLIOGRAPHY


CHAPTER V

SUMMARY AND CONCLUSIONS

Job satisfaction research has evolved over the last several decades as researchers have studied attitudes and behaviors of American workers. Since the 1930s, job satisfaction has been an important topic of study in various fields and disciplines such as sociology, psychology, education and business.

Various theories of job satisfaction have been developed during the past fifty years to assist in explaining and understanding workers' needs, motivations, and feelings about work. Abraham Maslow's theory of motivation and need hierarchy has been widely used in the research of job satisfaction. Maslow's hierarchy of needs was used as a basis for this study.

While extensive scholarly literature has been developed in the area of job satisfaction, library researchers have not conducted much study in this area. Studies of job satisfaction have been completed among groups of academic, public, and special librarians. School librarians, however, have not been surveyed as to their job satisfaction.

The purpose of this research was to study job satisfaction among school library media specialists.
Following an extensive review of scholarly literature on job satisfaction, the following hypothesis was formed:

There is a significant difference in the perceived needs differences among public school library media specialists when the importance of selected job aspects and the satisfaction received from these job aspects are compared on the basis of their mean scores on all items derived from the research instrument representing the needs of (1) security, (2) social, (3) esteem, (4) autonomy, and (5) self actualization.

The population for the present study was 550 school library media specialists, selected from a random sample of Texas public school library media personnel. Fifty-three percent of this population returned completed mailed questionnaires.

The survey instrument, a questionnaire, was based on an previous study of job satisfaction among school librarians. The questionnaire consisted of five demographic and background information questions and thirty job-related needs statements accompanied by two Likert-type scales. Respondents were asked to evaluate each need statement for its level of importance and level of satisfaction received in the respondents' present position.

Statistical techniques utilized in the study were frequency distribution, percentage analysis, calculation of the means, the Wilcoxon Signed-Ranks Test, and the Perceived
Group Need Deficiency Test. Descriptive data gathered from the school library personnel were analyzed by frequency distributions and percentages. Two sets of rank ordering of employee needs by mean scores for (1) level of importance and (2) level of satisfaction were created. A rank test for related groups was computed to determine significant mean score differences.

Based on the analysis of the data received, the following conclusions were observed.

Twenty-six of the 30 need statements exhibited a higher mean score rating for importance than for level of satisfaction. In spite of the indication that lower mean scores for satisfaction were obtained on the majority of the need statements, a statistically significant difference does not exist between mean scores ratings for importance level of needs and satisfaction level.

Mean scores for level of importance ranged from a low of 2.41 (of minimal importance) to a high of 6.40 (of extreme importance). Respondents rated their satisfaction level from a low mean score of 3.49 (minor satisfaction) to a high of 5.99 (substantial satisfaction). The two employee needs rated highest in importance also had the highest mean scores for satisfaction level. The three employee needs receiving the lowest ratings on the importance dimension also had the lowest mean scores for satisfaction level.
The Perceived Group Need Deficiency Test divided the employee needs into categories based on Maslow's Hierarchy of Needs: Social needs; security needs; autonomy needs; esteem needs; and self actualization needs. When the data were analyzed on this test, the results showed varying degrees of dissatisfaction in each of the five need areas.

Social needs, the need to belong and be accepted by co-workers, showed only a slight degree of dissatisfaction at -.75. It can be assumed that most school librarians are reasonably satisfied with this area.

Security needs, the feeling of having well-defined parameters of responsibility, showed a deficiency score of -1.37. Librarians are moderately satisfied in this area.

Autonomy needs, the need for confidence, independence and freedom in the workplace, showed a higher deficiency score of -2.95. School librarians are less satisfied with their freedom to use their own judgment and to work independently from supervision.

Esteem needs, the need for recognition and appreciation, scored high in deficiency at -5.43. This score indicated that librarians feel little satisfaction as far as feelings of being appreciated for their work or having fellow workers understand the importance of their work. This rating further indicated that employers need to make more of an effort to give recognition to school librarians for the work they do. Administrators and Principals should stress the
importance of the library program in order to improve this deficiency score.

Self actualization needs, including the desire to advance professionally, received the highest deficiency score of -5.48. This high score indicated that school librarians felt that there was very little opportunity for advancement in their present position. This is an indication that means for advancement or increased responsibility should be developed for school librarians. Some provision should be made so that librarians wishing to advance in position or responsibility will be able to do so.

The findings of this study suggest several possibilities for future research.

First, a study of job satisfaction among school librarians should be conducted with a sample drawn from a national population of public school library media specialists. A nation-wide survey would permit broad generalizations concerning job satisfaction of school personnel to be made.

Second, a study using the job-perception model should be conducted among school librarians. Since little research has been conducted on job satisfaction of school librarians, this type of study would provide a broader base of research information.
Third, a specific instrument for measuring job satisfaction of school librarians should be developed and validated for further research.

Fourth, the effects of job satisfaction on performance of school librarians should be studied. Present research has not examined this relationship in connection with school librarians.

Fifth, the job satisfaction of school library supervisors should be examined and compared to that of the practitioners.

Sixth, a study should be conducted to determine any significant difference in job satisfaction between school librarians: (1) of urban and rural schools; (2) of elementary and secondary schools; (3) of different ages; (4) with varying academic degrees; (5) with varying years of experience; and (6) between male and female librarians.

Seventh, a needs-assessment survey should be conducted to determine means by which levels of esteem and self actualization could be improved. This information could be extremely beneficial in assisting school administrators in attracting library personnel to their districts and keeping them as long-term employees.
APPENDIX
March 15, 1990

Dear Colleague:

For One phase of my doctoral study at the University of North Texas, I am conducting a statewide survey of Texas public school library media specialists. I am seeking information on job satisfaction among school library personnel. Your name has been randomly selected from the Texas Educational Agency list of Librarians/Learning Resources Specialists.

The purpose of this study is to determine the levels of difference between actual job satisfaction received and the importance of certain aspects of your job. The success, value, and accuracy of this survey will depend upon your participation. All responses will remain strictly confidential. No individuals or schools will be identified in reporting the data.

This is a valuable commodity in the school library media center. Thank you for taking a few minutes out of your busy schedule to respond to the enclosed questionnaire by March 31, 1990. A stamped, addressed envelope is included for your convenience.

Sincerely yours,

Elizabeth Timmons
Doctoral student,
University of North Texas
Dear Colleague:

About a month ago I sent you a letter requesting your help with research in librarianship which I am attempting. This study concerned job satisfaction of practicing school library media specialists.

If you have not yet completed the questionnaire that I sent to you, please do so. This study depends on a small sample of school librarians in the state, and each response is very important to me. I hope that you will find a few minutes today or tomorrow to complete the form and return it.

If you have misplaced the questionnaire but would still like to participate in this study, I'll be glad to send you another form upon your request. Thank you for taking time for this survey.

Sincerely,

Elizabeth Timmons
Doctoral student,
University of North Texas
SCHOOL LIBRARY MEDIA SPECIALIST
EMPLOYEE NEEDS QUESTIONNAIRE

Descriptive Data

Directions:
Please answer the following questions by checking appropriate categories.

1. **AGE:**
   - ____ 20 - 29
   - ____ 30 - 39
   - ____ 40 - 49
   - ____ 50 - 59
   - ____ 59 +

2. **HIGHEST DEGREE EARNED:**
   - ____ Bachelor's degree
   - ____ Master's degree
   - ____ Doctoral degree

3. **LEVEL OF SCHOOL CURRENTLY EMPLOYED IN:**
   - ____ Elementary (Grades K-3 or K-6)
   - ____ Middle (Grades 6-8 or 7-9)
   - ____ Secondary (Grades 9-12 or 10-12)

4. **SEX:**
   - ____ Male
   - ____ Female

5. **DEMOGRAPHIC AREA:**
   - ____ Urban
   - ____ Rural
School Library Media Specialist  
Employee Needs Questionnaire

Instructions: This instrument is composed of 30 items. Each item requires two responses. To the left of each item, place a circle around the number that best represents how important that aspect of your job is to you. To the right of each item, place a circle around the number that best indicates the extent to which your position allows those aspects of your job to be satisfied.

<table>
<thead>
<tr>
<th>IMPORTANCE</th>
<th>SATISFACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 6 7</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>(1) The status that my position gives me.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>(2) Relative freedom from supervision.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>(3) Being told what I am supposed to do and how I am to do it.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>(4) The opportunity to develop my full potential in my position.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>(5) The opportunity to develop close friendships in my position.</td>
<td>1 2 3 4 5 6 7</td>
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<td>(7) Not having to make decisions in my position.</td>
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<td>1 2 3 4 5 6 7</td>
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</table>
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