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Major theories of Job Satisfaction and their use in the field of Librarianship

Mushtaq Ahmad
University of Peshawar, mushtaqahmadpk10@gmail.com

Amjid Khan
Allama Iqbal Open University, amjid.khan@aiou.edu.pk

Muhammad Arshad
Director, Department of Libraries Ministry of Interior, ICT-A, Islamabad (Pakistan),
marshadnlrc@gmail.com

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Mushtaq Ahmad (MS LIS)
University of Peshawar (Pakistan)
mushtaqahmadpk10@gmail.com

Amjid Khan (PhD)
Department of Library and Information Sciences
Allama Iqbal Open University Islamabad (Pakistan)
amjid.khan@aiou.edu.pk

Muhammad Arshad
Director, Department of Libraries
Ministry of Interior, ICT-A, Islamabad (Pakistan)
marshadnlrc@gmail.com

Abstract

This study explored the importance of two major theories of Job satisfaction (content and process theories) and their sub domains and how LIS professionals could use these theories in the field of librarianship. The study was carried out by a review of the literature to identify the significant contribution of these two related theories in human resource management. Due to its multi-disciplinary nature, the literature on these two theories was wide among scholarly sources such as web-based sources, including Google Scholar, ResearchGate, and subject-specific e-databases namely JSTOR, Emerald, Sage Journals, Taylor &Francis, and ERIC. This study explores several aspects of job satisfaction, job happiness, job ethics, and job conduct in detail. The study elaborates that work productivity, employee engagement, absenteeism, safety and security, stress management, unionization, and all other factors have an impact on employees' job performances. This study also explained several theories of job satisfaction in the context of librarianship, such as Abraham Maslow's hierarchy of needs, Clayton Alderfers' ERG theory, Frederick Herzberg's two-wire theory, Douglas McGregor's theory of X and Y, David's theory of needs McKeland, Porter and Loller's theory of similarity, and goal setting theories with models. The study also guides how to implement the theoretical ideas of job satisfaction in the field of Librarianship.

Keywords: Content theories; Process theories; Motivational theories, Job satisfaction, Job motivation, Librarianship.

Paper type: Review

Introduction and background

Job satisfaction (JS) refers to the sense of inner accomplishment and pride achieved while doing a specific task (Kasemsap, 2017), and one of the most important activities for institutional leadership is to ensure employees' satisfaction and job commitment. According to Sarwar and Khalid (2011), job satisfaction is an emotional reaction to a person's job

because of the mutual and physical environments of an organization. A recent concept within JS research has shown that an individual's emotional status is influenced to a degree by encounters within their workplace environment. It also refers to the sensation of happiness or a feeling of achievement, which a representative gets from his/her work and helps in deciding how much an individual likes or dislikes his/her work. Job satistaction is one of the most important factors where every institution focuses on its development to gain a high and efficient economic position and is critical in improving the efficiency level of their employees (Dugguh & Dennis, 2014; Irani & Scherler, 2002). Some researchers believe that employee satisfaction is the positive response to a job arising from the contrast of real outcomes with those needed, predicted, and deserved by the incumbent (Castaneda & Scanlan, 2014; Yee, Guo & Yeung, 2015). Hence, the personal well-being of an employee at work is a critical factor of job satisfaction (Judge& Klinger, 2007; Thomson, 2012).

Bernstein and Nash (2008) describe three JS constructs *i.e., behavioral, emotional, and cognitive*. According to Mueller & Kim (2008), there are two kinds of workplace job satisfaction depending on the level of employees' feelings at the workplace. Job satisfaction is viewed as a lot of multifaceted aspects; a blend of mental, physical, and ecological conditions beneath which an individual is satisfied and remained happy from his/her workplace activities. It indicates an array of factors influencing an individual's fulfilment, but it does not make the concept of work satisfaction. Another is global job satisfaction, which applies to the general emotions of workers about their employment (e.g., "Overall, one loves his job"). It refers to feelings about different aspects of the workplace, such as pay, compensation, employment hierarchy (reporting structure), development potential, work climate, and the nature of relationships with one's co-workers (e.g., Overall, one loves his job, but it's hard to control his schedule (Mueller & Kim, 2008).

The main purpose of this study is to review the significance of the *content and process theories* and their sub-domains such as Maslow's 'Need Hierarchy', Herzberg's Motivator-Hygiene theory, Clayton's ERG theory, McGregor's X and Y theory, McClelland's Need theory and many more theories including a theory of expectancy, theory of equity, theory of goal setting and theory of attribution. These JS theories have been developed to improve employees' satisfaction, job performance and productivity (Lynne, 2012; Sahito & Vaisanen, 2017). These JS theories apply to many fields including LIS (Gelso, 2006; Stam, 2000; Wacker, 2008) and one of the purposes of the present paper is to assess and improve the status JS of LIS professionals using these theories.

Scope and procedure

This study evaluates the importance of two major theories of job satisfaction (i.e. content and process theories) and their sub domains and how LIS professionals could use these theories in the field of librarianship. The study was carried out by a review of the literature to identify the significant contribution of these two related theories in human resource management and by reviewing major constructs and sub-constructs of these two dimensions within recently published literature. Due to its multi-disciplinary nature, the

literature on these two theories was wide among scholarly sources such as web-based sources, including Google Scholar, ResearchGate, and subject-specific e-databases namely JSTOR, Emerald, Sage Journals, Taylor &Francis, and ERIC. The articles used in this study were peer-reviewed to ensure authenticity, reliability, and a high-quality standard while a small portion of academic websites was also consulted. Further, extensive literature was retrieved and reviewed on the issue of JS and related theories which presented a multitude of themes. While analyzing the collected literature, a set of methods were used to ensure each piece of literature retrieved was relevant and had contributed meaningfully to the field of the study. Moreover, practical scanning and screening were utilized to explore related literature for inclusion. The collected data was then synthesized and concluded from existing literature through thematic analysis.

Results
Content Theories

Content theories are often concerned with basic needs and ambitions. A few leading content theories are:

- Maslow's Need Hierarchy
- Herzberg's Motivator-Hygiene
- Clayton's as ERG
- McGregor's X and Y theory
- McClelland's Need theory

Theory of Maslow's Need Hierarchy: Maslow's theory depicts human needs divided by temperament under five components i.e., fundamental physiological needs, wellbeing, security and safety needs, belonging needs, esteem needs, self-actualization needs (Bassett-Jones *et al.,* 2005; Khan *et al*.,2010). Siddiqui (2015) criticized this theory due to the following reasons: -

- The needs of humans are not in a definite hierarchical order.
- The level of motivation for some people may be permanently lower.
- The definition of self-actualization is difficult to test scientifically.
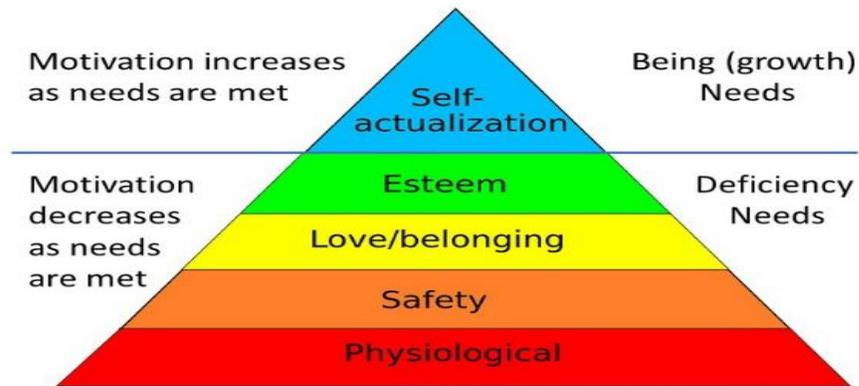- This theory does not keep up with societies.

Figure. 1. Maslow's hierarchy of needs (adopted from McLeod, 2007, p.1)

Motivator-Hygiene Theory: This theory is adopted from Herzberg, *et al.,*(1959) supporting the theory of Frederick which recommended that work gratification and frustration are not too far edges of a common spectrum. They break down in all intents and purposes and two will be entirely separate and contradictory in terms. The inspirations contain compensation, advantages, bonuses, appreciation, and accomplishment. However, the hygiene considerations or the unsatisfying factors comprise working environments, organizational methods, layout, communication, stable employers, etc.
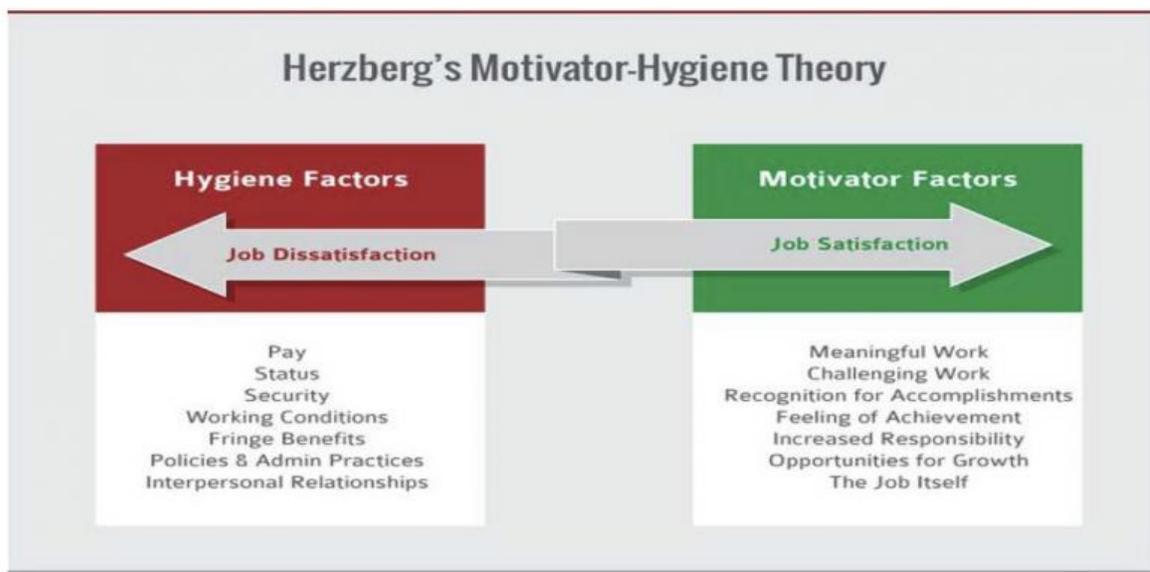

Figure. 2. Herzberg's Motivation-Hygiene Theory: Two Factor Theory (adopted from Herzberg, 1959, p.1.)

Hence, this theory is very useful in the field of the LIS profession. If we fulfil the necessities of life of the library staff, they will work with devotion for their institution.

Theory of ERG: Theory of ERG adopted from Caulton (2012), C. Alderfer reconstructs Maslow's theory of Need Hierarchy in 1969 into a revised essential structure to make its theory of (existence needs, relatedness needs, and growth needs) which was later known as the theory of ERG (Tekin & Gorgulu, 2018). Juneja (2015) articulated the following three needs:

Existence needs: These criteria provide important quantifiable necessities. In short, it includes a person's needs for physiological and physical safety and security.

Needs of relatedness: These involve the individual's need to retain meaningful interpersonal interactions (whether with relatives, friends, or superiors), to achieve public attention and popularity. The psychological needs of Maslow and the external portion of the need for respect fall under this class of need.

Growth needs: These involve self-development requirements, and professional progress and improvement needs. The self-actualization needs of Maslow and the inherent aspect of the need for respect fall under this framework of need.
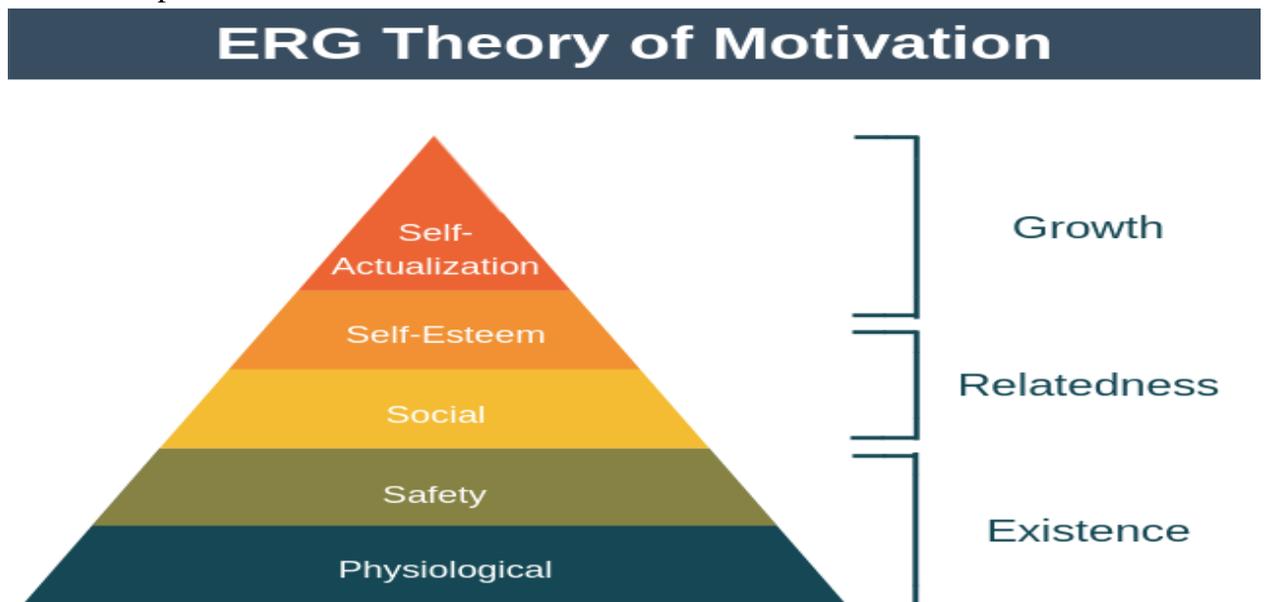
Figure. 3. ERG Theory of Motivation (adopted from Expert Program Management, 2021, p.1)

Kunchala (2017) criticized the theory of ERG for the following reasons:

- The ERG theory struggled to suggest a clear guiding concept. The model indicates that people would be inspired to partake in an activity that would satiate one of the three sets of needs this paradigm takes.
- This theory is more recent than the Need Hierarchy theory, which has not yet attained such a large point, nor such an exceptional degree of research focus as the one achieved by Maslow.

Motivation is a key element for the performance enhancement of the library professionals; most of the practitioners consider that librarianship is a thankless job. They do a lot of work that is invisible to the common man. The head of the institute should realize their work and try to motivate them with self-actualization, self-esteem, social behavior, and safety of their job.

***Theory of Douglas McGregor*:** This theory is adopted from (Gannon, & Boguszak, 2013). In this theory, Douglas McGregor recommended two distinct parts of hominoid conduct at activity/job; the first one is negative which is known as X, and the second is positive which is known as Y. (Travis, 2013a)

Theory X and Y Assumptions: In this theory, X people have an innate fear of jobs and avoid them whenever conceivable. This leads individuals to be forced, regulated, directed, and undermined by counted to make them work. They rely on others' guidelines, keep a safe distance from responsibility, have little motivation, and need protection (Travis, 2013).

There are two fundamentally plausible explanations why McGregor's (1960) Hypothesis X and Y concerning job execution had not been empirically or experimentally confirmed by earlier analysis. To begin with, there was an unwillingness to consider X / Y viewpoints in theory and X / Y experiences in theory. As of late, the three prior tests that produced this certification led to the development of valid quantities in both X/Y mentalities and X/Y conduct and behaviors (Kopelman *et al.,* 2008; Kopelman *et al.,* 2010; Kopelman *et al.,* 2012). Subsequently, the analytical methodology utilized in preceding rigorous studies explored the wrong part of the study-a multi-level, multi-source specific / workgroup study was required, instead of utilizing a cross-correlation framework (Lawter *et al*., 2015). This theory is related to job satisfaction, stability of tenure and fear of unemployment. In the private sector, this fear is much more as compared to the public sector in the field of LIS. Under this threat, the performance of LIS professionals could not be enhanced, and they always remained unsatisfied with their jobs. Annual increments, job bonuses and appreciation letters are very useful in boosting the morale of LIS professionals.

Theory of Need: Adopted from Heller (2018); Sinha (2015) stipulated that the theory of McClelland's need is strongly related to the educational theory (Sinha, 2015).

Three forms are the foundation of McClelland's theory.

- *Need for power*: People that are highly influenced by authority are guided by a tendency to control, inspire, or instruct others. They love work and put a strong focus on discipline. As per Sinha (2015b), the desire for control is about reflecting upon everyone, the need to affect others, the need to transform lives, and the need to bring a change in overall life.
- *Need for accomplishment*s is the desire to succeed, to accomplish, to aim for excellence concerning a collection of expectations. Achievement and performance are the processes of executing, receiving, or doing. People that are highly inspired by success are guided by a passion for dominance. They tend to focus on activities of

mild complexity, where performances are the consequence of their attempts instead of chance (Osemeke & Adegboyega, 2017).

- *Need for affiliation*: Workers want to be regularly accepted by everyone via communication and provision and create an agreeable partnership with others. They want to accept the expectations of gathering and work on undertakings giving more degrees to interactional individuals. They will illustrate their abilities in situations of corporate service and customer cooperation (Jha, 2020).

Robbins *et al.*(2009) reproached McClelland's hypothesis that it had less practical effect than other hypotheses because McClelland argued that the three needs were subliminal meaning that we may be high on certain requirements without understanding. It is not easy to calculate and estimate these (Robbins *et al*., 2009). The quotation's friend in need is a friend indeed is very useful for the motivation of LIS professionals. If they help each other in their hard days and at the time of need such as at the time of their annual inspection or any urgent query from the top management and library patrons, it is going to be very helpful in the confidence-building of the library professionals.
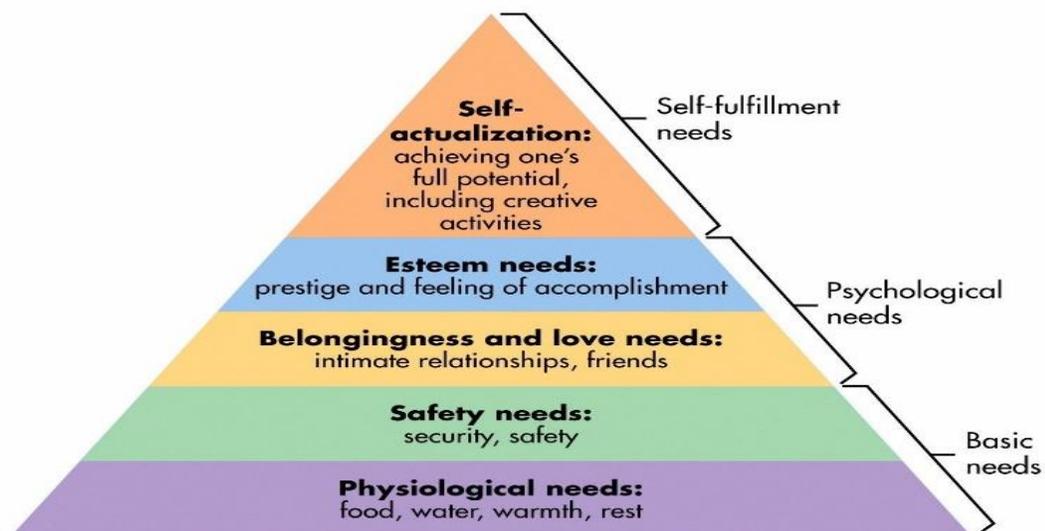
Figure. 4. Maslow's hierarchy of needs (adopted from McLeod, 2007, p.1.)

Process Theories

Procedure or process theories clarify how a worker is inspired. Typically, these concepts and theories have a logical and empirical foundation and explain how the criteria of an individual transition have occurred. Some of the process theories are shortly discussed hereunder. According to Van de Ven (2007), a system of concepts or ideas that describes how an object transforms, evolves, and develops is called process theory. We simplify that the process theories deal with the motivation of process and are concerned with how it occurs meaning that how motivation happens while content theories reflect on what individuals require in their lives; they focus on what motivations are Partap (2016) states that content theories look at the variables within entities that induce, maintain, or stop actions.

The philosophies of process or procedure theories are more concerned with the way creativity happen - you handle inspiration's "procedure" and inspiration happens as "how". The common process theories are briefly discussed here:

- Theory of Expectancy
- Theory of Equity
- Theory of Goal Setting
- Theory of Attribution

Theory of Expectancy: This theory is adopted by Chiang and Jang (2008). In 1964, Vroom developed the classical expectation theory of motivation which is the utmost influential and well-inspected model among others (Chiang & Jang, 2008a; Karatepe & Sokmen, 2006; Karatepe & Uludag, 2007; Kilic & Okumus, 2005). The theory of expectation is used to describe the mechanism employed by people to make choices about options of a different character. The framework consists of three main concepts: valence, instrumentality, and expectations. These concepts evaluate the inspirational downward force of traits and behavior (Chiang & Jang, 2008b).
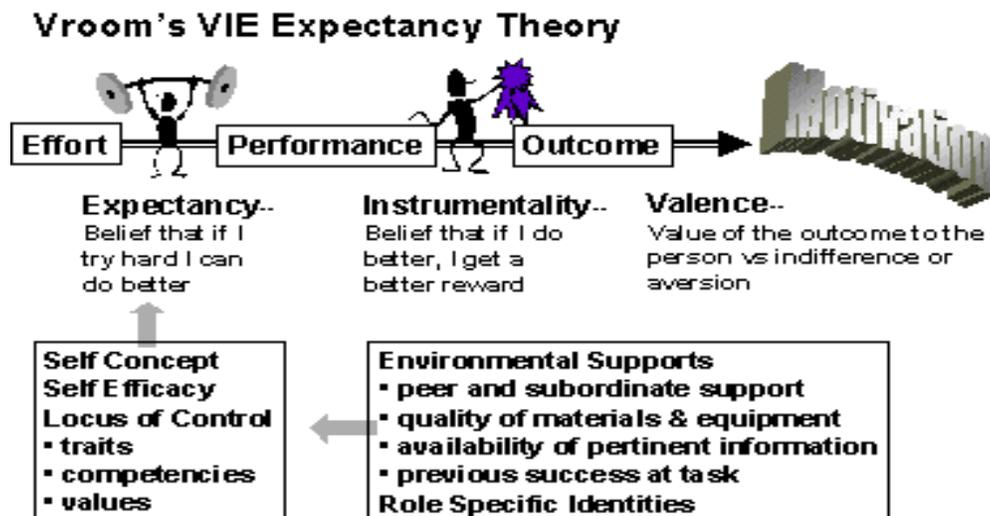
Figure. 5. Vroom's VIE Expectancy Theory (adopted from Nemati, 2016, p.1.)

Expectation theory was a common paradigm, but it faced some opposition from different researchers (Mathibe, 2008). A significant drawback of this philosophy is its absence of understanding of the societal impact (Gyurko, 2011; Hsu *et al.,* 2010), and will not work without active management interference. Leaders need to attempt to figure out what the benefits (valence) their workers interpret. They also need to objectively evaluate the skills (expectancy) of employees and make available all the right tools to help employees excel in their employment. Managers need to hold their word; workers need to feel sure that they can eventually get the guaranteed compensation (instrumentality) if they put in the time and commitment. Another drawback of the principle of expectation is that management provides certain incentives and benefits, but the workers do not trust or believe in them. This is the key

tool for management to direct the actions of their staff, because if they do not pick the incentives of adequate expected merit, workers may lose the incentive to succeed (Gaffney, 2020).

***Theory of Equity*:** Adopted from Ryan (2016) in 1963, psychologist John Stacey Adams developed this model of equity. The philosophy of equity revolves around determining if the distribution of assets is fair for all accomplices in society. For each person, equity is verified by finding the proportion of obligations and benefits (Guerrero *et al*., 2014). An individual can assess an organization's decisions that how they can assign those positions, and then respond to actions and activities centred on their interpretations of such decisions either equally or unfairly (Ryan, 2016a). In addition, equity theory implies that workers are conscious of the value in organizational conditions (Tabibnia *et al.,* 2008).
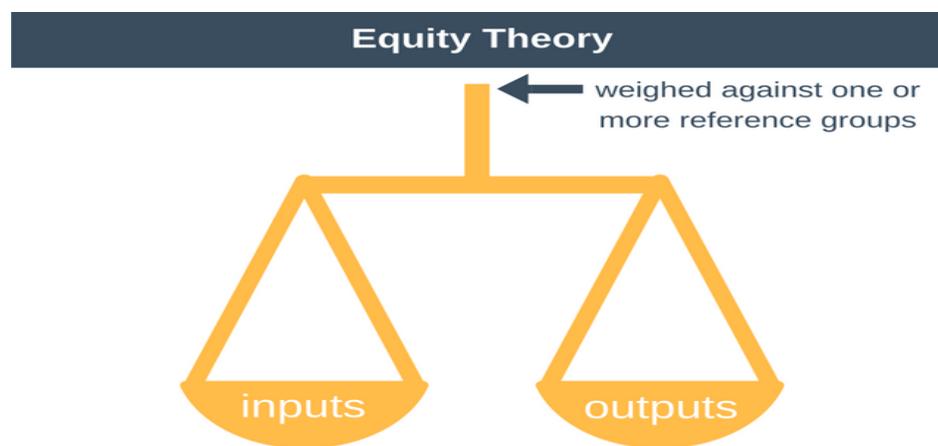
Figure. 6. Equity Theory (adopted from Expert Program Management, 2021, p.1.)

Along with the most prominent approaches, the philosophy of equity is subject to skepticism. The theory's effectiveness is not necessarily provable in the area, and critiques of human differences in equity/inequity awareness have culminated in the theory being updated. It also gives narrow clarification of inspiration and is inadequate in clarifying the procedure by which an individual will pick a correlation with others (Ryan, 2016).

Theory of Goal Setting: This theory is adopted by Locke and Latham (2019). Edwin A Locke discusses how psychological experiments under unequivocal working environments can work under this target setting theory. He claims that aims or goals are aroused delegates to work more and more specifically. A worker's transfer to destinations prevents dangerous situations within the group. Locke suggests that if the worker's ambitions are set for greater wishes, they would usually throw the most ridiculous initiative into doing it. This is linked to the likelihood of 'self-sufficiency,' when a person recognizes that he is good at executing the role and is motivated to finish it. This theory clarifies humanoid activities in explicit effort circumstances showing that objective inspires representatives to effort well and in explicit ways. A way of

workers towards objectives keeps away from turbulent circumstances in the society and organization (Lunenburg, 2011).

Figure. 7. Goal setting theory overview (adopted from Redmond, 2016, p.1)

Theory of Attribution: Adopted from Fishman and Husman (2017), individuals are convinced to assign motives for their actions and behaviors (Moskowitz, 2005). In behavioral neuroscience, attribution is the process through which people explain the explanations for conduct and incentives. Models for clarifying this technique are named theoretical attribution. Throughout the mid-twentieth century, psychological analysis of identification began with Fritz Heider's research, and the theory was more developed into cutting-edge by Harold Kelley and Bernard Weiner.

Figure. 8. Marketing Attribution Model: How Content Influences Buyers (adopted from Deshpande, 2017, p.1)

Harvey *et al*. (2014) claimed that allocations constituted just a tiny proportion of varying explanatory theories. In short, they believed that attributions could matter, but perhaps not really. According to the appropriate information-processing paradigm, it was considered impractical by attribution theory by saying that people usually depend on more powerful cognitive schemes and tacit judgments while shaping causal interpretation. Crittenden (1983) has also been criticized regarding its restricted materialness and applicability to attribution

happening in connection or natural settings. The above theories are practical and very useful for LIS professionals.

Main Features of the JS Content Analysis Theories

The theories of content analysis are concerned with the motivation of the employees; it includes the following main features (Sahito & Vaisanen, 2016):

- Deals with necessities of life.
- Indicate the level of job satisfaction.
- Tell the motivational level of the employees.
- Future growth in the institution.
- Level of interest of the employees.
- Ownership of the institutions by its employees.
- Solutions of problems faced by the employees as well as institutions concerned.
- Active participation in future growth.
- The self-motivation of the staff.
- Strong working relations with the administration.
- Inclusions of new technologies in the institution.
- Readiness for the adaptation of change both in technology and administration.
- Devotion for the institutions.

Dimensions of those theories

Contents analysis theories of job satisfaction have the following dimensions (Jenaibi, 2010):

- Work/ assignments and workload.
- Opportunities for advancement, growth, and development.
- Financial benefits.
- Supervisory support, permissions, and a free hand for the work assigned.
- Working relationship.
- Available facilities in the working environment.
- Sympathetic relationship.
- Employee morale.
- Good attitude toward the job.
- Emotion fulfilment.
- Overall satisfaction/ dissatisfaction from the work.

Main Objections/ Opponents on JS theories

There are different schools of thought on these theories, some strongly supported these theories and some have strong objections to these theories. The main objections/ opponents on these theories are given below (Jenaibi, 2010):

- These theories don't give facilities, qualification of the employees
- These theories don't provide equality and management of job ranks
- These theories only give a sense of personal satisfaction
- These theories don't maintain relations between Management and job satisfaction

- These theories don't workable in Change of management and working environment
- These theories don't support Fairness, perception and pay system design
- These theories don't have the Flexibility to adopt changing needs

Implications of these theories in LIS

Libraries can produce job satisfaction by putting systems in place to make sure that LIS professionals are challenged and then happy over successful outcomes. Libraries need to focus on plans to accomplish job satisfaction through many steps; some of them are given below:

- Increase creativity
- Increase accountability
- Secure work atmosphere
- Accessibility to the administration/ management
- Updated technology
- Competitive salaries
- Opportunities for promotions
- Provide obvious opportunities
- Empower library employees
- Reward employees
- Team-building activities
- Reasonable compensation

Job satisfaction is a very significant element that directly contributes to the success and failure of LIS organizations. Satisfied LIS professionals influence the professional work which leads to the success and growth of libraries. Promotion opportunities and financial benefits are considered to be important factors that affecting the job satisfaction level. The LIS researchers suggested that improving professional skills, equality, developing individual projects, positive thinking, motivational techniques, reducing negativity, and granting rewards can increase job satisfaction among library professionals. It is a fact that fairness can affect job satisfaction. All the library employees desire to find a balance between the ratio of their inputs and their output by comparing their status with their coworkers. Job satisfaction is not only equal to higher salary but also related to their work satisfaction. LIS is a challenging and multidisciplinary field of knowledge and job satisfaction is an essential factor that affects LIS professionals. Self-respect, self-esteem, and self-development are the key factors to increase job satisfaction among LIS professionals. A committed and motivated professional always gives a high-quality performance. Improving the quality of life of LIS professionals increases the productivity of library employees. Unhappy library employees are not motivated to work hard and don't give their 100% effort to achieving the aims and objectives of the institution.

Job satisfaction of the LIS professional brings a delightful emotion which leads to an optimistic work manner that is likely to be creative and show more durability in the

professional work. Motivated professionals increase the efficiency of work and performance of the libraries which tend to add more value to an organization. An unmotivated/unsatisfied LIS professional can't give his 100% effort due to fear of job loss.

Conclusion

This paper examined two major theories of job satisfaction, their sub-domains, and how to use these theories in librarianship. After a comprehensive review of the literature, it is concluded that these theories contain all connected qualities, which give a strong foundation for describing the problems, concerns, traits, pleasant and unpleasant elements, and, finally, the process and outcome of the marvel in the field of librarianship. This study provides a brief overview of the various issues that need to be addressed in the pursuit of job satisfaction. Job satisfaction, ethics, and behavior are all related to concepts discussed in depth in the field of librarianship. Productivity, employee engagement, absenteeism, safety, stress, unionization, and other factors all have an impact on job satisfaction. The grade level, work description list, Maslow's theory sees human needs as enacted in a five-advance order, going from the least, physiological, to security, social, regard, and self-actualization, the most elevated. McGregor's theory presented a scenario of two aspects i.e., negative, and positive, which is acknowledged as X and Y. Alderfer's ERG theory consists of five basic needs which he compounds into three: (Existence needs, relatedness needs, and growth needs), were beyond what each need can be initiated in turn. McClelland's accomplishment inspiration and motivation theory centres around the requirements for accomplishment, organization, and force, and perspectives need as created after some time through understanding and preparing. Herzberg's two-factor theory joins job satisfaction to inspiration factors; for example, obligation and challenges associated with work substance, and connections work disappointment to cleanliness factors, pay and working conditions, related to a work setting.

Expectancy theory expresses that individuals are affected by the normal consequences of their activities. In the theory of expectancy supervisors/managers should make each consider positive requests to guarantee significant levels of inspiration. Equity theory is focused on people's evaluations of how sensibly others have viewed them in comparison to the care they have received. The nearness of disparity persuades the individual to expel or to lessen the degree of strain and the apparent imbalance. Goal theory accepts that once somebody chooses to seek after an objective, the individual controls their conduct to attempt to arrive at the goal or objective. This theory also proposes that individuals who have troublesome goals will perform superior to individuals with simpler goals. Attribution theory expresses that both interior powers and outside powers consolidate additively to decide conduct. Inner powers are close to home characteristics, for example, capacity, and exertion. Outside powers are natural properties, for example, rules, and the climate. LIS professionals could use these theories to measure job satisfaction of LIS professionals in different cultural and geographical context.

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