

The Effects of Management Style on Job Satisfaction and Library Performance in The Usm's Cook Memorial Library

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초 록

본 연구는 Southern Mississippi 주립대학도서관을 표본도서관으로 하여 경영방식에 따른 업무만족도 및 도서관 서비스의 효율성에 미치는 영향을 측정 분석하였다. 연구결과 이들 세변수사이에 작용하는 상관관계에는 큰 의미를 부여할 수 없는 것으로 나타났으나 전문직과 비전문직사이의 변수는 큰 차이를 나타내고 있다.

ABSTRACT

The purpose of this study was to investigate the differential evidence of the effects of management style on job satisfaction and library performance in the University of Southern Mississippi's Cook Memorial Library. No significant differences were found between management style and job satisfaction or between management style and selected performance characteristics of the library in the study. But the professional group differed from the non-professional group on job satisfaction at the 0.10 level of significance. Specially, the professional group differed significantly from the non-professional group in intrinsic sources of job satisfaction(at the 0.02 level of significance).

1. INTRODUCTION

Participative management and its variants have been subjects of much debate in the management literature for more than twenty years. However, the evidence of the effects of participative management on job satisfaction and library performance is inconclusive. Among those studying job satisfaction have been librarians. In 1970, Maurice P. Marchant studied participative management concerning job satisfaction in academic libraries.¹ Some controversies arose after the publication of Marchant's methods and theories,² but recent library literature does not reveal any research attempting to either disprove or validate his con-

clusions. Therefore, this study investigated the differential evidence of the effects of management style on job satisfaction and library performance in the University of Southern Mississippi's Cook Memorial Library.

Statement of Purpose

Marchant's study involved many professional staff members and selected faculty members from 22 academic libraries. It provided university librarians with reasons to believe that if they were more participative in their management style, they could increase the satisfaction of both

library workers and users. The predictive model that Marchant developed from the results of his 1970 research served as a basis for this study. Thus, this study required the measurements of the major effects of management style on job satisfaction and library performance in the USM's Cook Memorial Library, and the identification of their interrelationships. Three variables were essential in this study: management style, job satisfaction, and library performance. The independent variable was management style which was a much stronger predictor than staff educational diversity or wealth. The dependent variables were job satisfaction of librarians which served as a link with the library performance and library performance which was the best single predictor of the faculty members' evaluation of library services, resources, and facilities.³

Measurement of Management Style

Since, according to the purpose of the study the Performance Characteristics were to be related to management style, a method had to be found to measure management style. The method chosen was Likert's Profile of Organizational Characteristics (hereafter referred to as the Profile).⁴ The Profile was developed by Rensis Likert as a means for describing the management system or style of a company or one of its divisions. The Profile has been used extensively and thus has been validated.⁵ The Profile is included as Appendix A.

The Profile measured seven organizational variables: leadership process, communications process, motivational forces, interaction-influence process, decision making process, goal setting process, and

control process. Likert described variables and related them to organizational performance in *New Patterns of Management and The Human Organization*.⁶

The Profile provided for rating the management style in the library by evaluating eighteen organizational characteristics which could be divided into seven categories. These divisions are discussed further in Chapter IV.

Measurement of Job Satisfaction

The section "Job in General Sub-index" was excluded in the old edition, but it was included in the new one: "Job Description Index" which was revised in 1985. It is referred to throughout this study as a JDI. The job satisfaction of librarians was measured by the JDI revised and developed by Smith, Locke, and Hulin (Appendix B).⁷ The JDI includes scales of satisfaction with six aspects of the job - work, co-workers, supervision, pay, opportunities for promotions, and job in general. The validity and reliability of the JDI scales have been well established in the literature.⁸

Performance Characteristics

The Performance Characteristics used were faculty members' evaluation of the library's services, resources, and facilities. The end product of work in a library was service to the user. The users were asked to evaluate the services they have received, the facilities where the services were provided, and the resources that were made available. The instrument used to measure the library's performance was the Faculty Members'

Library Evaluation Index. It is referred to throughout this study as a LEI. The LEI that were completed by faculty members were used to construct the Library Evaluation Indexes. The method of scoring and the construction of the indexes are discussed in Chapter III.

Hypotheses

The first hypothesis was that the greater the participation of librarians in the management of the library, measured by the Profile Index, the higher the job satisfaction of librarians, as measured by the Job Description Index.

The second hypothesis was that the greater the job satisfaction of librarians, measured by Job Description Index, the higher the library performance which can be measured by faculty members' evaluation of the quality of the library, measured by faculty members' Library Evaluation Index (Appendix C).

Limitations and Delimitations

1. The study was limited to the effects of management style on the job satisfaction and the library performance in the USM's Cook Memorial Library.

2. The study was limited to the participative management in managerial styles as it affected library performance.

3. The study was limited to the effects of management style on the job satisfaction and library performance in a particular time.

Assumptions

The first assumption. The first assumption was that the Profile Index could measure the management style, in terms of the extent to which it was participative, in the management of the library.

The second assumption. The second assumption was that the Job Description Index was a true measurement of job satisfaction.

The third assumption. The third assumption was that the Library Evaluation Index could provide a true evaluation of the quality of services, resources, and facilities of the library.

The Importance of the Study

In these economically troubled times, it is important to understand the principles of library management. The study of management style is important to the library's top and middle managers as well as librarians, for it surely enables higher job satisfaction and better library performance. In other words, the study is important because it seeks to investigate how management style affects the job satisfaction of librarians in order to accomplish better library performance.

The results of the study might imply great and far-reaching effects upon the administration and planning of libraries in academic institutions for some time yet to come. Certainly, the anticipated results herein contained should be noted among the mounting body of literature calling for the consideration of library management.

Another element indicative of the importance is in its generalizability to many academic institutions which require knowledge on the part of the librarian exclusive to the field. Much of the

development of library management in the United States might have applications in and implications for these other bodies of knowledge.

II. THE REVIEW OF LITERATURE

Participative management and its variants have been subjects of much debate in the management literature for more than twenty years. It has attracted the attention of academic librarians only recently. The researcher of the study reviewed the major contributions to participative management theory, and examines the arguments of library proponents of the theory.

Relevant Management Literature

There have been three major schools of management thought: the Classical School, the Human-Relations School, and the Modern School. Classical organizational theory may be attributed to Frederick W. Taylor. This school advocates the unity of command and the pyramid of control. This results in a style of management that is authoritarian.⁹

The Classical School did not rely on participative management. Instead, they believed, as did Taylor, that the so-called "Scientific management" would assure greater worker productivity, especially in low-skill, and mass-production industries. Taylor, therefore, conducted time-and-motion studies at plants and factories to devise ways to make the operation more efficient. He sought to make workers as mechanized and dependable as the machinery they operated. While Taylor felt that the resulting productivity would mean a rising

standard of living for the worker, many managers who applied this techniques merely did so to realize higher profits. Taylor's contribution to future management theory, however, can hardly be overestimated. His research formed the basis for subsequent evolution of management theory and practice.¹⁰

The research of Elton Mayo at Hawthorne Works of Western Electronic Co. between 1927 and 1932 failed to validate predictions based on Taylor's theory. The significance of Mayo's findings lay in the fact that worker productivity was often more affected by social than physical conditions.

Mayo's research contributed to the development of the human-relations school of management based on the study of people as human rather than work units. Managers turned to the insights of sociologists and psychologists for a better understanding of interpersonal relations. An extension of this school of thought, developed by Douglas McGregor, Rensis Likert, Peter Drucker, and Frederick Herzberg, maintains that "if the organization makes employees happy, it will gain their full cooperation and effort, plus reaching optimum efficiency."¹¹

The concept of participative management evolved naturally from a cluster of ideas loosely associated with this human-relations school. Douglas McGregor, for instance, introduced two antipodal management theories - X and Y. The theory X assumes that workers avoid responsibility and are lazy, self-centered, and resistant to change. Therefore, management must direct, motivate, and

control workers in order to meet organizational goals. The theory Y, on the other hand, makes no negative assumptions about workers, but rather emphasizes that management's major responsibility is "to arrange organizational conditions and methods of operation so that people can achieve their own goals best by directing their own efforts toward organizational objectives."¹²

McGregor's work stressed the positive role of workers given adequate responsibility and freedom; Frederick Herzberg emphasized the difference between "hygiene" factors and "motivation" factors. Herzberg argued that only factors such as the work itself, responsibility, and advancement have a long-range effect on the job attitudes. Thus, the high productivity is a reflection of high worker motivation.¹³

Another major contributor to the human-relations school is Peter Drucker, a well known author in the area of management consultation, who has been credited with formulating the much ballyhooed concept of management by objectives (MBO), which actively involves employees in planning and controlling their job on the assumption that "such involvement fosters commitment, and that commitment motivates employees to channel their efforts in a way that will effectively contribute to the achievement of organizational objectives." The major components of MBO include goal setting, action plans, periodic reviews, and annual performance appraisal. MBO proponents claim seven benefits: "improvements in management performance, planning, coordination, control, flexibility, superior-subordinates relationships, and personal development." Until recently MBO appeared to be

the panacea for business and academic managers alike.¹⁴

Rensis Likert is one of the last major contributors to the human-relations school considered here. In two highly influential studies, *New Patterns of Management and The Human Organization*, Likert constructs and elaborates his theory of participative management. He constructs four organizational models, graduated from system 1 (authoritarian) to system 4 (participative), and argues that the most productive organizations are those that best approximate system 4. At the heart of participative management is group decision making, which Likert sees as a superior method of making decisions as compared to individual decision making.¹⁵

Relevant Library Literature

Likert, McGregor, Herzberg, and Drucker, each in his own way, have contributed to the popularity of participative management. Although much of their work was based on industrial or business models, librarians saw that participative management had its applications in libraries. It could be used to solve the problems associated with an authoritarian structure. Thus, it could alleviate the alienation of professionals, and reduce the red tape of bureaucracies. The most influential and thorough of these studies was undertaken by Maurice P. Marchant in his dissertation, *The Effects of the Decision Making Process and Related Organizational Factors on Alternative Measures of Performance in University Libraries*, and then in later articles and a monograph. Marchant recognized that Likert's theory was built on research

in profit-making organizations, but felt it might as easily apply to nonprofit organizations, and so he tested it in 22 academic libraries. Specifically, Marchant chose twenty-two university or research libraries from which he collected data to measure the relationships between various performance criteria (dependent variable) and the degree of librarian participation in management (independent variable). Marchant concluded that "involvement of the university library staff in the library's administration produces greater staff job satisfaction and, through it, better libraries." In particular, participative management forced decisions to be made at the level best suited for effective resolution, thus freeing top management for long-range planning and cultivating relations with university administrators and key faculty members. Furthermore, he argued that participative management helped the staff "unify its value system regarding both the relative importance of various aspects of the library and quality of those aspects in a given library."¹⁶

Marchant's was not the only study of library applications of participative management. While Marchant examined 22 large university libraries, Henry Stewart, Jr. examined six small colleges in the Midwest and personally administered the questionnaires. Stewart, unlike Marchant, came to the conclusion that there was no relationship between a library's management style and the selected performance characteristics of that library, but that staff morale was affected by managerial style. He further stated that there might be "no relationship between managerial style and productivity in business enterprises where there are fewer

than ten employees."¹⁷

In a less rigorous approach than that of Marchant and Stewart, Jane Flener examined the application of management theory in ten research libraries. She found that the degree of staff participation depended not merely "on the attitude and personality of administration, but also on the dynamism and leadership within the staff." Quite a significant proportion of staff, she observes, did not participate for lack of interest, some who did not want to take the time from their duties, and some who philosophically disagreed with the concept.¹⁸

More recently Nancy Brown developed an operational model for actually measuring staff participation in academic libraries. The three major determinants of participation on which the model is based are "the degree of control over the decision-making process; the issues subject to control; and the hierarchical level at which control is exercised." She also suggested how information on each of these can be obtained. While not applying her model to any institution, she has demonstrated how participation can be measured quantitatively.¹⁹

Fidelia Dickinson, in a discussion of the libraries in the California State University and College system, assumes at the outset "the merits and general workability of participative management." The major benefits she attributes to participative management are an increased commitment of staff to the library profession, an increased job satisfaction, a reduction of factionalism and territoriality, greater acceptance of decisions, and a higher quality of library staff.²⁰

Although examining academic libraries from a different point of view, Duane Webster and Jeffrey Gardner, at the Association of Research Libraries' Office of the University Library Management Studies, found a number of benefits of increased staff participation in library decisions. One benefit, perhaps unintended, of such participation in major library planning is the increased staff enthusiasm that may lead to better service for patrons and that also may favorably influence university administrators. They argued that the benefits of staff participation has improved staff-management relations, "as staff members learn more about the complex and very difficult processes involved in managing an academic library."²¹

In the most recent book-length treatment of the subject, Donald Sager published *Participatory Management in Libraries* to generally favorable reviews. Sager's is a practitioner's guide, designed to demonstrate how participatory management can alleviate common problems faced by library supervisors and employees. By and large he instructs, relegating theoretical aspects of the topic to a selective bibliography. Sager writes about participative management in libraries in general, but also his techniques are applicable to academic libraries. Because he writes as an advocate, his book is of most help to those planning to implement the theory. It is less useful for those needing a rigorous analysis of the benefits and drawbacks of such an approach. In one of his concluding chapters, for instance, Sager correctly identifies some of the problems associated with participative management and makes practical suggestions for dealing with them. As other advocates have done,

he cites a number of benefits to employers and employees who adopt participative management. These benefits include greater creativity and innovation, less job dissatisfaction, and more individual flexibility. He concludes with an observation that the movement toward participative management in the workplace will continue to grow as political, economic, and social institutions become more democratic.²²

III. RESEARCH PROCEDURES AND METHODOLOGY

Research Methodology

The study was designed to investigate the differential effects of management style on job satisfaction and library performance in the USM's Cook Memorial Library. For this study, the measurements of three variables were taken. The variables were management style, job satisfaction, and library performance. Management style was operationally defined as measured by the Profile Index. This is the modified form from the Profile of Organization Characteristics.²³ The Profile of Organization Characteristics which Likert developed was relevant to this study and was used.²⁴ The job satisfaction of librarians were measured by the Job Description Index, which Patricia C. Smith, Edwin A. Locke, and Charles L. Hulin developed was relevant to this study.²⁵ Library performance was operationally defined as measured by the selected faculty member's LEL. In the study the independent variable was the management style and the dependent variables were job satisfaction and the library performance

of librarians in the USM's Cook Memorial Library.

The research was conducted in Cook Memorial Library, using a sample of 39 librarians and a sample of 80 selected faculty members who have been in the University of Southern Mississippi. The total population of librarians in the library was used to measure the level of job satisfaction and to identify the management style. For measuring the evaluation of the quality of the library, another sample was chosen by using the means of a systematic random sample. This sample, consisting of faculty members, was chosen by using random table and processing until 80 faculty members were available. The Profile Index and the Job Description Index were directly distributed to 39 librarians of Cook Memorial Library with help of a reference librarian. The Library Evaluation Index was mailed to the 80 selected faculty members. The return rate of the Profile Index and the JDI was 56.4 percent. The return rate of LEI was 52.5 percent.

Profile of Organizational Characteristics

The Likert's Profile of Organizational Characteristics was chosen as the instrument for measuring the degree of librarian participation in the library. The instrument has been tested in innumerable instances by Likert and members of the Foundation for Research on Human Behavior, as well as other researchers.

The Likert's four systems are as follows: System 1, Exploitive Authoritative; System 2, Benevolent Authoritative; System 3, Consultative; and System 4, Participative Group. This possible score ranges for these systems were: System 1,

0.00-0.99; System 2, 1.00-1.99; System 3, 2.00-2.99; and System 4, 3.00-4.00.

Data were acquired through the use of Profile (copies of Profile are included as Appendix A). A mean Profile Index describing the general management style was constructed from the Profiles that were completed. Sub-indexes for each of the seven organizational variables included in the Profile were also constructed. The means of the Profile Index and seven sub-indexes were used in the study.

Job Description Index

The JDI was chosen to measure the level of job satisfaction of the librarians in the study. The old edition of JDI was referred to throughout the study as a Job 1-5. According to the results of correlations between "Job 1-5" and "Job in General Sub-index," there was at the .011 level of significance in the study. This indicated that there was not a relationship between Job 1-5 and the Job in General Sub-index. Therefore, Job 1-5 was used as a global measure of job satisfaction. To measure extrinsic versus intrinsic satisfaction, the Job 1-5 was split into its Work and Opportunities for Promotions sub-indexes versus Pay, Co-workers and Supervisor, consistent with F. Herzberg.²⁶

The Job Description Index is an adjective check list on which each subject is asked to describe several aspects of his/her job by means of a "Yes," "?", or "No" response to each of the adjectives. The aspects of the job which the subjects describe are their work, supervision, pay, opportunities for promotions, co-workers, and the

job in general. The JDI used a 3 point scale, ranging from 0, "N," to 3, "Y." The means of JDI were constructed from the JDI that were completed. The means of the JDI describing an overall job satisfaction of the librarians was used in the study.

Library Evaluation Index

The faculty members' Library Evaluation Index was used to obtain a rating of the library's services, resources, and facilities (see Appendix C). The LEI is a 5 point scale, ranging from poor to excellent, for each of the criteria (the poorest mark is represented by one, and the best mark is represented by five). The means of LEI were obtained for each department by summing faculty members' rating of the 17 items. The individual faculty questionnaires were identified by department. Individuals were not identified and were assured that they would not or could not be identified.

Statistical Procedures

The statistical procedures utilized in testing the hypotheses were Pearson Product Moment Correlation, One-Way Analysis of Variance, and T-test analysis. The Pearson Product Moment Correlation was used to determine the existence and strength of the relationship. The One-Way Analysis of Variance was used to determine significant differences between two or more group means. The T-test was used to determine if there was a statistically significant difference between groups.

It was necessary to score the questionnaire and to develop various indexes before proceeding

with the correlation analysis. Ten indexes were developed: (1-8) the mean Profile Index and seven sub-indexes (Leadership, Motivational, Communications, Interaction-Influence, Decision Making, Goal Setting, Control); (9) the Job Description Index; (10) the Faculty Members' Library Evaluation Index.

The Rensis Likert Profile was scored as follows: the left margin was assigned the value of zero and the right margin the value of four. Values from left to right advance by tenths within each category. The score for each department Profile was computed by summing the values for each of the eighteen items on the Profile. The scores for the department Profiles completed by the librarians of the Cook Memorial Library were summed. These sums were then divided by the product of the number of librarians at a department times eighteen to establish a mean Profile Index for each department.

Sub-indexes were established by summing the scores for the component parts of each sub-index and dividing by the product of the total number of profiles completed at that particular department times the number of items in the particular Sub-index being computed. Thus, a library might have a mean Profile Index of 2.14 and Sub-indexes of 2.27, 2.15, 2.21, 2.31, 2.00, 2.03, and 2.06.

The Job Description Index used a 3 point scale, ranging from 0, "N," to 3, "Y." The JDI was interpreted by counting an average job-satisfaction rating of librarians in the USM's Cook Memorial library. Since these were averages of the actual responses collected from the librarians at USM, they were referred to as the means of

Job Description Index. The means of JDI describing an overall job satisfaction of the librarians were used in the study.

The mean faculty ratings of the library were scored on a 5 point scale. Excellent were assigned to the value 5, Very good to 4, Good to 3, Fair to 2, and Poor to 1.

The next step was to create a master evaluation score sheet. This was done by multiplying the responses to each item under Excellent by the score value of excellent, 5, and so on for each scoring division (i. e. Very Good, Good, Fair, Poor). The values on the master score sheet for previous example would be 12 (3*4), 12 (4*3), 16 (8*2), 2 (2*1), and 0 (0*1). These values were then added horizontally leaving a single column of figures, one value for each evaluation item. This column was summed and divided by the total number of responses to each item to arrive at a mean Library Evaluation Index. The example provides only one sum, that of 12+12+16+2+0 which equals 42. This sum, 42, would be divided by 17 giving a mean Library Evaluation Index for one item only of 2.47.

IV. ANALYSIS OF DATA

The data were collected from the librarians to measure the level of job satisfaction and the management style of the Cook Memorial Library. Other data were gathered from selected faculty members to obtain their evaluation of the library. The statistical procedures utilized in testing the hypotheses were Pearson Product Moment Correlation, One-Way Analysis of Variance, and T-test

analyses. The Pearson Product Moment Correlation was used to determine the existence and strength of the relationship. The One-Way Analysis of Variance was used to determine significant differences between two or more group means. The T-test was used to determine if there were a statistically significant difference between groups.

According to the organizational chart of Cook Memorial Library, the library had four departments. The four departments were as follows: Public Services Department, Cataloging Department, Collection Management Department, and Administration. The Public Services Department is referred to throughout this study as a Department A. The Cataloging Department is referred to throughout this study as a Department B. The Collection Management and Administration are referred to throughout this study as combined Departments C and D.

There are two reasons for combining Department C and Department D. The first is the means of the Profile Indexes and the JDI in Department D have no meaning statistically because only one librarian from Department D responded to the questionnaires (Profile Index & JDI). Secondly, the means of combined Departments C and D on the Profile Index and JDI do not change even though the means of Department C on the Profile and JDI were combined with that of Department D.

Organizational Variables

The first organizational variable was the Leadership Process used. This variable was meant to assess the atmosphere created by the manager.

The three questions asked in this section of the Profile were: 1) Did the manager have confidence in his subordinates to perform in their position? 2) Did he create the impression that he was willing to discuss important job-related factors (such as supervision, working conditions, compensation, and the work itself) with his subordinates? 3) Did he attempt to receive input from subordinates and make constructive use of it? These items were used to develop the Leadership Index.

The second organizational variable was the character of Motivational Forces on the Profile. It was used to measure the pride of the individual in his organization and his loyalty to it. The Motivational Index was developed from the responses on this organizational variable.

The Communications Index was created from the third organizational variable, character of the Communications Process. Here, the profile asked the direction of the information flow (upward or downward), the extent to which downward communications were accepted by subordinates, and the accuracy of upward communication via the line organization. Since communication is viewed widely as one of most important elements in the functioning of an organization,²⁷ these questions were asked as a means of evaluating the communications process in the library.

The fourth sub-index is called the Interaction-Influence Index. Interaction-Influence Index provided a measurement of the degree of the Interaction-Influence among all members of the organization.

The Decision Making Index was developed from the questions which asked the following: 1) To

what extent are decisions made by superiors or by group participation and consensus? 2) To what extent are decision makers aware of problems, particularly those at lower levels in the organization? 3) To what extent are subordinates involved in decisions related to their work? 4) Are decisions made at the best level in the organization so far as the motivational consequences are concerned? The Decision Making Index provided a measure of the degree of staff participation in decision making.

The sixth index constructed was the Goal Setting Index. The questions for this index asked how goals were set, whether orders were issued or whether the goals were established by group participation. The Profile also asked if the librarians were forced to accept, resist, or reject the goals and if they were covert or overt.

The seventh sub-index dealt with the character of the control processes. The responses to the following questions were used to form the Control Index: 1) Who was interested in the control functions? 2) Was this interest concentrated at the top or spread throughout all levels of the organization? 3) How were control data asked?

Profile of Organizational Characteristics

Table 1

Profile Index and Sub-indexes by Department

Department	A	B	C&D	Mean	SD
Index					
Mean Profile Index	2.36	2.34	1.55	2.14	.77
Sub-indexes					
Leadership	2.64	2.37	1.44	2.27	.96

Motivational	2.26	2.42	1.71	2.15	.79
Communications	2.48	2.50	1.44	2.21	1.07
Interaction-Influence	2.31	2.68	2.02	2.31	.94
Decision Making	2.29	1.99	1.45	2.00	.84
Goal Setting	2.25	2.30	1.38	2.03	.81
Control	2.29	2.43	1.37	2.06	.95

Department A: Public Services

Department B: Cataloging

Combined Departments C and D: Collection Management & Administration

The various Profile Index and Sub-indexes, by department, are given in Table 1. Also presented are the means and standard deviations of the indexes. As previously mentioned the index scores should range from 0.00, authoritarian, to 4.00, highly participative management.

The Profile Index scores ran from a high of 2.36 in Department A (Public Services) to a low of 1.55 in the Combined Departments C and D (Collection Management and Administration). This indicated that Department A had a more participative style of management than did Combined Departments C and D.

The range of the Sub-indexes ran from a high of 2.68 on the Interaction-Influence Index for Department B to a low of 1.37 on the Control Index for Combined Departments C and D. The lowest score was in Likert's System 2 and the highest was in System 3. There were eight scores in all of the indexes (Profile & Sub-indexes) which were in the System 2, Benevolent Authoritative, range. Seven of these were for combined Departments C and D where the mean Profile Index was within the System 2. Those seven were in all of the indexes except Interaction-Influence Index,

which indicated the authoritarian tendency of combined Departments C and D supervisors.

The remaining twenty four indexes were in the System 3, range, 2.00 - 2.99. This indicated that the Cook Memorial Library had a Consultative managerial style. Thus, there was substantial agreement among departments that System 4 -- participative management -- would be the ideal management style, yet the actual system was seen as being more toward consultative or autocratic. Participative management is a management style that one might expect in a professional setting.

Job Description Index

Table 2

Department	A	B	C&D	Mean	SD
Index					
Mean JDI	20.44	16.75	22.53	20.33	4.51
Sub-indexes					
Work	29.80	25.25	31.67	29.45	7.80
Supervision	25.20	20.67	25.50	24.58	4.87
Co-workers	25.60	23.50	32.50	27.25	8.02
Pay	12.10	9.50	11.50	11.40	4.64
Opportunities	9.50	7.75	11.50	9.75	3.96
Job in General	18.10	14.75	15.17	16.55	6.46

The Job Description Index and Sub-indexes, by department, are given in Table 2. Also presented are the means and standard deviations of the indexes. As previously mentioned, the JDI measured job satisfaction in the areas of pay, promotion, supervision, work, co-workers, and job in general. Each of the six sub-indexes asked the subject to put a "Y" beside an item if the item

describes the particular aspect, or "?" if he/she cannot decide. The JDI used a 3 point scale, ranging from 0, "N," to 3, "Y."

The mean scores of JDI ran from a high of 22.53 in combined Departments C and D to a low of 16.75 in Department B. It is evident that combined Departments C and D had more job satisfaction than did Department B, but One-Way Analysis of Variance among departments showed nonsignificant difference on the JDI (because of $p=.27$).

Table 3

Intrinsic Satisfaction (Work and Opportunities Sub-index) by Two Ranks of Librarians			
	Mean	SD	
Professional Librarians (N = 8)	22.75	4.83	
Non-professional Librarians (N = 11)	17.27	4.55	

As presented in Table 3, Analyses of Variance among two ranks of librarians showed difference at the .02 level of significance in the intrinsic sources of job satisfaction on JDI. This indicated that professional librarians tended to get more job satisfaction than did non-professional librarians in the intrinsic sources of job satisfaction on JDI.

Table 4

Job 1-5 by Two Ranks of Librarians

	Mean	SD
Professional Librarians (N = 8)	21.93	3.82
Non-professional Librarians (N = 11)	18.64	4.42

As presented in Table 4, Analyses of Variance among two ranks of librarians showed difference, at the 0.10 level of significance, on the total means of Job 1-5. Job 1-5 means the areas of work, supervision, co-workers, pay, and opportuni-

ties for promotions Sub-indexes on the JDI (See Table 2). It is evident that professional librarians had more job satisfaction than non-professional librarians on the Job 1-5, but at a 0.10 level of significance.

Library Evaluation Index

Table 5

Faculty Members' LEI by Department

	Mean	SD
Department A	3.441	.601
Department B	3.833	.668
Combined Departments C & D	3.099	.875
Total	3.374	.605

The faculty members' Library Evaluation Index, by department, are given in Table 5. Also presented are the means and standard deviations of the indexes. As previously mentioned, the LEI used a 5 point scale, ranging from poor to excellent for each of the criteria (the poorest mark is represented by one, the best mark is represented by five). A mean score of LEI was obtained for each department by summing faculty members' rating across the 17 items. The LEI mean scores ran from a high of 3.833 at Department B to a low of 3.099 in combined Departments C and D in the Cook Memorial Library. This indicated that Department B had performed at a higher level of library performance than did combined Departments C and D, but Analyses of Variance among departments showed nonsignificant difference on the LEI ($p = .367$).

Table 6

Mean of LEI by Frequencies of Library Use

Frequency	Mean	SD	P.*
Daily (N = 3)	4.00	1.03	.023
Bi-weekly (N = 8)	3.42	.42	
Weekly (N = 14)	2.97	.59	
Bi-monthly (N = 7)	3.52	.32	
Monthly (N = 9)	3.57	.50	
Others (N = 1)	4.00	---	*Probability

Table 6 Presents the means of the LEI by frequencies of library use, based on the LEI measured by the selected faculty members. Analyses of Variance among frequencies of library use showed difference, at the .023 level of significance, on the LEI. It is evident that faculty members who used the library daily gave it a better evaluation of the library than did faculty members who used it monthly.

Table 7

Mean of LEI by Sex Differences

	Mean	SD	P.
Male (N = 25)	3.21	.56	.088
Female (N = 14)	3.53	.54	

Table 7 presents the means of the LEI by sex differences. Analyses of Variance among sexes showed difference, at the .088 level of significance, on the LEI. This indicated that female faculty members evaluated the quality of the Cook Memorial Library better than did male faculty members.

Table 8

Mean of LEI Relative to Years of Employment

Mean	SD	P.
------	----	----

More than 8 years (N = 22) 3.50 .53 .020

Less than 8 years (N = 20) 3.15 .61

Table 8 presents the means of the LEI relative to years of employment. Analyses of Variance showed difference, at the .02 level of significance, on the LEI. Faculty members, who had been at USM more than 8 years tended to evaluate the quality of Cook Memorial Library better than did faculty members who had been at USM less than 8 years.

Hypotheses

Table 9

Comparison of the Profile Index & Job Description Index

Department	Profile Index	Job Description Index
A	2.36	20.44
B	2.34	16.75
C	1.55	22.53
Total	2.14	20.33

The first hypothesis stated that the greater the mean score on the Profile Index, the higher the job satisfaction of librarians. The Profile Index from Table 9 shows that Department A had the highest index, 2.36. If the hypothesis were supported, Department A would have had the highest level of job satisfaction. But this was not the case as is shown in Table 9. Department A had the second highest level of job satisfaction.

The correlation coefficient (correlations) between the Profile and Job Description Index was not significant at the .05 level of significance. The results of this research rejected the first hypothesis.

Table 10

Comparison of the Profile Index &

Department	Faculty Members' LEI	
	Profile Index	Faculty Members' LEI
A	3.36	3.44
B	3.34	3.83
C	2.55	3.10

Cook Memorial Library, but did not find correlation the .05 level or even at the .10 level of significance.²⁸

Table 11
Correlations of the Profile Index & the Profile Sub-indexes

	Profile
Leadership Index (Items 1 - 3)	.8523*
Motivational Index (Items 4)	.8370*
Communication Index (Items 5 - 7)	.9249*
Interaction-Influence Index (Items 8 - 9)	.8644*
Decision Making Index (Items 10 - 13)	.8380*
Goal Setting Index (Items 14 - 15)	.9316*
Control Index (Items 16 - 18)	.8394*

* Significance at the 0.01 level.

The second hypothesis stated that the greater the mean score on the Profile Index, the higher the faculty members' evaluation of library service would be. The Profile Index from Table 10 shows that Department A had the highest index, 3.36. But Department A had the second highest faculty members' evaluation of the library. The Library Evaluation Index, as explained in Chapter III, is a rating of the Library's services, resources, and facilities. The index here was computed from the questions completed by faculty members' LEI. It was expected that there would be a significant correlation between the management style used in the library, as indicated by the Profile Index, and the rating of the library by faculty members as shown by the Library Evaluation Index. The results of research rejected the second hypothesis as well. There was only a minor positive correlation between the Profile Index shown in Table 10 and Faculty Members' evaluation of the library, as measured by the Library Evaluation Index.

Possible Reasons for Results

Possible reasons for the results derived may be deduced. First, one might speculate that the sample of the Cook library was too small. The researcher considered this unlikely since Marchant used a considerably larger sample of twenty four research libraries with much larger staffs than

in connection with the supposition that inaccurate results were collected, correlation coefficients between the Profile Index and Sub-indexes were computed. These correlations are presented in Table 11. There was a significant relationship shown between the Profile Index and Sub-indexes. Such results were also expected because of the significance reported by Likert in similar correlations.²⁹

Summary

In this Chapter the researcher discussed the analysis of the data collected and showed that the first and second hypotheses had to be rejected. A general statement of the first hypothesis is that there should be a significant relationship between the managerial style employed in the library (as measured by Likert's Profile of Organizational Characteristics) and the job satisfaction of the librarians (as measured by the Job Description

Index).

To test the first hypothesis, correlations were computed between the Profile Index and Sub-indexes, which were scored values indicating the managerial style, and each of the Job Description Indexes. Since none of the correlations reached significance at the .05 level, the first hypothesis was rejected. It was concluded that there was no significant, direct relationship between managerial style and job satisfaction.

The second hypothesis is that there should be a significant relationship between the management style employed in the library and the selected performance measure, i.e. evaluation of the library's services, resources, and facilities by faculty members.

To test the second hypothesis, the researcher compared the Profile Index and Sub-indexes with each of the Library Evaluation Indexes in the 5 scale indirectly. But the researcher could not find significant relationship between the Profile Indexes and the Library Evaluation Indexes. Thus, the second hypothesis was rejected.

V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to investigate the differential evidence of the effects of management style on job satisfaction and library performance in the University of Southern Mississippi's Cook Memorial Library. To fulfill the purpose of the study, three measurements were chosen: Likert's Profile of Organizational Characteristics, Job Description Index, and Faculty Members'

Library Evaluation Index. Rensis Likert's Profile of Organizational Characteristics was selected as an appropriate instrument for measuring managerial style. The JDI was used as a validated instrument for measuring the level of job satisfaction. Faculty Members' Library Evaluations Index was chosen as a proper measurement for measuring the selected performance characteristics.

The University Southern Mississippi's Cook Memorial Library was chosen to provide the sample of Library. The data were gathered by questionnaires - survey method. The LEI was mailed to the selected faculty members to obtain their evaluations of Cook Memorial Library. The Profile Index and JDI were distributed to the librarians to measure the management style and the level of job satisfaction of the librarians in the library.

Prior to beginning the study, management literature and library literature were reviewed. The survey of the former showed that there is increasing concern over whether participative management is an aid or a deterrent to increased productivity. But the evidence of the effects of participative management on job satisfaction and library performance is inconclusive.

Summary of the Analysis of Data

The first hypothesis predicted a significant relationship between management style and the job satisfaction of the librarians. The second hypothesis predicted a significant relationship between management style and faculty members' evaluation of the library. Both the first and second hypotheses were rejected because the correlations did not reach significance at the .05

level.

Some very positive data were found through the correlations of the various indexes. There were six additional findings as follows. As presented in Table 1, Seven scores of the Profile and Sub-indexes for combined Departments C and D were within System 2. Those seven scores were present in all indexes of the Profile except the Interaction-Influence Index. This indicated the authoritarian tendency of combined Departments C and D supervisors.

As presented in Table 3, Analyses of Variance among two ranks of librarians showed at the .02 level of significance in the intrinsic sources of satisfaction on the JDI. This indicated that professional librarians tended to feel more job satisfaction than did non-professional librarians in the areas of work and opportunities for promotions of JDI.

As presented in Table 4, Analyses of Variance among two ranks of librarians showed at the 0.10 level of significance on the total means of Job 1-5. Job 1-5 means the total mean in the areas of work, supervision, co-workers, pay, and opportunities for promotions Sub-indexes on the JDI. Professional librarians (N = 8, Mean = 21.93, SD = 3.82) felt more overall job satisfaction than did non-professional librarians (N = 11, Mean = 18.64, SD = 4.42) on the Job 1-5.

As presented in Table 6, faculty members who used the library daily gave it a better evaluation than did faculty members who used it monthly (Mean = 4.00, SD = 1.03; Mean = 3.57, SD = .50).

Table 7 presents the means of the LEI by sex differences. Analyses of Variance among sexes

showed at the .088 level of significance on the LEI. As presented in Table 7, female faculty members (Mean = 3.53, SD = .54) evaluated the quality of the Cook Memorial Library better than did male faculty members (Mean = 3.21, SD = .56).

Table 8 presents the means of the LEI relative to years of employment. Analyses of Variance showed at the .02 level of significance on the LEI. Faculty members who had been at USM more than 8 years tended to evaluate the quality of Cook Memorial Library better than did faculty members who had been at USM less than 8 years (N = 22, M = 3.58, SD = .53; N = 20, M = 3.15, SD = .61, P = .02).

Conclusions

There was not a direct relationship between the managerial style in the administration of the Cook Memorial Library and the job satisfaction of the librarians. There was also not a direct relationship between the management style which was employed in the Cook Memorial Library and the selected performance characteristics of the library.

The researcher believes that the same situation exists at other libraries of similar size and comparable academic reputation. "It may also be true that there would not be a relationship between management style and productivity in business enterprises where there are fewer than ten employees."²⁹

The researcher concluded that no significant differences in management style or job satisfaction were found among library departments.

This study was guided by an interest in the

effects of management style on job satisfaction and library performance in Cook Memorial Library. Its intent was to investigate the correlations between management style and library performance within Cook Memorial Library. It has demonstrated that job satisfaction varies from one library unit to another and from one rank group to another within the same library. The study has raised questions about why variances occur among rank groups and functional units. Further investigations of the complex issues of the nature of the work, job design, and organizational structure should be useful.

ENDNOTES

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15. Likert, *Human Organization*, pp.3-46; Marchant, *Participative Management*, pp.5-7.
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18. Jane G. Flener, "Staff Participation in Management in Large University Libraries," *College & Research Libraries* 34 (July 1973): 275-279.
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APPENDIX A: PROFILE OF ORGANIZATIONAL CHARACTERISTICS

The purpose of this study is to investigate the management style used in the USM Cook Memorial library.

In completing the questionnaire, it is important

that each individual answer each question as thoughtfully and frankly as possible. This is not a test; there are no right or wrong answers. The important thing is that you answer each question the way you see things or the way you feel about them.

INSTRUCTIONS:

1. On the line below each organizational variable (item), please an N at the point which, in your experience, describes your

organization at the present time (N = now). Treat each item as a continuous variable from the extreme at one end to that at the other.

2. In addition, please also place an L on each line at the point where you would like to have your organization fall with regard to that item (L = like). Treat each item as a continuous variable from the extreme at one end to that at the other.

Organizational variable	System I	System II	System III	System IV	Item no.
1. Leadership processes used					
a. Extent to which superiors have confidence and trust in subordinates	Have very little confidence and trust in subordinates	Have some confidence and trust.	Quite a bit of confidence and trust.	A great deal of confidence and trust.	1
b. Extent to which superiors behave so that subordinates feel free to discuss important things about their jobs with their immediate superior	Subordinates do not feel at all free to discuss things about the job with their superior	Subordinates do not feel very free to discuss things about the job with their superior; do it guardedly	Subordinates feel rather free to discuss things about the job with their superior but may be somewhat cautious	Subordinates feel completely free to discuss things about the job with their superior and do so candidly	2
c. Extent to which immediate superior in solving job problems generally tries to get subordinates' ideas and opinions and make constructive use of them	Seldom gets ideas and opinions of subordinates in solving job problems	Sometimes gets ideas and opinions of subordinates in solving job problems	Usually gets ideas and opinions and usually tries to make constructive use of them	Always gets ideas and opinions and always tries to make constructive use of them	3
2. Character of motivational forces					
a. Kinds of attitudes developed toward organization and its goals	Attitudes are usually hostile and counter to organization's goals	Attitudes are sometimes hostile and counter to organization's goals and are sometimes favorable to the organization's goals and support the behavior necessary to achieve them	Attitudes usually are favorable and support behavior implementing organization's goals	Attitudes are strongly favorable and provide powerful stimulation to behavior implementing organization's goals	4

3. Character of communication process

a. Direction of Information flow	Downward	Mostly downward	Down and up	Down, up, and with peers	5
b. Extent to which downward communications are accepted by subordinates	Viewed with great suspicion	Some accepted and some viewed with suspicion	Often accepted but, if not, may not be openly questioned	Generally accepted, but if not, openly and candidly questioned	6
c. Accuracy of upward communication via line organization	Tends to be inaccurate	Information that boss wants to hear flows; other information is restricted and filtered	Information that boss wants to hear flows; other information may be limited or cautiously given	Accurate	7

4. Character of interaction-influence process

a. Amount and character of interaction	Little interaction and always with fear and distrust	Little interaction and usually with some condescension by superiors; fear and caution by subordinates	Moderate interaction, often with fair amount of confidence and trust	Extensive, friendly interaction with high degree of confidence and trust	8
b. Amount of cooperative teamwork present	Very little	Relatively little	A moderate amount	Very substantial amount throughout the organization	9

5. Character of decision-making

a. To what extent are decisions made by superior or by group participation and consensus	By superiors (or higher levels) with no opportunity for comment	By superiors but with some opportunity for reaction by lower levels	By superiors but following discussion of problem	By group participation and usually with consensus	10
b. To what extent are decision-makers aware of problems, particularly those at lower levels in the organization	Often are unaware or only partially aware	Aware of some, unaware of others	Moderately aware of problems	Generally quite aware of problems	11

c. To what extent are subordinates involved in decisions related to their work?

Not at all	Not involved in decisions; occasionally consulted	Usually consulted but ordinarily not involved in the decision-making	Are involved in all decisions related to their work

d. Are decisions made at the best level in the organization so far as the motivational consequences (i.e., does the decision-making process help to create the necessary motivations in those persons who have to carry out the decisions?)

Decision-making contributes little or nothing to be motivation to implement the decision, usually yields adverse motivation	Decision-making contributes relatively little motivation	Some contribution by decision-making to motivation to implement	Substantial contribution by decision-making processes to motivation to implement

6. Character of goal-setting or ordering

a. Manner in which usually done

Orders issued	Orders issued, opportunity to comment may or may not exist	Goals are set or orders issued after discussion with subordinates of problems and planned action	Except in emergencies, goals are usually established by means of group participation

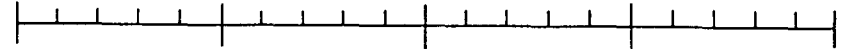
b. Are there forces to accept, resist, or reject goals?

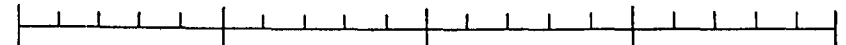
Goals are overtly accepted but are covertly resisted strongly	Goals are overtly accepted but often covertly resisted to at least a moderate degree	Goals are overtly accepted but at times with some covert resistance	Goals are fully accepted both overtly and covertly

7. Character of control processes

a. At what hierarchical levels in organization does major or primary concern exist with regard to the performance of the control function?

At the very top only	Primarily or largely at the top	Primarily at the top but some shared feeling of responsibility felt at middle and to a lesser extent at lower levels	Concern for performance of control functions likely to be felt throughout organization

b. Extent to which the review and control functions are concentrated	Highly concentrated in top management	Relatively highly concentrated, with some delegated control to middle and lower levels	Moderate downward delegation of review and control processes; lower as well as higher levels perform these tasks	Review and control done at all levels, with lower units at times imposing more rigorous reviews and tighter controls than top management	17
					

c. Extent to which control data (e.g., accounting, productivity, costs etc.) are used for self-guidance or group problem-solving by managers and non-supervisory employees, or used by superiors in a punitive, policing manner	Used for policing and in punitive manner	Used for policing coupled with reward and punishment, sometimes punitively. Used somewhat for guidance but in accord with orders	Used for policing with emphasis usually on reward but with some punishment. Used for guidance in accord with orders. Some use also for self-guidance	Used for self-guidance and for coordinated problem-solving and guidance. Not used punitively	18
					

- | | |
|--------------------------|----------|
| Organizational variables | Item n. |
| Organizational variables | Item no. |
| Organizational variables | Item no. |
| Organizational variables | Item no. |
| Organizational variables | Item no. |
| Organizational variables | Item o. |

APPENDIX B: JOB DESCRIPTION INDEX

The purpose of this study is to investigate level of job satisfaction of librarians in the USM Cook Memorial library. Please answer the following questions, "Y" besides an item if the item described the particular aspect of your job (e.g., work, pay, etc.), "N" if the item did not describe that aspect, or "?" if you could not decide.

WORK ON PRESENT JOB

- Fascinating
- Routine
- Satisfying
- Boring
- Good
- Creative
- Respected
- Uncomfortable
- Pleasant
- Useful
- Tiresome
- Healthful
- Challenging
- On your feet
- Frustrating
- Simple
- Endless
- Gives sense of accomplishment

SUPERVISION

- Asks my advice
- Hard to please
- Impolite
- Praises good work
- Tactful

- Influential
- Up-to-date
- Doesn't supervise enough
- Has favorites
- Tells me where I stand
- Annoying
- Stubborn
- Knows job well
- Bad
- Intelligent
- Poor planner
- Around when needed
- Lazy

COWORKERS

- Stimulating
- Boring
- Slow
- Helpful
- Stupid
- Responsible
- Fast
- Intelligent
- Easy to make enemies
- Talk too much
- Smart
- Lazy
- Unpleasant
- Gossipy
- Active
- Narrow interests
- Loyal
- Stubborn

PRESENT PAY

- Income adequate for normal expenses
- Fair
- Barely live on income
- Bad
- Income provides luxuries
- Insecure
- Less than I deserve
- Well paid
- Underpaid

OPPORTUNITIES FOR PROMOTIONS

- Good opportunity for advancement
- Opportunity somewhat limited
- Promotion on ability
- Dead-end job
- Good chance for promotion
- Unfair promotion policy
- Infrequent promotions
- Regular promotions
- Fairly good chance for promotion

JOB IN GENERAL

- Pleasant
- Bad
- Waste of time
- Good
- Undesirable
- Worse than most
- Acceptable
- Superior
- Better than most
- Disagreeable
- Makes me content
- Inadequate
- Excellent

- Rotten
- Enjoyable
- Poor

1. Sex: Male Female.
2. Age: 20-29 30-39 40-49
 50-59 60 or more.
3. You are a full time professional librarian.
 a part time professional librarian.
 a full time non-professional librarian.
 a part time non-professional librarian.
4. In which department do you work:
 Public Services.
 Cataloging Services.
 Collection Management.
 Administrative assistant & others.
5. How long have you been a librarian/library staff at the Cook Memorial library?
 years months

APPENDIX C: LIBRARY EVALUATION INDEX

The purpose of this study is to investigate the quality of services, resources, and facilities at the Cook Memorial library. Please rate the following services, resources, and facilities of the Cook Memorial library. Indicate the overall quality of the items in relationship to your specific teaching area by checking the appropriate box to the right.

1. Book Collection:
 Excellent Very good Good Fair
 Poor.

2. Periodical collection:
 Excellent Very good Good Fair
 Poor.
3. Reference collection (bibliographies, encyclopedias, dictionaries, yearbooks, indexes, and abstracts):
 Excellent Very good Good Fair
 Poor.
4. Other resources (Pamphlets, map, etc.):
 Excellent Very good Good Fair
 Poor.
5. Purchase of requested materials:
 Excellent Very good Good Fair
 Poor.
6. Title catalog well arranged and easy to use:
 Excellent Very good Good Fair
 Poor.
7. Author catalog well arranged and easy to use:
 Excellent Very good Good Fair
 Poor.
8. Subject catalog well arranged and easy to use:
 Excellent Very good Good Fair
 Poor.
9. Reference services of the library:
 Excellent Very good Good Fair
 Poor.
10. Availability of government documents:
 Excellent Very good Good Fair
 Poor.
11. Availability of microforms:
 Excellent Very good Good Fair
 Poor.
12. Inter-library loan services for materials unavailable in this library:
 Excellent Very good Good Fair
 Poor.
13. Circulation services of the library:
 Excellent Very good Good Fair
 Poor.
14. Well- kept shelves:
 Excellent Very good Good Fair
 Poor.
15. Reserve book collection:
 Excellent Very good Good Fair
 Poor.
16. Availability of computer information retrieval system:
 Excellent Very good Good Fair
 Poor.
17. Physical facilities of the library (reading rooms, stack space, etc.):
 Excellent Very good Good Fair
 Poor.
18. Sex: Male Female.
19. Age: 20-29 30-39 40-49
 50-59 60 or more.
20. Please check your faculty rank:
 Professor. Associate professor.
 Assistant professor. Instructor.
 Others (please specify) _____.
21. How often do you use Cook library:
 Daily Bi-weekly Weekly Bi-monthly.
 Monthly Other (please specify) _____.
22. How long have you been a faculty member at USM: _____.
23. In which department do you teach? _____

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