JOB CHARACTERISTICS OF LIBRARY AND INFORMATION WORK
AS SATISFIERS AND DISSATISFIERS - A SURVEY

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Data on level of satisfaction with job characteristics of library and
information work was gathered through a questionnaire from pro-
fessionals and semi-professionals working in university libraries in
India. Analysis of the data reveals that majority of the respondents
are satisfied with most of the attributes of their work, but there are
differences in the perception of men and women, and seniors and
juniors. Also suggests a fair deal in work pattern to fair sex; more
attention to in-service training; reanalysis and redesigning of jobs
for better utilization of skills and abilities; more internal motivation
to the staff and improvement in quality of work performance.

INTRODUCTION

Indians have a very rich and ancient cultural heritage which euologises work. Work is worship. Gita
preaches perfection of work without expectations and return, as also attainment of ‘moksha’ through
‘karma yoga’. Yet, it is also a fact that work ethics is fast deteriorating in India. Libraries are no
exception to it. Top persons at the helm of libraries complain about the situation.

Sociologists, psychologists, managers and adminis-
trators are paying increasing attention to make
work more agreeable, meaningful and interesting to
tap the benefits of involvement and motivation at
work. And the importance of work is still the more in
service oriented organizations like libraries because
the major scope for their improvement in efficiency
and effectiveness comes through a more effective use
of human resources.

Work calls for certain attributes. In other words,
there are certain job characteristics or job descrip-
tors for performing a task. Job characteristics are
known to have or thought to have a bearing on the
human attributes required to carry out the job. And
every profession and occupation has a framework of
job oriented activities. It is known as job content.
Since 1950s, researchers and theorists in manage-
ment began to examine the effects of the work itself
on workers’ attitudes. Several studies have been
made to know which of the factors of work satisfy the
workers. Investigations by various authors [1], [2]
and [3] suggest that some of the work attributes cre-
ating interest and satisfaction among the workers are:
the use of one’s skills and abilities, variety in work, re-
sponsibility, autonomy, challenge, physical fatigue,
etc.

Job satisfaction of library manpower has caught at-
tention in the western countries. Many studies have
been reported in the area [4], [5], [6], and [7]. Glanc-
ing through the pages of “A Survey of research in
psychology” [8] in India, one notices significant
research done in the field of job satisfaction, includ-
ing in the academic community. But there is not a
single reference to library profession. However,
some of the library professionals have carried out
similar investigations in the field and reported the
findings in their doctoral theses [9], [10] and [11].

If specific job characteristics are present in a job
“employees will experience a positive, self generated
response, when they perform well and this internal
kick will provide an incentive for continued efforts
towards good performance” [12-13].

“Job characteristics study is the most popular ap-
proach to the design of work” [14] for quality of
work life programmes and organization develop-
ment. But hardly any literature is available which
-touches this aspect of library work in the Indian
milieu.
OBJECTIVE

An attempt is made through a survey to know the level of satisfaction of professional and semi-professional manpower working in the university libraries in India with various characteristics of job.

POPULATION

There are 180 universities in the country [15]. The present study is based on a survey which covers 23 universities (Appendix I) of various sizes, types, ages, controlled by the central, state and union territory governments; located from Kashmir in the north to Kerala in the south, Maharashtra in the west to West Bengal in the east. 353 professionals and semi-professionals participated in it, out of whom 216 are males and 137 females; 154 seniors and 199 juniors. Non-professionals are not included to make the study homogeneous.

HYPOTHESES

Males and females form two distinct groups, so also seniors and juniors, categorised according to their professional level in the organizational structure of the university library are two distinct groups. It is postulated that:

1. The level of job satisfaction is the same for male and female professional manpower working in the university libraries in India with work.

2. The level of job satisfaction is the same for senior and junior professional manpower working in the university libraries in India with work.

It may be mentioned here, that positions of assistant librarian and above are treated as senior whereas positions below assistant librarian as junior.

METHODOLOGY

The data collection instrument is a questionnaire. A direct contact method was chosen to instil a feeling of importance and to assure the respondents that the information sought was for research work only. All the professionals and semi-professionals were given the questionnaire. Out of 407 persons, 361 responded. However, 8 questionnaires were found unusable.

The questionnaire covers fifty one variables, grouped under ten dimensions; profession, work, planning and policies, working conditions, supervision and management, communication, salary, promotion, user services, and status. Most of the variables covered under dimension work, are based on the Sheffield Manpower Project: A survey of staffing requirements for librarianship and information work [16]. The specific research questions asked about work concern:

1. The in-service training in the library for doing the job.

2. The regularity and predictability (to do more or less the same work at more or less the same time in fairly regular sequence) in the work.

3. The responsibility of the job.

4. The chance to do different things from time to time/variety in the work.

5. The chance to work alone/independently on the job.

6. The chance to do something that makes use of the professional knowledge.

7. The chance to do something that makes use of subject knowledge in which graduated/post graduated.

8. The challenge of the job.

9. The chances of interruptions during the course of a day.

10. Working at unconventional timings such as morning and evening shifts, Sundays and holidays.

11. Physical requirements of the job, such as standing, noise, weight lifting, climbing up and down, strain on eyes, etc.

In-service training for performing the job, interruptions and unconventional timings are strictly speaking not the attributes of the work, but they are related to work, hence they have been covered under it.

Scoring system is based on a five point Likert type scale. Score generated from summation of the values of these variables is considered for General Satisfaction, and from those of the dimensions are
JOB CHARACTERISTICS OF LIBRARY AND INFORMATION WORK AS SATISFIERS

considered for satisfaction with the dimension.

Correlation analysis has been done to ascertain the extent and direction of the dimensions of the job satisfaction. F test Two Way analysis of Variance is used to determine the significance of difference for accepting or rejecting the hypothesis. However, detailed analysis of satisfaction with each characteristic of the job is limited to percentage only.

ANALYSIS OF DATA

Correlation coefficient between work dimension and total job satisfaction was found significant (0.7431).

A profile of the sample indicates that academically and professionally the respondents are well qualified. 95% of them earned graduate or higher degree, 63.46% have B.Lib. Sc. or equivalent degree, 26.64% M.Lib. Sc. and 1.13% Ph.D.

Table 1 gives relative contribution of each variable of the work to the level of satisfaction. Almost two-fifths of the respondents are not satisfied with the characteristic ‘in-service training’, out of whom 8.5% are ‘very dissatisfied’ with it, while the percentage of the satisfied ones is 44. ‘Regularity and predictability’, and ‘variety’ in library work satisfy about three-fifths. But the work factor which satisfies the greatest number of persons i.e. three fourths is ‘responsibility’, and next in that order is ‘independence’. A little over half of them are ‘satisfied’ with it, and 13.6% are ‘very satisfied’. One-third of the population under study is not satisfied with the use of their professional and subject knowledge. A majority of the respondents have expressed positive views on

Table 1

<table>
<thead>
<tr>
<th>Variable</th>
<th>Very dissatisfied</th>
<th>Dissatisfied</th>
<th>Cannot decide</th>
<th>Satisfied</th>
<th>Very satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-service training</td>
<td>8.5</td>
<td>32.01</td>
<td>15.86</td>
<td>37.39</td>
<td>6.24</td>
</tr>
<tr>
<td>Regularity and predictability</td>
<td>2.27</td>
<td>16.71</td>
<td>21.53</td>
<td>54.11</td>
<td>5.38</td>
</tr>
<tr>
<td>Responsibility</td>
<td>1.98</td>
<td>14.73</td>
<td>7.08</td>
<td>63.46</td>
<td>12.75</td>
</tr>
<tr>
<td>Variety</td>
<td>7.08</td>
<td>25.21</td>
<td>7.08</td>
<td>49.01</td>
<td>11.62</td>
</tr>
<tr>
<td>Independence</td>
<td>3.12</td>
<td>19.83</td>
<td>9.06</td>
<td>54.39</td>
<td>13.6</td>
</tr>
<tr>
<td>Use of professional knowledge</td>
<td>5.38</td>
<td>30.59</td>
<td>8.5</td>
<td>44.76</td>
<td>10.77</td>
</tr>
<tr>
<td>Use of subject knowledge</td>
<td>6.8</td>
<td>29.46</td>
<td>10.76</td>
<td>43.63</td>
<td>9.35</td>
</tr>
<tr>
<td>Challenge</td>
<td>7.08</td>
<td>22.66</td>
<td>15.87</td>
<td>42.27</td>
<td>12.18</td>
</tr>
<tr>
<td>Interruptions to work</td>
<td>8.21</td>
<td>24.65</td>
<td>29.46</td>
<td>33.15</td>
<td>4.53</td>
</tr>
<tr>
<td>Unconventional timing</td>
<td>7.65</td>
<td>26.35</td>
<td>11.9</td>
<td>45.89</td>
<td>8.21</td>
</tr>
<tr>
<td>Physical requirements</td>
<td>9.06</td>
<td>24.93</td>
<td>12.75</td>
<td>48.44</td>
<td>4.82</td>
</tr>
</tbody>
</table>
'challenge', 'unconventional timing' and 'physical requirements' of the work. But this majority is only a little above the neutral level. The case of 'interruption to work' is peculiar, 29.46% of job holders being indifferent to it, while one-fourth of them are 'dissatisfied', and another 8.21% 'very dissatisfied'.

Table 2 indicates the perception of males and females, separately, about the level of satisfaction with various attributes of their work. The percentages of females being 'very dissatisfied' and 'dissatisfied' with 'in-service training' are higher than those of the males.

'Regularity and predictability' in work satisfied 47.79% females as against 58.06% males, the difference is more than 10%. Similarly, the percentages of females 'satisfied' or 'very satisfied' with the 'responsibility' factor are less than those of the males. Males have an edge over females for the characteristic 'variety' also, 9.56% females are 'very dissatisfied' as against 19.82% of their counterparts.

Significant differences in the perception of the two groups are visible for the characteristic 'independence'. 57.14% males are 'satisfied' and 15.67% 'very satisfied', contrary to females, whose score is 50% and 10.3%, respectively. So is the case with the characteristic 'use of professional knowledge'. 38.97% females find satisfaction, here, as against 48.39% males.

The level of satisfaction with 'use of subject knowledge' is also higher among males in comparison to females. And the same is true in case of the characteristic 'challenge'.

The percentage of indifferent females is almost double than that of the males for 'interruptions to work'. 'Physical requirements' of the job cause dissatisfaction to more females than males. But the reverse is true in case of 'unconventional timing'.

This is the only variable for which the percentages of 'very dissatisfied' and 'dissatisfied' males are higher than those of the females.

Table 3 depicts how seniors and juniors in the university libraries feel about various job attributes. 37.82% of the seniors are 'dissatisfied' with 'in-service training' factor, as against 27.14% of the juniors. The score of the 'very dissatisfied' juniors is double than that of the seniors. A difference of almost 9% is found between 'satisfied' juniors and 'satisfied' seniors, in case of 'regularity and predictability' attribute. More juniors are found 'satisfied' with this variable than seniors. Similarly, 'responsibility' satisfies more juniors than seniors. But the score of juniors, in this case is only 4% higher than that of seniors.

Differences in perception of the two groups under 'variety' and 'independence' factor are not much, whereas the percentages of seniors, who are 'very satisfied and 'satisfied', on account of the use of their professional and subject knowledge, are higher than those of the juniors. The difference is of 3 and 5 per cent respectively in the former, while 6 and 9 per cent respectively, in the latter.

A significant difference is also observed in the attitude of seniors and juniors towards 'challenge'. 17.31% seniors are 'very satisfied' with it against 8.04% juniors, and 48.72% of the former are 'satisfied' as against 36.69% of the latter.

A difference in the feelings of the two groups is also apparent with regard to 'interruptions to work'. Only two-fifths of the seniors seem to be satisfied, as against more than one-third of the juniors.

The percentage of juniors who are 'very satisfied' with respect to 'unconventional timing' is almost double than that of the seniors. However, not much difference is found in the opinion of the two groups for 'physical requirements'.
## Table 2

**Level of Satisfaction of Males and Females with Job Characteristics**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Very dissatisfied</th>
<th>Dissatisfied</th>
<th>Cannot decide</th>
<th>Satisfied</th>
<th>Very satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-service training</td>
<td>M 7.83</td>
<td>30.88</td>
<td>16.13</td>
<td>37.33</td>
<td>7.83</td>
</tr>
<tr>
<td></td>
<td>F 9.56</td>
<td>33.82</td>
<td>15.44</td>
<td>37.5</td>
<td>3.68</td>
</tr>
<tr>
<td>Regularity and predictability</td>
<td>M 3.23</td>
<td>14.75</td>
<td>18.43</td>
<td>58.06</td>
<td>5.53</td>
</tr>
<tr>
<td></td>
<td>F 0.74</td>
<td>19.85</td>
<td>26.47</td>
<td>47.79</td>
<td>5.15</td>
</tr>
<tr>
<td>Responsibility</td>
<td>M 0.92</td>
<td>11.98</td>
<td>5.07</td>
<td>66.36</td>
<td>15.67</td>
</tr>
<tr>
<td></td>
<td>F 3.68</td>
<td>19.12</td>
<td>10.29</td>
<td>58.82</td>
<td>8.09</td>
</tr>
<tr>
<td>Variety</td>
<td>M 5.53</td>
<td>19.82</td>
<td>8.75</td>
<td>53.92</td>
<td>11.98</td>
</tr>
<tr>
<td></td>
<td>F 9.56</td>
<td>33.82</td>
<td>4.41</td>
<td>41.18</td>
<td>11.03</td>
</tr>
<tr>
<td>Independence</td>
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<td>18.89</td>
<td>5.99</td>
<td>57.14</td>
<td>15.67</td>
</tr>
<tr>
<td></td>
<td>F 4.41</td>
<td>21.32</td>
<td>13.97</td>
<td>50</td>
<td>10.3</td>
</tr>
<tr>
<td>Use of professional knowledge</td>
<td>M 5.53</td>
<td>27.19</td>
<td>7.83</td>
<td>48.39</td>
<td>11.06</td>
</tr>
<tr>
<td></td>
<td>F 5.15</td>
<td>36.03</td>
<td>9.55</td>
<td>38.97</td>
<td>10.3</td>
</tr>
<tr>
<td>Use of subject knowledge</td>
<td>M 5.56</td>
<td>28.24</td>
<td>8.8</td>
<td>45.83</td>
<td>11.57</td>
</tr>
<tr>
<td></td>
<td>F 8.82</td>
<td>31.62</td>
<td>13.97</td>
<td>40.44</td>
<td>5.15</td>
</tr>
<tr>
<td>Challenge</td>
<td>M 6.45</td>
<td>17.05</td>
<td>14.75</td>
<td>47.47</td>
<td>14.28</td>
</tr>
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<td></td>
<td>F 8.09</td>
<td>31.62</td>
<td>17.65</td>
<td>33.82</td>
<td>8.82</td>
</tr>
<tr>
<td>Interruptions to work</td>
<td>M 8.29</td>
<td>26.73</td>
<td>21.66</td>
<td>39.63</td>
<td>3.69</td>
</tr>
<tr>
<td></td>
<td>F 8.09</td>
<td>21.32</td>
<td>41.91</td>
<td>22.8</td>
<td>5.88</td>
</tr>
<tr>
<td>Unconventional timing</td>
<td>M 10.14</td>
<td>28.57</td>
<td>8.76</td>
<td>45.16</td>
<td>7.37</td>
</tr>
<tr>
<td></td>
<td>F 3.68</td>
<td>22.79</td>
<td>16.91</td>
<td>47.06</td>
<td>9.56</td>
</tr>
<tr>
<td>Physical requirements</td>
<td>M 5.53</td>
<td>24.88</td>
<td>11.52</td>
<td>54.38</td>
<td>3.69</td>
</tr>
<tr>
<td></td>
<td>F 14.7</td>
<td>25</td>
<td>14.71</td>
<td>38.97</td>
<td>6.62</td>
</tr>
</tbody>
</table>
Table 3

Percentage Level of Satisfaction of Seniors and Juniors with Job Characteristics

<table>
<thead>
<tr>
<th>Variable</th>
<th>Very dissatisfied</th>
<th>Dissatisfied</th>
<th>Cannot</th>
<th>Satisfied</th>
<th>Very satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-service training</td>
<td>S 5.77</td>
<td>37.82</td>
<td>17.3</td>
<td>35.26</td>
<td>3.85</td>
</tr>
<tr>
<td></td>
<td>J 10.55</td>
<td>27.14</td>
<td>15.58</td>
<td>38.69</td>
<td>8.04</td>
</tr>
<tr>
<td>Regularity and predictability</td>
<td>S 2.56</td>
<td>20.51</td>
<td>22.44</td>
<td>48.72</td>
<td>5.77</td>
</tr>
<tr>
<td></td>
<td>J 2.01</td>
<td>13.57</td>
<td>21.61</td>
<td>57.79</td>
<td>5.02</td>
</tr>
<tr>
<td>Responsibility</td>
<td>S 3.85</td>
<td>16.03</td>
<td>6.41</td>
<td>60.89</td>
<td>12.82</td>
</tr>
<tr>
<td></td>
<td>J .5</td>
<td>13.57</td>
<td>8.54</td>
<td>64.82</td>
<td>12.57</td>
</tr>
<tr>
<td>Variety</td>
<td>S 8.33</td>
<td>23.72</td>
<td>7.05</td>
<td>47.44</td>
<td>13.46</td>
</tr>
<tr>
<td></td>
<td>J 6.03</td>
<td>26.13</td>
<td>8.04</td>
<td>49.75</td>
<td>10.05</td>
</tr>
<tr>
<td>Independence</td>
<td>S 3.25</td>
<td>18.83</td>
<td>7.14</td>
<td>53.9</td>
<td>16.88</td>
</tr>
<tr>
<td></td>
<td>J 3.02</td>
<td>20.6</td>
<td>10.55</td>
<td>54.77</td>
<td>11.06</td>
</tr>
<tr>
<td>Use of professional knowledge</td>
<td>S 5.13</td>
<td>28.85</td>
<td>6.41</td>
<td>46.15</td>
<td>13.46</td>
</tr>
<tr>
<td></td>
<td>J 5.53</td>
<td>31.66</td>
<td>11.06</td>
<td>43.22</td>
<td>8.53</td>
</tr>
<tr>
<td>Use of subject knowledge</td>
<td>S 6.41</td>
<td>25</td>
<td>7.69</td>
<td>46.79</td>
<td>14.1</td>
</tr>
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<td>32.66</td>
<td>14.07</td>
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</tr>
<tr>
<td>Challenge</td>
<td>S 7.69</td>
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<td>10.9</td>
<td>48.79</td>
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<td>20.6</td>
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<tr>
<td>Interruptions to work</td>
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<td>29.15</td>
<td>6.03</td>
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<td>Unconventional timing</td>
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<td>16.67</td>
<td>46.15</td>
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<td>9.04</td>
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<td>10.05</td>
</tr>
<tr>
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<td>14.74</td>
<td>47.44</td>
<td>5.77</td>
</tr>
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<td>25.63</td>
<td>12.06</td>
<td>48.74</td>
<td>4.02</td>
</tr>
</tbody>
</table>

Table 4 shows mean scores of work satisfaction of the groups

Table 4

Mean Scores of Work Satisfaction

<table>
<thead>
<tr>
<th>Males</th>
<th>Females</th>
<th>Seniors</th>
<th>Juniors</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>37.08</td>
<td>34.86</td>
<td>36.79</td>
<td>35.79</td>
<td>36.22</td>
</tr>
</tbody>
</table>

90
As is evident from the above table, males derive greater level of satisfaction from their work than females; and seniors higher than juniors.

VALIDITY OF HYPOTHESIS

For finding out the significance of difference with regard to work, between groups, F Test Two Way Analysis of Variance has been done (Table 5).

F ratio 'between groups' reveals that there is a significant difference among the groups at p < .05 level.

F ratio 'between sexes' is significant at p < .01 level. The findings, therefore, reject the null hypothesis of equality of job satisfaction among males and females. F ratios of 'professional levels' and 'interaction - sexes and professional level' are not significant at p < .05 levels. Hence, the second hypothesis of equality of job satisfaction among seniors and juniors does not stand disproved.

Table 5

<table>
<thead>
<tr>
<th>Sources of variation</th>
<th>Degrees of freedom</th>
<th>Sum of Squares</th>
<th>Mean Square</th>
<th>Variance ratio F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>4-1=3</td>
<td>576.92</td>
<td>192.3</td>
<td>4.258*</td>
</tr>
<tr>
<td>Between sexes</td>
<td>2-1=1’</td>
<td>372.368</td>
<td>372.368</td>
<td>8.245**</td>
</tr>
<tr>
<td>Between professional level</td>
<td>2-1=1’</td>
<td>47.318</td>
<td>47.318</td>
<td>1.0476</td>
</tr>
<tr>
<td>Interaction - sexes and professional level</td>
<td>3-1-1=1’</td>
<td>118.289</td>
<td>118.289</td>
<td>2.619 (n.s)</td>
</tr>
<tr>
<td>Correction for disproportionate numbers</td>
<td>-</td>
<td>38.962</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within groups (Error SS)</td>
<td>353-1-3 = 349</td>
<td>15762.43</td>
<td>45.164</td>
<td></td>
</tr>
<tr>
<td>Total sum of squares</td>
<td>353-1 = 352</td>
<td>16339.35</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: A prime (') placed on degrees of freedom for sexes, professional levels and interaction denotes that their SS needed adjustment due to disproportionate numbers.

F ratios were checked at the .05 and .01

* p. < .05

** p. < .01
DISCUSSION

An important precondition of work satisfaction is that the individual finds the work itself personally interesting and meaningful [17]. There are also individual differences in adaptation to work. Library work makes certain intellectual, social and physical demands. A person may like a job characteristic of his work, while the other may not. Job characteristics in these terms represent the type of behavior called for the work, to which the library personnel has to adapt.

The library personnel, like other professionals, gets general and professional education, before joining the profession. But practices and procedures vary from library to library and many practices are learnt on the job, hence the need for in-service training. It appears from the findings of this investigation, that this aspect of the job is not given proper justice, as two-fifths of the respondents are found dissatisfied/very dissatisfied with it.

As the job holders become familiar with the jobs and learn the responses required in the repetitive tasks, there comes ‘regularity and predictability’ in the work. Such work, in due course, requires less effort, time and intelligence. The university libraries in India are mostly modelled on conventional lines - the jobs to be done are more or less defined. The study suggests that a majority of the respondents are favourably adjusted to this characteristic. It can also be attributed to the fact that three-fourth of the sample under study had worked for more than 10 years in the profession.

The responsibility of work gives a feeling of importance while performing a task. The level of satisfaction is found to be the highest for the characteristic ‘responsibility’.

According to Porter et al [18], variety in work may serve to increase activation level. Library professionals perceive that their work provides them this element, and three-fifths of the respondents are satisfied with this attribute, in their work.

Independence makes one feel that one’s efforts tend to be the cause of failure or success on the job. Almost two-thirds of the manpower are satisfied with this factor in the work.

Every profession requires distinct abilities, capacities and knowledge to perform that work. Library and information work needs two types of knowledge - professional and subject. It is a sad reflection, that about one-third of the respondents perceive that library work does not make proper use of their specialised knowledge. Depending on how work is arranged, it appears that some of the jobs assigned to the professionals, do not provide sufficient opportunities to a segment of the workforce for skill utilisation.

Challenge in work basically involves the use of one’s conceptual faculty. If the challenge of the work is sufficiently great and is accepted by the employees, they should be both interested and involved in the job [19]. The library work satisfies this stimulus in a marginal majority of the respondents.

Library work has some peculiarities of its own. It is service oriented, therefore, interruptions because of the queries and unconventional timings are bound to be there. This study suggests that a majority of the professionals have adjusted to the unconventional timings and physical requirements of their job.

Turning to groups, this investigation discloses significant difference in the perceptions of males and females. Job satisfaction is the result of the interaction between the person and the work. And a large number of research studies indicate that there are differences in the level of job satisfaction among various groups. In the library field, there are contradictory findings about level of satisfaction among men and women. Wabha [20] and Rockman [21] report that there are differences in the level of satisfaction of these two. Contrary to that, studies by George D’Elia [22] and Sergeant [23] do not support it. Actually, this investigation, which is a part of a study of job satisfaction of ten dimensions, found statistically significant differences in the perception of the two group only for dimension ‘work’. Additionally, males tend to derive more satisfaction than females, from library work, in the Indian university environment, as aforementioned.

Unlike U.S.A. and U.K., in India, library profession is male dominated. But as in these and other western countries, so also in India, there is sex discrimination in the library profession, and men dominate the pinnacle of the profession and organisations, while the women form the base (as documented by numerous studies) [24]. Only one female in the university
libraries covered by this study was holding the top position, and that too in an officiating capacity. Not only that, a senior man was more likely to be associated with planning and policy making duties than a senior woman. As it was found by the survey only 8.16% of the senior fair sex was assigned such work, as against 26.675% of senior males. Significant differences in percentages of the level of satisfaction among males and females for the factors 'responsibility', 'regularity and predictability', 'variety', 'chance to make use of professional and subject knowledge', 'challenge' and 'interruptions' suggest that females perceive themselves discriminated in work in the university library milieu.

Studies by Friedmann and Havighurst [25] and Morse and Weiss [26] suggest that there is significant difference in the nature of work at different job levels. The employees at higher level jobs are more likely to get a better deal in work selection than employees at jobs on lower level. This investigation also supports their results, though the differences are not statistically significant. Seniors, being supervisors or managers in many cases, have to make decisions about other people, resources, etc., their activities are more varied, fragmented and brief. Therefore, independence and challenge involved in their work provide better chances of satisfaction for them.

Chance to use professional knowledge and subject knowledge also cause dissatisfaction more to juniors than to seniors. This is also understandable. Juniors hold low level jobs, wherein the use of their skills may not be to the extent they desire or have the capability to do. Additionally, some of the juniors are well qualified, or rather over-qualified, for their respective positions as is indicated by their profiles. It is more likely that they feel that their knowledge is under-utilised, hence dissatisfaction.

On the other hand, juniors are more satisfied with the aspect 'regularity and predictability', than the seniors, as jobs at lower level are of repetitive nature. Juniors are responsible only for their individual work, whereas seniors take the responsibility for the work done by their juniors also. Therefore, probably juniors are more satisfied with responsibility than the seniors.

It is a general impression in the profession, that work in library is monotonous, repetitive, routine, mechanical, thankless, hardly challenging and gratifying. But the picture which emerges from this study does not confirm it, as a majority of manpower finds library work satisfying and fulfilling, in descending order of scores, in responsibility, independence, variety, regularity and predictability, use of skills, challenge, etc.

This investigation also finds significant differences in the level of satisfaction with work among male and female workers. Males tend to derive more satisfaction from work than females, probably because of gender based discrimination. Women are late comers in the profession, nevertheless they are equal partners. Therefore, the fair sex should be given fair dealings in work assignments.

There is a need to give more attention to in-service training, as two-fifths of the sample are found dissatisfied/very dissatisfied with this characteristic. Provision for this type of training should be made at all levels.

It is also a fact that a good number of respondents find themselves mismatched with the library work. The dissatisfying factors are the alarming signals for the need for improvement. It is ironic that library and information management in India is unaware of the work needs of the manpower. There is an urgent requirement of information consciousness on work designing. The professionals are expected to get assignments which involve the maximum of their special skill. Consequently, there is a need for job reanalysis and its redesigning to strengthen the satisfiers and reduce the number of dissatisfiers, thereby improving the internal work motivation and quality in work life.
REFERENCES:


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JOB CHARACTERISTICS OF LIBRARY AND INFORMATION WORK AS SATISFIERS


Appendix I

List of University Libraries Participating in the Sample.

1. Banaras Hindu University Library, Varanasi
2. Bombay University Library, Bombay
3. Calcutta University Library, Calcutta
4. Delhi University Library, Delhi
5. Indian Institute of Technology Library, Delhi
6. Indore University Library, Indore
7. Jadavpur University Library, Calcutta
8. Jawaharlal Nehru University Library, Delhi
9. Karnataka University Library, Dharwad
10. Kashmir University Library, Srinagar
11. Kerala University Library, Trivandrum
12. Kurukshetra University Library, Kurukshetra
13. Madras University Library, Madras
14. Mysore University Library, Mysore
15. Orissa University of Agriculture & Technology Library, Bhubaneswar
16. Panjab University Library, Chandigarh
17. Panjab Agricultural University, Ludhiana Library
18. Poona University Library, Poona
19. Rabindra Bharati University Library, Calcutta
20. Rajasthan University Library, Jaipur
21. S.N.D.T. Women’s University Library, Bombay
22. Utkal University Library, Bhubaneswar
23. Vikram University Library, Ujjain