



Job satisfaction and job performance of university librarians: A disaggregated examination



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ABSTRACT

University librarians are required to continuously adjust to keep up with changing customers' needs. The study uses structural equation modeling (SEM) to examine the effects of different facets of job satisfaction on the task performance and contextual performance of university librarians. Specifically, the study breaks down the overall measure of job satisfaction first into its intrinsic and extrinsic components, and then into sub-facets of these components, in order to isolate in detail how they influence job performance. Findings from competing statistical models demonstrate that certain facets of intrinsic job satisfaction strongly predict both task performance and contextual performance. The findings can be particularly useful for providing a comprehensive understanding of the relationship between job satisfaction and job performance in the university library context. Finally, the study considers managerial implications.

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1. Introduction

An impressive body of research has examined the antecedents of job performance, especially with regard to job satisfaction (Edwards, Bell, Arthur, & Decuir, 2008; Judge, Thoresen, Bono, & Patton, 2001). Organizations continually make choices that influence both satisfaction and performance. Because the relationship between the two is likely to be strong (Judge et al., 2001), their choices could result in a workforce that is both happier and more productive (Edwards et al., 2008). Job satisfaction contributes materially to both personal well being and organizational effectiveness (Lim, 2008). The practical benefits of librarians' job satisfaction have been observed by researchers such as Siggins (1992) and Peng, Hwang, and Wong (2010), who have reported that librarians' motivation to voluntarily undertake new duties in support of their organizations' overall effectiveness increases along with their sense of job satisfaction.

Previous research has conceptually separated job satisfaction into intrinsic job satisfaction and extrinsic job satisfaction (Weiss, Dawis, England, & Lofquist, 1967). Similarly, a great deal of attention has recently been paid to two broad classes of employee behavioral performance: task performance and contextual performance (Borman & Motowidlo, 1993). However, rarely have studies investigated the effects of different aspects of job satisfaction on job performance. Based on the two-dimensional natures of both job satisfaction and job performance, it is worthwhile to examine the various facets of their interaction.

2. Problem statement

The usefulness of a library to its patrons depends on more than its physical facilities. Most library users also depend heavily on the guidance they receive from individual library staff members. Thus, the dedication and good work of each librarian add up over time to improve the overall effectiveness of the library (Shaughnessy, 1995). For example, an increase in the volume of patrons' requests for information often gives rise to feelings of frustration and inadequacy on the part of library staff, as their time is increasingly occupied by attempts to acquire the new skills necessary to provide effective service. The most pressing need for managers is to find specific and reliable ways to motivate their employees to constantly improve their performance (Stajkovic & Luthans, 2003). Thus, it is important to better understand the positive antecedents of job performance in the library profession.

Abundant studies support the contribution of job satisfaction to measures of overall job performance or to specifically task-based and contextual components of performance. However, only a few studies have integrated both aspects of job satisfaction and job performance simultaneously (e.g., Jawahar, Meurs, Ferris, & Hochwarter, 2008). Little detailed knowledge has been developed about the four separate channels through which extrinsic and intrinsic job satisfaction might affect the two types of performance. This is particularly true in library and information science (LIS). Although work in this area continues (e.g., Lim, 2008), empirical knowledge of university librarians' job satisfaction and its effect on their job performance is still very limited. Kwon and Gregory (2007) have provided new insights about reference librarians' task performance, and Peng et al. (2010) have examined the contextual performance of university librarians. However, the fact that these studies' focus on only one dimension of job performance (task or contextual performance) or one specific type of librarian (reference

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librarians) diminishes their overall usefulness in the university library environment. No comprehensive study has fully explored the domain of job performance (both task and contextual performance) for the general workforce of university librarians. Synthesizing a more comprehensive and cohesive framework including all dimensions of job performance and every kind of academic librarian can reflect a greater breadth of research and promote the generalization of research findings.

Predicting a more specific behavioral criterion requires a more specific measure of attitude. The connections between attitudes and behaviors are likely to be strongest in circumstances where specific types of job satisfaction can be matched to specific attributes of job performance, thus improving compatibility (Ajzen, 2005; Edwards et al., 2008; Fisher, 1980). LIS research needs to examine the effects of both facets of job satisfaction (intrinsic and extrinsic) on task and contextual performance. There is still a need to define a comprehensive framework from which one can draw the facets (Jordan, 1978) in order to assess how various kinds of job satisfaction might affect job performance. Studies of the type undertaken here can present a more integrated and holistic view of this relationship. They are designed to detect subtler but potentially interesting linkages between motivation and performance. This study presents a model to integrate task and contextual performance into a more thorough model of job satisfaction and job performance for university librarians, highlighting the additional understanding that can be obtained from disaggregating satisfaction and performance into their conceptual component parts. Pitting competing models against each other not only yields a better understanding of satisfaction's effect on performance, it also allows us to express these findings in a way that fully respects the philosophical and theoretical foundations of the prior work that has been done in analyzing both the causes (extrinsic and intrinsic satisfaction) and their effects (task and contextual performance).

3. Literature review

3.1. Job performance

Despite the ease of describing job performance as simply the product of the amount and the quality of work performed, for many researchers this approach has proven to be insufficiently detailed and difficult to apply. Job performance may be described alternatively to emphasize just those behaviors and actions that are under the control of the worker, and contribute to the organization's goals (Campbell, 1990; Rotundo & Sackett, 2002; Smith, 1976). Borman and Motowidlo (1993) indicated that two distinct types of job performance criteria exist: task and contextual performance. So-called "task performance" describes an individual's execution of the core duties that might be formally listed in his or her job description. This refers to activities directly contributing to or enabling the production of goods or services (Motowidlo, Borman, & Schmit, 1997). By contrast, "contextual performance" refers to spontaneous behaviors through which a worker supports and enhances the workplace environment. These might include the ability to "see what needs to be done" even when it is not explicitly part of one's formal job description, as well as transmission of positive attitudes to and among managers, colleagues and patrons (Borman & Motowidlo, 1993, 1997). Contextual performance is conceptually the same as organizational citizenship behavior (OCB) and citizenship performance (Borman & Penner, 2001; Edwards et al., 2008). Although the organizational citizenship literature and the citizenship performance literature developed independently, the behaviors, causes and effects and attitudes they describe differ very little from one another (Organ, 1997). In this study the hypotheses draw on both literatures, but keep the label "contextual performance" in order to facilitate comparison to the research of Motowidlo and Van Scotter (1994).

Organizational effectiveness depends on both task and contextual performance, and both types of performance create value for the

organization (Borman & Motowidlo, 1997; Conway, 1999). Moreover, contextual performance deserves more attention in the library context for several reasons. Because the recent trend toward downsizing increasingly requires employees to be adaptable and exhibit extra effort, contextual performance has become more and more important in organizations (Borman & Motowidlo, 1997). Contextual performance (OCB) has been found to be particularly meaningful in the service sector, such as university libraries (Bettencourt, Meuter, & Gwinner, 2001). Specifically, Peng et al. (2010) illustrated the consequences of contextual performance (OCB) in the library context by describing the day-to-day operation of university libraries. Contextual performance enables an employee to sustain and contribute to a reciprocally beneficial relationship with the organization (e.g. Edwards et al., 2008; Organ, 1988).

3.2. Job satisfaction

Job satisfaction has been characterized as "a pleasurable or positive emotional state resulting from the self-appraisal of one's job or job experiences" (Locke, 1976, p. 1300). Common aspects of job satisfaction include "work, pay, promotions, recognition, benefits, working conditions, supervision, co-workers, company and management" (Locke, 1976, p. 1302). Locke integrated the alternative versions of the two-factor theory developed by Herzberg, Mausner, and Snyderman (1959) and Maslow's (1970) hierarchy of human needs. These definitions have played a valuable role in the development of so-called "content theories" of job satisfaction, that try to identify the individual components that must be attained before an individual can feel fully satisfied with his/her job (Sierpe, 1999).

Job satisfaction is by nature multifaceted. Research has shown that the different facets of job satisfaction can be classified two dimensions: intrinsic and extrinsic (Hirschfeld, 2000; Spector, 1997; Weiss et al., 1967). Intrinsic attributes of the work itself (e.g., sense of independence, responsibility, achievement) contribute to the former, whereas the latter is derived from the work environment and the compensation received (e.g., pay, working conditions, supervisor, co-workers and policies). Therefore, intrinsic satisfaction reflects the sense that one's work is inherently worthwhile, and that others concur in recognizing it as such. As such it reflects the professional's sense of self-efficacy. Extrinsic satisfaction depends on more tangible factors like compensation or working conditions, but nonetheless affects an employee's internal motivation.

A number of researchers have studied job satisfaction of university librarians. Some included comparisons of demographic and background variables (e.g., gender, age, years of professional experience, and occupational groups) in their determinations of job satisfaction facets, but the findings have shown inconsistent results (Fitch, 1990; Horenstein, 1993; Mirfakhrai, 1991; Voelck, 1995; Wahba, 1975). In addition to demographic and background variables, a number of other aspects have been studied and correlated with job satisfaction. Some studies reported on specific job functions, such as information technology workers and catalogers (Chwe, 1978; Leysen & Boydston, 2009; Lim, 2008). Several studies have focused on investigating the nationality or ethnic background of librarians (e.g., Thornton, 2000; Togia, Koustelios, & Tsigilis, 2004).

3.3. Relationships between facets of job satisfaction and job performance

The relationship between job satisfaction and job performance has been of central interest to research in organizational psychology. An impressive body of empirical and meta-analysis research (e.g., Organ & Ryan, 1995) has explored the antecedents of overall job performance, especially with regard to job satisfaction (Iaffaldano & Muchinsky, 1985; Judge et al., 2001; Organ, 1977, 1988; Petty, McGee, & Cavender, 1984). Social exchange theory has been offered as a theoretical explanation for this relationship (Bateman & Organ, 1983). Numerous studies

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