

DISSERTATION

JOB SATISFACTION COMPARISONS BETWEEN ACADEMIC LIBRARIANS IN
FOR-PROFIT AND NON-PROFIT HIGHER EDUCATION INSTITUTIONS

Submitted by

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In partial fulfillment of the requirements

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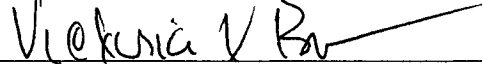
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JOB SATISFACTION COMPARISONS BETWEEN ACADEMIC LIBRARIANS IN
FOR-PROFIT AND NON-PROFIT HIGHER EDUCATION INSTITUTIONS
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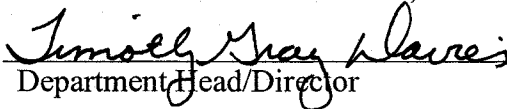
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ABSTRACT OF DISSERTATION

JOB SATISFACTION OF ACADEMIC LIBRARIANS IN FOR-PROFIT HIGHER EDUCATION INSTITUTIONS

The purpose of this study was to investigate the job satisfaction levels of academic librarians employed within the for-profit higher education section. Using Spector's Job Satisfaction Survey which measure job satisfaction within nine constructs, academic librarians from traditional, non-profit, four-year or more, higher education institutions and academic librarians from for-profit, four year or more, higher education institutions were sent a survey questionnaire through e-mail. Comparisons between the two groups were made using independent samples *t*-tests. Findings indicate that academic librarians from for-profit higher education institutions are not as satisfied with their jobs as academic librarians in traditional, non-profit institutions. No significant differences were found in the areas of pay, promotion, supervision, or coworkers. Significant differences were indicated in the job satisfaction areas of fringe benefits, contingent rewards, operating conditions, nature of work, and communication.

While results from this study appear to be less positive for for-profit higher education institutions, the number of respondents from the non-profit sector was much smaller than the responses from the for-profit group and this should be taken into account when evaluating the responses. The statistical responses should be coupled with the

narrative responses which indicated that academic librarians from for-profit institutions have positive feelings regarding important aspects of their jobs.

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DEDICATION

To my husband and my children.

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CHAPTER 1

INTRODUCTION TO THE STUDY

Over the past two decades, the jobs of academic librarians have changed dramatically given the huge increases in information technologies as well as changes in the higher education environment. Many librarians go into library work with a love of reading, books, and research. Many enjoy working with people and generally love learning and information. According to Gordon and Nesbeitt (1999), in a survey of a general cross section of librarians, only five percent of those surveyed went into library work because of a desire to work with technology. While the publicly perceived environment of libraries has not changed all that much in the past twenty years, the work behind the scenes has definitely changed. Moreover, a majority of librarians see librarians as a necessity in the information age.

While library work has had its share of changes, those within the academic library environment know that librarians are busier than ever. Changes in the technology environment, changes in the types of students served, the shift from traditional to non-traditional calendars, and decreased staffing levels have all contributed to changes in job expectations within academic libraries. Lynch and Smith's (2001) observations validated the changes in job requirements for academic librarians to routinely include computer technologies, instruction skills, and an increased emphasis on excellent oral and written communications abilities.

Within the previous two decades, there have been tremendous changes in the higher education environment as well. The marketplace has expanded to include increased numbers of proprietary or for-profit higher education institutions fully accredited by regional accreditation agencies. These institutions offering bachelor's, master's, and doctoral degrees have gained respectability and offer job and career opportunities to many who may have previously worked in the traditional higher education venues. Full time and adjunct faculty as well as librarians have been employed by this growing segment of the higher education community.

Ruch (2001) reported that from 1990 to 2000, the number of for-profit, degree-granting institutions increased from approximately 350 to 750 campuses, an increase of 112 percent. The number of private for-profit campuses according to the Integrated Postsecondary Education Data System (IPEDS) survey has now reached 802 institutions. In 2000, about 19 % of all two- and four-year institutions in the United States were for-profit and approximately 1.8 % of bachelor's, master's, and doctoral degrees were conferred by private for-profit institutions (U.S. Department of Education, 2000).

Proprietary or for-profit institutions usually offer specialized curricula, such as information technology, health related fields, art and graphic design, and criminal justice, and other career specific areas. Much of the growth in the for-profit sector has come from online enrollments. The curriculum from the so-called "career colleges" is usually focused and centered on career success, with minimal emphasis on the general education core such as English, history, psychology and other more humanities oriented subjects. While these subjects are required for undergraduate degrees, the teaching of these courses may be relegated to adjunct instructors.

Because of the career emphasis, full-time faculty often come from the ranks of industry rather than academia and the class work is more practically focused rather than theoretically oriented. Faculty, while degreed and credentialed appropriately, do not always emphasize the broad educational development of the individuals, as might be seen in settings that are more traditional. Libraries are regarded as expensive and only marginally necessary (Ruch, 2001). The assumption may be that libraries have materials that are more theoretical than practical, therefore less useful to career focused coursework. Some regionally accredited for-profit institutions have managed to justify totally online library resources while others maintain basic physical collections focused only in the curriculum offerings.

Faculty and librarians at for-profit institutions work under quite different working conditions than experienced in traditional higher education. Often faculty have no research requirement, but are expected to teach full loads over the entire year with little or no extended break time off. Librarians in private for-profit institutions often work as solo librarians in an environment that under traditional circumstances may employ five or more professional staff. Librarians in these settings are usually considered administrative staff without faculty privileges and responsibilities.

There is discussion today regarding the future of higher education and that discussion includes what kinds of roles and responsibilities are necessary to insure the continued viability of academic libraries within all types of colleges and universities. Once described as “the heart of the university,” the metaphor implies that the institution’s library provides the lifeblood for the institutions. Grimes (1998) indicated that there is considerable distance between the implied relationship and reality. This distance has been

demonstrated by the decreasing use of the library and its resources by students and faculty alike at both non-profit and for-profit institutions. Funding for libraries has decreased while new technologies have dramatically increased the costs involved in providing high quality resources that support the curricula. Additionally, it is often true that campus library administration is only been marginally involved at both non-profit and for-profit schools with the formation of information policy at the campus level.

Crawford and Gorman (1995) comment that, “the dominant ethic of librarianship is service....service in librarianship implies an attention to quality, a desire to live up to and to surpass the expectation of library users” (p. 9). The aspect of the profit motive in for-profit higher education institutions may not be serving this dominant ethic.

What kind of difference does this make in job satisfaction for these librarians? Are the factors that determine job satisfaction in traditional academic libraries present significantly in for-profit higher education? Are academic librarians employed by non-profit colleges and universities more satisfied with their jobs than librarians employed within the for-profit higher education sector?

According to Spector (1997), job satisfaction is how people feel about their jobs and different aspects of it. Do they like it (satisfaction) or not (dissatisfaction)? It makes sense that a satisfied employee will contribute more to organizational and departmental effectiveness than a dissatisfied employee will. Dissatisfied employees are more likely to have their physical and emotional health negatively affected which can lead to tardiness, absenteeism, and turnover. Behaviors such as aggression, sabotage, and theft are more likely to occur in dissatisfied employees (Wagner & Hollenbeck, 1998).

As dissatisfied employees are more likely to leave their jobs, Spector (1997) says, “Organizational practices that maximize job satisfaction will likely have employees who are more cooperative and more willing to help the organization be successful” (p.72). The National Study of the Changing Workforce (2002) suggests that greater employee job engagement, job satisfaction, intention to stay and employee health are related to effective workplace policies. Recent data (Healy, 2002) indicate that estimates of turnover costs range from \$19,700 for customer services representatives to \$57,700 for middle managers. As librarians are often considered middle management within their organizations, the cost to replace a librarian could be significant.

At least one recent study found that librarians in organizations that support participatory management, open communications, opportunities for achievement, and relationships built on honesty and trust, are more satisfied and committed and less likely to leave (Burd, 2003). In order to attract and retain high quality library employees, attention directed to job satisfaction attributes is warranted. It is within this context that this study has been conceived and developed.

Problem Statement and Context

Job satisfaction affects how well the work is accomplished. This study examines job satisfaction as defined by Spector’s (1997) Job Satisfaction Survey within the context of professional librarians employed by regionally accredited for-profit higher education institutions offering bachelor and graduate degrees. Results are compared to responses from professional librarians employed by regionally accredited non-profit higher education institutions offering bachelor and graduate degrees. Studies have been completed examining the job satisfaction of academic librarians in traditional higher

education contexts, within particular departments, by ethnicity, gender, age, faculty status, automation, and decision-making opportunities (Chwe, 1978; D'Elia, 1979; Koenig, 1996; Lynch & Verdin, 1987; Rockman, 1984; Wahba, 1973).

Published studies have used a variety of surveys or questionnaires to arrive at conclusions regarding academic librarian job satisfaction. These surveys include the Job Descriptive Index (Lynch & Smith, 2001; Mirfakhrai, 1991), Job Satisfaction Survey (Landry, 2000; Murray, 1999; Parmer & East, 1993; Voelck, 1995), Satisfaction with Life Scale (Landry, 2000), and researcher developed surveys (Horenstein 1993).

The organizational climate for librarians employed in for-profit higher education institutions is different from the traditional non-profit higher education context. It therefore makes sense to examine the job satisfaction levels of the academic librarians within the for-profit higher education environment compared to academic librarians from the more traditional arenas. Often librarians at for-profit colleges and universities work alone with only student workers or maybe a paraprofessional library clerk. The for-profit institutions usually have student populations ranging from less than 1,000 to 3-4,000.

The librarian, often with the title of library director, is responsible for all aspects of library operation. This would include administrative aspects such as management reporting activity, planning and keeping budgets, hiring student employees, as well as traditional library work activities. Other job responsibilities would include collection development, cataloging and processing materials, circulation, upkeep of the library's computers, management of integrated library software, library skills instruction, and of course, making sure the library is open sufficient hours to meet the needs of faculty and students.

Academic librarians from the non-profit section may have very different work environments in that there are usually more librarians, several distinct departments within the library and several levels of library staffing. These librarians would have multiple levels for promotion opportunities and a collegial environment with several professionals with the same type of professional education. They may have the opportunity to participate in campus governance and may have faculty status.

Librarians may choose to join one or several professional library organizations. These include the American Library Association, the Association of College and Research Libraries, the Special Libraries Association, the Public Libraries Association, and the American Association of School Librarians. Academic librarians in traditional colleges and universities, typically hold membership in the Association of College and Research Libraries (ACRL). Librarians employed by for-profit higher education institutions may feel conflicted about where they belong. Some may feel that they do not fit within the more traditional framework of ACRL, but feel they are actually more closely aligned with the Special Libraries Association because these librarians often work in corporate settings and may also be solo librarians. This dichotomy may also illustrate the need for a study of librarians in the for-profit higher education sector.

Because job satisfaction relates to the quality of work accomplished as well as turnover rate, it is important to explore the facets of job satisfaction among professional librarians employed by regionally accredited for-profit higher education institutions. Librarians looking at the possibility of employment by for-profit colleges and universities may be interested in the results of a job satisfaction study within this environment. Administrators whose area of responsibility includes the institution's library may be

interested in maintaining or improving the work environment of the librarians in order to maximize productivity and minimize turnover.

Purpose Statement

The purpose of this study is to determine if there are differences in the job satisfaction ratings of academic librarians employed by for-profit higher education institutions and those employed by non-profit, higher education institutions.

Research Questions

1. What are the job satisfaction dimensions that describe academic librarians working in for-profit and non-profit higher education institutions as indicated by Job Satisfaction Survey responses?
2. Are there differences between academic librarians employed by for-profit higher education libraries and non-profit higher education libraries within the following job satisfaction variables as measured by the nine satisfaction constructs?
 - a. Pay
 - b. Promotion
 - c. Supervision
 - d. Fringe Benefits
 - e. Contingent Rewards
 - f. Operating Conditions
 - g. Coworkers
 - h. Nature of Work
 - i. Communication

3. Are there differences between librarians' overall job satisfaction ratings for academic librarians employed by for-profit and non-profit higher education institution libraries?
4. Is there an association between longevity and salary at current position, relative to job satisfaction?

Definition of Terms

Academic libraries – For the purpose of this study, academic libraries refer to physical libraries located within higher education institutions.

Professional librarians – those librarians with a Master's degree from a library school accredited by the American Library Association

Regionally accredited – those higher education institutions with membership and accreditation from one of the seven regional U.S. accreditation agencies as defined by membership in the Council for Higher Education Accreditation (CHEA)

For-profit higher education – those institutions that operate as businesses with a profit structure as opposed to non-profit educational entities

Non-profit higher education – traditional higher education institutions with operating structures that rely on public or private funding.

Proprietary - for-profit

Association of College and Research Libraries (ACRL). – Professional organization comprised of primarily librarians working in college and research libraries.

Assumptions

There is an assumption that the sample represents a typical group of academic librarians from both for-profit and non-profit academic higher education institutions. It is

assumed that participants' responses to the survey were genuine and reflective of the librarians' own work environments. It is further assumed that written instructions on the survey were clear to the participants.

Delimitations

The study was confined to those professional librarians actively working in regionally accredited higher education institutions, both for-profit and non-profit. In the study, the for-profit institutions were selected from publicly owned education corporations that offer bachelors and master's degrees. Additionally, only those institutions providing a physical library for their students were included. The number of librarian participants within the for-profit sector is proportionately smaller, because the number of for-profit higher education institutions is smaller. A web-based survey was used to gather data. Therefore, only librarians who are internet active were surveyed.

Limitations

The study is limited by the use a non-experimental research approach. Two groups of academic librarians were surveyed with the use of a web survey. While commonalities will exist due to similar academic environments and educational backgrounds, other factors such as personal issues and life experiences will constitute unknown variables that may affect results.

Due to the small sample size of the for-profit institution librarians, and the differences that exist from institution to institutions, findings will not be generalizeable to all professional librarians.

Significance of the Study

While job satisfaction studies have been conducted within various academic librarian groups, those librarians working within the for-profit sector of higher education have not been specifically surveyed. As the for-profit higher education sector continues to grow and this different educational environment directly affects more students, it is useful to understand the academic climate that is at work within these institutions.

Academic libraries have been an integral component of traditional postsecondary education. Additionally, libraries are the result of both the institution's commitment to the concept of a library and the hard work and dedication of the library staff. When employees are satisfied with their work, they will contribute to a greater degree to the institution. Landry (2000) states, "it is essential to understand the extent to which unpleasant working conditions and other sources of job dissatisfaction influence reference service effectiveness". (p. 166)

Specific job satisfaction studies involving academic librarians working at for-profit, regionally accredited, higher education institutions contribute both to the body of knowledge regarding job satisfaction and the working environments for academic librarians. As the for-profit, higher education sector continues to define itself through growth and development, it is useful for administrators and librarians to understand the unique aspects of the work within this environment.

Researcher's Perspective

My own professional librarian experience has created an interest in this topic for me. Working in a regionally accredited for-profit institution was initially exciting because of the changes occurring in the fast growing arena of for-profit education. As time

progressed, however, it became clear to me that the for-profit area of higher education was a limiting factor for promotion and for librarian positions outside the for-profit environment. Apparently traditional higher education libraries did not know exactly how to handle librarians with experience in the for-profit sector.

Often, within the for-profit institutions, because of small libraries with limited staff, no clear opportunities for promotion seemed to exist. Outside of for-profit higher education, job opportunities for me as an academic library director who wanted to stay in academia, were limited due to the fact that as “director,” I was appeared overqualified for a position with less administrative authority. On the other hand, I was under qualified for those positions such as head of department, because I had minimal supervisory experience. Even though my explicit library experience was broad and varied within the context of a for-profit higher education institution, for me, it became a no win situation unless I was satisfied to remain in my current library director position for a for-profit higher education institution or pursue opportunities at another for-profit institution.

As I talked with other academic librarians inside the field of for-profit higher education, it was interesting to note how each perceived their jobs. Some shared my frustration, while others saw the opportunity as a stepping-stone of experience as they moved through their careers. Often those who saw the job, as an experience opportunity were younger and they were able to more easily move on to other positions with possibilities for professional growth and promotion. I began to wonder if those librarians employed by regionally accredited for-profit higher education institutions were as satisfied with their jobs as traditional academic librarians were. Was this what they wanted? Did they understand there might be differences in the job environments?

CHAPTER 2

LITERATURE REVIEW

The purpose of this study is to investigate the job satisfaction aspects of academic librarians specifically within the for-profit, regionally accredited, higher education environment. The primary purpose of the review of the literature is to present research associated with job satisfaction studies, the background and environment of for-profit, regionally accredited, higher education, and specifically, job satisfaction studies involving academic librarians employed by regionally accredited higher education

History of Academic Libraries

John Harvard's donation in 1636, of three hundred books to America's first institution of higher education represented the core collection of the first academic library in the New World (Labaree, 2002). The development of the Colonial era college libraries was dependent on donations and facilities were often small with limited access. Education was focused on preparing religious leaders as well as an educated ruling class. College attendance was a privilege of wealthy men and not open to women or other less privileged groups.

The early growth and development of the United States shortly after the end of the Revolutionary War brought an infusion of public funds for the support of higher education. Some states founded their own universities such as the University of Georgia chartered in 1785 and the University of North Carolina, which opened in 1793. In 1792,

the New York legislature appropriated funds to help rebuild the Columbia University library after the Revolutionary War.

As westward expansion began, numerous small colleges were formed, particularly by religious sects anxious to develop leadership based on particular beliefs. The majority of these was poorly funded and had short lives. The early colleges such as Harvard and Yale used the British college model and focused on the study of the classic philosophers of Greece and Rome. This method soon gave way to study more centered on the intellectual skepticism writings of the Enlightenment era and influenced by important thinkers of the time, especially Benjamin Franklin and Thomas Jefferson. The religious overtones in many colleges began to be replaced by the secular, with courses in modern literature, languages as well as medicine and agriculture.

The Industrial Revolution in the 1800s created a need for individuals trained in the sciences. A School of Applied Chemistry opened at Yale in 1847. That same year, Harvard established a scientific school. In 1862, Congress enacted the Land Grant College Act to provide agricultural and mechanical education and land to be used for that purpose. Millions of acres of public lands were sold and the funds given to colleges and universities for the establishment or continued development of agricultural and mechanical programs.

In 1876, with the founding of Johns Hopkins University, higher education in the United States began a significant transformation. The professionalization of academic disciplines began the change from primarily teaching to an additional focus on formal research and intellectual inquiry. The focus on research came from the model of the German university. Budd (1998) characterized this model as a combination of “the

freedom to teach” and the “freedom to learn.” (p. 37) Less emphasis was placed on the lecture and more on the personal investigations of the learner.

Also in 1976, the American Library Association was formed and Charles Ammi Cutter published “Rules for a Dictionary Catalog,” which established a means of organizing materials within a classification scheme using a system combining decimal numbers with letters from the author’s surname (Labaree). Early academic libraries were largely staffed by faculty, but now the employees of the college and university libraries had a professional association and a developing young discipline.

By the early 1900s, Harvard’s library collection had reached 976,000 volumes (Budd). Other collections were much smaller, but the world of higher education in the United States was poised for growth. Faculty more frequently held doctorate degrees and more institutions were establishing doctoral programs. The university came to be characterized by formal research and intellectual inquiry (Labaree).

The curriculum became more diverse and access to college became more open. After passage of the G.I. Bill in 1948, thousands of former soldiers were provided an incentive to attend college. As the government continued to allocate large sums of money to universities in support of advanced research, the academic libraries’ role was to provide space and services to an increasingly diverse student body.

With the Soviet launch of Sputnik I in 1957, the United States became concerned about the lack of academic preparedness and developed a higher level of competitiveness with the Soviet Union. This led to a funding push that became the Higher Education Act (HEA, 1960). HEA provided for curricular development, scholarships, fellowships, and

improvements to libraries (Budd). Higher education enrollment increased from just more than three million in the 1960's to about eight million today.

With the economic constraints of the past decade, there is more competition for students, faculty, and money within the higher education arena. There is growing demand for increased services and better accountability. Academic libraries have had to change to serve the increased numbers of faculty and students. The libraries have had to adapt to the complex technology that has affected information production, storage, and retrieval. Academic libraries have had to react and adjust to changing student demographics as more students that are non-traditional seek degrees.

Some administrators have begun to question the value of academic librarians as more information becomes easily available over the Internet. Opponents of this viewpoint argue that the vast amounts of unorganized information available today actually requires more assistance from library professionals due to their ability to teach the critical thinking and lifelong learning skills essential to "promoting individual self-empowerment in a knowledge-based society". (Labaree, p. 407)

Development and Status of For-Profit Higher Education

For-profit education has a long history in the United States. According to Honick (1995), the needs of business and of students eager to enter the workforce have been the driving force behind the growth and development of for-profit or proprietary education. Beginning with the Colonial Era, when entrepreneurs provided job-training skills to students of all ages, to today's competitive higher education market, the proprietary schools have filled a niche in the education needs of the American people.

During the Colonial era, schools were established to train trades people for the burgeoning economy. Schools teaching the skills needed for the local economy included survey and navigation, building trades, and business and commercial schools. These were private ventures usually run by a single instructor with a particular skill or range of skills for sale. Seyboldt (1971) found advertisements as early as 1709 for a trade and technical school in Boston. Honick (1995) connects today's propriety school environment with their aggressive advertising campaigns and their claims to fully equip students in a short period of time for high demand careers with the early history of trade schools.

As industrial activity expanded in the early nineteenth century, businesses were growing and the demand for skilled workers increased. Educational entrepreneurs seized on this opportunity to establish more permanent school sites. Business colleges in the 1820s and 1830s concentrated on teaching penmanship, bookkeeping, commercial arithmetic, commercial law, and foreign languages. Usually, these schools were run by 'masters' in their respective fields.

In 1853, H. B. Stratton and R.D. Bryant formed a partnership to establish the first Bryant and Stratton College. Additional partnerships developed in the major cities of the northeast with local proprietary school owners to develop a 'chain' of Bryant and Stratton Colleges in order to maximize the potential profit. During this same period, small proprietary medical colleges were being established and operated by a physician or a group of physicians.

The period after the Civil War until the beginning of the twentieth century saw continued significant industrial expansion. Proprietary schools saw increased popularity and growth in the number of schools as well as the number of students. The Remington

Model 3 typewriter was introduced as well as the calculator and stenographic machines. Technology was beginning to fuel the need for worker training and proprietary schools were there to fill the gap.

According to Honick (1995), a shift in the public perception of proprietary education took place at the beginning of the twentieth century. The Progressive reformers convinced Congress and state legislatures to pass legislation designed to clean up industry, government, and education. For-profit schools came under fire from those eager to reform the nation's vocational education system. Advocates of federal support for vocational programs found three major problems with the for-profit schools.

First, competition had provoked what some considered unscrupulous recruitment of young students through misleading advertising and smooth-talking personal representatives. Second, vocational education advocates accused for-profit schools of misleading students about their chances for employment. Third, organized labor was especially critical of the trade schools in the belief that for-profit schools provided poorly trained workers willing to cross picket lines. Honick (1995) reported, "The experience proprietary schools endured through the early part of the twentieth century would permanently set the sector against the nation's public school system. The proprietary sector would continue to have to fight for respectability and acceptance" (p. 36).

The G.I. Bill of 1944 included a list of approved private career schools to which a returning service person could attend and to receive reimbursement. The G.I. Bill was the first significant federal subsidy received by the for-profit institutions. Schools of all types were competing for returning veterans and the federal dollars. Lee and Mersiotis (1990)

reported that proprietary schools served more students on the G.I. Bill than any other institutional type.

However, high demand and the availability of federal funds, led to proprietary schools being accused of making educational goals subordinate to the bottom line. Petrello (1988) suggested that including the for-profit sector in the government's program, elevated the prestige of the career schools, but also made public the potential for putting profit ahead of education.

In 1972, the Higher Education Act provided funds through federally guaranteed student loan money to accredited proprietary schools and the sector has continued to grow and develop. Accredited, degree-granting, for-profit higher education institutions were approved to participate in the federal program and have continued to demonstrate their market-worthiness by enrolling a significant proportion of today's college student population.

Ruch (2001), a former proprietary college dean, observed that the U.S. Department of Education recognized over 4,000 'private, for-profit' higher education institutions in 1996. These colleges offer instruction in commercial art, electronics, food services, culinary arts, interior design, medical services, photography, and transportation as well as business and education. The sector has become more visible in the past decade as some of the for-profits became stock-owned, public companies. DeVry, Inc. was the first for-profit higher education institution listed on the stock exchange in 1991, but within the next eight years, there were 40. Some of the major players in this industry have become well-known names. These include the University of Phoenix, DeVry, Education Management, Career Education, and Strayer.

The U.S. Department of Education's Office of Postsecondary Education (2005) lists 124 institutions accredited by regional accrediting agencies that are private, for-profit schools offering 4-year degrees and above. The student population of these 124 institutions is around 300,000 with over 70,000 enrolled in the University of Phoenix's online degree programs alone. These schools are oriented toward market forces and especially profit.

For-profit higher education schools have gained academic accreditation. They employ some full-time faculty, but do not utilize the tenure process for faculty, relying primarily on adjunct part-time faculty. These schools provide programs primarily to working adults, "largely based on the mere dissemination of information" (Gould, 2003, p. 34). As the for-profit schools package knowledge as a commodity to be sold to a public desiring the possibility of a college education, they have lowered operating costs by improving efficiencies and radically simplifying the nature of the product. By eliminating costly campus structures and services, including minimizing library expenditures, the for-profits can stay in business and make a profit that is acceptable to investors (Ruch, 2001).

Some of the thinking regarding the elimination of traditional college "frills" may be a result of John Dewey's (1974) pragmatism regarding the utility of the acquisition of skills and is reflected in the following statement:

Because their knowledge has been achieved in connection with the needs of specific situations, men of little book learning are often able to put to effective use every ounce of knowledge they possess; while men of vast erudition are often swamped by the mere bulk of their learning, because memory, rather than thinking has been operative in obtaining it. (p. 52)

Drucker (1993) indicated that today's "knowledge society" needs a different kind of educated person from the ideal of a liberal education that has long been a vital component of a college degree. Today's students want a degree that is practical and prepares them to immediately take a job in the knowledge economy that relies on specific skills and problem solving abilities learned in their classrooms. While Drucker would argue that society needs educated people, some tension exists regarding the definition of what it means to be educated (Gould, 2003). In Traub's (1997) discussion regarding the University of Phoenix, William Gibbs, then president of the for-profit higher education institution indicated,

The people who are our students don't really want the education. They want what the education provides for them—better jobs, moving up in their career, the ability to speak up in meetings, that kind of stuff. They want it to *do* something for them. (p. 114)

Outcalt and Schirmer's (2003) article indicated that the federal regulations imposed on proprietary schools in the early 1990s have required more similarity with traditional post-secondary education. More general education courses, student support services, and particular attention paid to retention and career placement have garnered more respect from governmental agencies as well as students.

It is within this environment that libraries at for-profit higher education institutions exist. The libraries understand the needs of traditional higher education on the one hand coupled with an understanding of the need to provide highly skilled workers prepared to work in today's complex knowledge society on the other.

Libraries in For-Profit Higher Education

Little research has been published regarding the place or status of academic librarians within the for-profit higher education sector. Winston (1999) mentioned that the University of Phoenix has no books, only journals and magazines online. Today's online libraries in for-profit education are also able to include full-text of selected books online, further reducing the need for physical space. Ruch's (2001) study of five large for-profit higher education institutions indicated a reluctance to invest in libraries. Libraries are viewed as expensive and unprofitable and occupy what operations managers perceive to be non-revenue generating space, thereby reducing profit margins.

Most of the for-profits are career-focused and applications based, therefore not placing an emphasis on the theoretical base often found in the libraries' books. More emphasis is placed on current industry related literature that is accessible electronically and remotely from the campus. Today's students, both traditional and non-traditional, also expect electronic and remote access.

Regional accreditation appears to be a driving force in the development of the campus libraries. While the accrediting agencies are not prescriptive in their evaluations, the libraries are expected to provide services to support the educational mission of the institution. Expectations of appropriate staff and resources to meet the needs of the students completing a course of study is a common component of accreditation evaluations.

Job Satisfaction in General

Researchers began to study job satisfaction in the early 1900s with the goal of understanding the relationship between worker satisfaction and job performance. Nearly

a fourth of adult waking hours are spent on the job, assuming a forty-hour workweek. An understanding of the factors involved in job satisfaction is relevant to understanding the important aspect of job satisfaction on people's lives. Some believe that increasing job satisfaction will increase productivity and the profitability of organizations (Gruneberg, 1979). Researchers including Etzioni (1964), Likert (1961), and McGregor (1960) have implied that satisfied workers are productive workers.

Maslow's (1943) studies in human motivation have contributed to the studies on job satisfaction as well. These studies theorized that humans have five basic hierarchical needs of physiology, safety, love, esteem, and self-actualization. Only when the most basic need is satisfied, can one move on to the next level. Maslow indicates, "The average member of our society is most often partially satisfied and partially unsatisfied in all of his wants" (p. 395). According to Maslow's work, it would be understandable that librarians living a "normal" life where the basic hierarchical needs of physiological drives, safety, and love are present, attention would move next to the self-esteem and self-actualization levels of the hierarchy.

The motivation to work was also examined by Herzberg, Mausner, & Snyderman (1993). These researchers identified 16 job attitudes and sub-divided them into four categories: 1) achievement and recognition; 2) work itself, responsibility, and advancement; 3) salary; and 4) a set of ten infrequently appearing attitudes. The attitudes identified correspond relatively closely with the job satisfaction dimensions identified by Spector (1985) as he developed the Job Satisfaction Survey.

Spector (1997) provided an overview of the job satisfaction research literature particularly looking at six of the widely utilized job satisfaction assessment instruments

including the Job Satisfaction Survey (JSS). Locke (1976) defined job satisfaction as “a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences” (p.1300).

Topolosky’s (2000) study explored the linkage between employee satisfaction and business results. While demonstrating that strengths exist between employee satisfaction variables and financial results, Topolosky indicated that many other factors must be considered. The researcher’s results came from one company, from a specific set of business units, within a specific time, with specific organizational experiences. However, the factors of achievement, recognition, responsibility, growth, and advancement were strongly related to the financial success of a business. Other studies (Harter, Schmidt, & Hayes, 2002; Starkweather & Steinbacher, 1998) have shown how employee attitudes are predictive of important financial performance measures.

In a study of the influence of corporate culture types on employee job satisfaction (Lund, 2003) found that satisfaction levels varied significantly with organizational cultures. Organizations that promoted mentoring, loyalty, and tradition as well as innovation, entrepreneurship and flexibility elicited higher levels of employee satisfaction than cultures characterized by competition, goal achievement and market superiority and those that emphasized bureaucratic order, rules and regulation and predictability.

Job dissatisfaction has been found to negatively influence physical and emotional health, which may lead to tardiness, absenteeism, and turnover. Wagner and Hollenbeck (1998) determined that dissatisfied employees are more likely to participate in behaviors such as aggression, sabotage, and theft. Ostroff (1992) indicated that organizations that alienate workers through their practices will be less effective and efficient. “Whether or

not an employee will give his or her services wholeheartedly to the organization and produce up to potential depends, in large part, on the way the worker feels about the job, fellow workers, and supervisors” (p. 964).

In a recent review, Judge, Bono, Thoresen, and Patton (2001) found the average correlation between job satisfaction and job performance was .30. This relationship was found to be even higher for complex professional jobs. Their conclusion indicated that job satisfaction is predictive of performance, especially in professional jobs. Research also seems to indicate that the relationship between job satisfaction and life satisfaction is reciprocal in that they both affect the other (Judge & Watanabe, 1994).

According to Spector (1997), “Organizational practices that maximize job satisfaction will likely have employees who are more cooperative and willing to help the organization be successful (p.72)”. The National Study of the Changing Workforce (2002) suggested that greater employee job engagement, job satisfaction, intention to stay and employee health are related to effective workplace policies.

Crow and Hartman (1995) looked at job satisfaction from a different angle. They proposed that it may be more important to look at the ways to reduce employee dissatisfaction rather than ways to improve employee satisfaction. Many external factors such as intelligence, mental or physical health, or life away from work may account for a large degree of job satisfaction. Crow and Hartman suggested that job satisfaction may be nothing more than the absence of job dissatisfaction.

Job Satisfaction Studies Regarding Non-Library Public Service Careers

Spector and Marlowe (1983) used the Job Satisfaction Survey (JSS; Spector, 1982) and the Job Diagnostic Survey (JDS; Hackman & Oldham, 1975) to determine

average scores for job satisfaction and autonomy at Boley Manor, a private, nonprofit, psychosocial rehabilitation center. The administrative style was described as maintaining open communication, encouraging employee participation in decision making, and allowing considerable autonomy. The survey results indicated that job satisfaction at Boley Manor was considerably higher than norms for the instrument and suggests that Boley's administrators have been successful at fostering employee job satisfaction.

Various studies have been conducted focusing on teaching and administrative professionals with the public education (Stockard & Lehman, 2004; Brewer & McMahan-Landers, 2003; Mertler, 2001; Glick, 1992; Hagedorn, 2000; Bauer, 2000). In a study exploring the influences on the satisfaction and retention of first year teachers, Stockard and Lehman (2004) found that job satisfaction was the variable with the most important influence on job retention for first year public school teachers. Additional significant variables included social support and school management. These results support general models of worker turnover, which suggest that worker satisfaction is a primary influence on workers' retention (Mueller & Price, 1990).

Brewer and McMahan-Landers (2003) reported on the use of the Job Satisfaction Survey to measure the job satisfaction among industrial and technical education educators at the postsecondary level. Results indicated that the mean for satisfaction with supervision for industrial and technical teacher educators was significantly lower than the mean for satisfaction with supervision for the norm sample. Further research was recommended to more clearly understand this difference.

Glick's (1992) study was designed to determine job satisfaction among academic administrators in selected American institutions of higher education. Findings indicated

that chief academic officers and deans were relatively dissatisfied with the nature of the work requirement, while appearing to be satisfied with the facets of pay, supervision, and co-workers. The academic administrators were neither satisfied nor dissatisfied with their opportunities for promotion. Glick's recommendations included early recognition of job dimensions that are in need of improvement to help in the retention of effective administrators.

Mertler's (2001) recent study on teacher motivation and job satisfaction found that 77% of the teachers surveyed were satisfied with their jobs as teachers. However, concern was voiced for the students who encountered the 23% of the teachers surveyed who were dissatisfied with their jobs as teachers.

Hagedorn's (2000) purpose was to present a realistic portrait of the college professional to argue that the study of faculty satisfaction is warranted, appropriate, and needed. Exploring the psychology of job satisfaction, Hagedorn introduced a general framework, applied the framework specifically to college and university faculty and then looked at actual outcomes of job satisfaction using a national database of faculty. Life stages, family-related circumstances, change in rank or tenure, transfer to a new institution, change in perceived justice, and change in mood or emotional state appeared to affect the job satisfaction of the faculty population.

Bauer's (2000) review of job satisfaction of classified employees in college and university settings indicated that key factors are rewards and recognition; work-life balance; opportunities for growth; training and development; and perceptions of the work environment. The evidence seemed to indicate that attention to staff needs would result in positive outcomes such as satisfaction and productivity.

Job Satisfaction Studies Regarding Public Librarians and Public Library Employees

Several surveys have been conducted exploring the job satisfaction of public library support staff (Fitch, 1990; Parmer & East, 1993; Voelck, 1995). Fitch found that library support staff with ten or more years of experience were least satisfied and staff with less than a year of experience were the most satisfied with their chances for promotion. Voelck's study in Michigan replicated Parmer and East's studying Ohio public libraries; both using the Job Satisfaction Survey (JSS) developed by Spector (1985). The overall job satisfaction scores were similar for each study and were comparable with Spector's results from his administration of the survey to over 3,000 public and human service employees. Both Voelck's respondents in Michigan and Parmer and East's respondents in Ohio were most satisfied with the immediate supervision they received and were also satisfied with the nature of the work and their co-workers. Opportunities for promotion and pay scored lowest in the Michigan group (Voelck), with contingent rewards and opportunities for promotion scoring lowest with the Ohio group (Parmer & East).

Sherrer's (1985) study of Colorado library workers, both professional and paraprofessional, found that 67.4% of the respondents were more than somewhat satisfied with their jobs. The area of greatest discontent was expressed in the areas of performance evaluation and promotion and advancement. Questions were asked regarding both criteria and procedures used in performance evaluation and promotion and advancement and the most displeasure was expressed with the procedures rather than the criteria. Sherrer's study corresponded with Bloom and McCawley's (1993) survey of members of the Pennsylvania Librarian Association as well as Goetting's (2004) study in Louisiana.

Sixty-one percent of the respondents to a Pennsylvania Library Association survey reported by Bloom and McCawley (1993) reported being satisfied with their library job. The lowest level of satisfaction was with pay issues. It is interesting to note that library directors thought communication was very good, but that opinion was not shared by the other respondents. Enhanced upward communication was suggested as an opportunity. Only 47 % of those surveyed felt they received meaningful feedback about how well they did their job. Those who reported approval of the feedback they received generally reported being more satisfied with their jobs also. The conclusions of this study suggested that small changes by management in improved communication, decision - making, and feedback practices may hold great promise for enhancing librarians' day-to-day job satisfaction.

A recently published study by Goetting (2004) looked at attitudes and job satisfaction in Louisiana libraries. An online survey was created and emailed to several Louisiana library-related listservs. Out of 850 possible responses, 265 were received, providing a 31% response rate. In general, the results indicated that the library profession is doing well in Louisiana. Eighty-four % indicated that they were satisfied with their occupation. Ninety-two percent indicated that they had a good working relationship with the people in their department. Challenging was used 36% of the time to describe their job. However, when asked if library workers get the respect they are due, 49% disagreed. The researcher considered that because of the online nature of the survey, most respondents were technology savvy. If less technology proficient library workers refused to complete the survey or did not receive the e-mail, their opinions were absent.

Rubin's (1995) study of job factors affecting current public library employees' desire to remain with or leave their employer, pointed out that while more than a thousand articles have been written on the subject of turnover, there is very little regarding turnover in the library research. While not directly addressing job satisfaction, desire to leave or stay certainly can be a job satisfaction component. Issues delineated for library managers included several points to consider when managing the library. Library employers should consider positive interventions when desiring to retain library employees. The quality of immediate supervision, recognition and job tasks play an important role in why library employees think about staying or leaving. If employees have good supervisors, it appears that a stronger bond with the organization is formed. Burd's (2003) work with academic librarians supports Rubin's study of public library employees.

A study to determine if supervisor-to-subordinate communication behaviors could be leveraged to produce higher satisfaction levels in subordinates was conducted by Bartlett (2000) with employees of the Wake County North Carolina Public Library System. The initial purpose of the study was to identify communication behaviors that would result in increased levels of staff satisfaction. Because municipal organizations often cannot offer inducements such as on-site daycare, 401K matches, or signing bonuses, the researcher suggested that investments in training programs designed to enhance supervisory communications skills would result in satisfied employees who are less likely to leave the system.

Hypothesizing that job satisfaction at the reference desk is an important consideration in service effectiveness, Landry (2000) undertook a study of job

satisfaction to both compare the level of life satisfaction experienced by reference librarians to that of other populations and to examine the relationship between life satisfaction and job satisfaction in a public library setting. A moderately positive relationship found between satisfaction with life and job satisfaction indicated that librarians who are more satisfied with their lives also experience higher levels of job satisfaction.

Job Satisfaction Studies Regarding Academic Librarians

While job satisfaction appears to be a topic well covered particularly in business and industry, Wahba (1973) indicated,

One group of professionals, however, that has been virtually ignored are librarians. This is unfortunate because most of the studies of job satisfaction have concluded that job satisfaction differs from occupation to occupation, and that there is a definite need to study the job satisfaction of distinct professional groups independently one from another. (p. 45)

In the past thirty years later, as the job satisfaction literature continues to grow, librarians have received more attention and the literature specifically regarding academic librarians continues to grow.

Glasgow (1982) used the Job Satisfaction Index and the Job Descriptive Index to identify predictors of job satisfaction among academic librarians. This research determined that the most important predictor of job satisfaction among academic librarians surveyed was the librarians' perception of their work and the extent to which they perceived their job to be challenging, creative, and meaningful. The second predictor of job satisfaction in this study was promotion opportunities.

Three university libraries in the United States, similar in size of budget, size of staff, and number of doctoral programs, were the basis of Lynch and Verdin's (1983) study exploring job satisfaction in libraries. The interest in the work itself led to investigating the differences among functional groups within these three large libraries. Library employees in reference departments reported significantly higher levels of job satisfaction. Professional librarians differed from non-professional library employees and department heads reported the highest levels of job satisfaction. Lynch and Verdin (1987) replicated their study originally done in 1971-72, 15 years later using two of the three original university libraries, substituting a third with similar characteristics. While changes in results did occur, supervisors continued to show a higher level of job satisfaction as did the job satisfaction level of library employees working in the reference departments. Library professionals continue to report higher job satisfaction than non-professionals.

Rockman (1984) looked at job satisfaction from the perspectives of faculty and academic librarians, looking at the relationships of the variable of gender, autonomy, and decision-making with job satisfaction. The variables of autonomy and decision-making were found to correlate most highly with job satisfaction with traditionally oriented males having the highest levels of job satisfaction based on the results of this study.

Washington (1989) asked two hundred librarians at twenty randomly selected Association of Research Libraries (ARL) libraries if they were content with the nature of their profession and which aspects of the profession did they consider most satisfying or dissatisfying? The largest number of responses (83.6%) indicated appreciation for the opportunity to work in an intellectually stimulating environment. Feeling part of the

educational endeavor, working with books, and having ready access to research collections were also included. A high level of satisfaction (49.3%) was mentioned for the opportunity to provide service to library patrons. While this survey requested that respondents evaluate their profession without regard to such environmental factors as pay scale, promotion, management style of supervisors, etc., the researcher concluded that "satisfied librarians were aided by a pleasant environment to concentrate on doing their jobs in such a way as to bring satisfaction to themselves and, by extension, almost inevitably, to their patrons" (p. 104).

Mirfakhrai's (1990) literature review regarding job satisfaction of academic librarians consisted of background regarding the conceptual framework of job satisfaction with emphasis on Maslow's (1943) needs hierarchy theory and Herzberg's (1959) two-factor theory. Published nearly 15 years ago, the literature regarding job satisfaction of academic librarians was sparse and the researcher used studies of white-collar workers and university teachers as similar to academic librarians.

In a later study exploring the correlates of job satisfaction among academic librarians, Mirfakhrai (1991) used the Job Descriptive Index to survey 150 randomly selected academic librarians in the United States. Findings in this study indicate that overall librarians were most satisfied with co-workers and least satisfied with promotion policies. As a group, librarians at smaller institutions were more satisfied than those at larger institutions.

Siggins (1992) explained job satisfaction as a function of organization commitment, job involvement and organization culture. Factors leading to job satisfaction and dissatisfaction within a research library setting were explored as well as

the relationship of job satisfaction to performance. A framework of job satisfaction was presented within a complex culture of organizational factors. While not empirically supported, suggestions were offered beginning with (a) hiring the best staff, (b) enriching jobs to increase and sustain intrinsic motivation, (c) redesigning work to improve performance, and (d) introducing training programs and professional development. Staff empowerment, an effective performance management system, a fair reward system, and clear career paths were suggested as additional positive steps that can lead to the retention of talented staff.

Faculty status as a component of academic librarian job satisfaction was researched by Horenstein (1993) and Leckie and Brett (1997). Horenstein explored job satisfaction and its relationship to faculty status of librarians. Information about job satisfaction in general for academic librarians was also sought. The population studied was full-time librarians in universities and colleges in the United States with enrollments of 2,000 or more students, both public and private institutions. Results from both investigations indicated that the greatest sources of satisfaction of the librarians studied were relationship with patrons, relationship with coworkers, assigned duties, and the variety of the work. A positive relationship was found between faculty status and job satisfaction. Additionally Horenstein stated, "Perception of participation appears to be the crucial factor in job satisfaction" (p. 264).

Leckie and Brett (1997) replicated Horenstein's (1993) study, amending it slightly for differences in Canadian and U.S. academic libraries. The goal of this study was to explore questions relating to the job satisfaction of Canadian university librarians. Would academic status be related to job satisfaction in the Canadian context? Additionally

comparisons were drawn with Horenstein's American study. Both studies found that the work itself including the relationship with patrons and the challenge of the work were most satisfying. Again, promotion opportunities appeared toward the bottom of the list. While Horenstein's study supported the strong relationship between faculty status and job satisfaction, in Leckie and Brett's study, the relationship was not as clearly demonstrated.

Over 140 library employees were administered a modified version of Spector's (1997) Job Satisfaction Survey to investigate if there were significantly different levels of job satisfaction among professional and paraprofessional library staff at the University of North Carolina at Chapel Hill (Murray, 1999). Again, library professionals were significantly more satisfied than paraprofessionals.

Barbara Burd (2003) determined that librarians in organizations that support participatory management, open communication, opportunities for achievement and relationships built on honesty and trust are more satisfied and less likely to leave. Those librarians in organizations characterized as bureaucratic, were less satisfied and more likely to leave the organization. Burd's results supported Shann's (1998) findings that indicated that teacher job satisfaction is a predictor of teacher retention and reduces attrition, enhances collegiality, improves job performance, and has an impact on student outcomes.

Literature Review Summary

Beginning with a brief history of academic libraries, continuing with the development of for-profit higher education, and more specifically with libraries in for-profit higher education, this review establishes the foundation for exploring the topic of job satisfaction of librarians in academic libraries. The differences between academic

librarians in regionally accredited, four year or more, for-profit higher education institutions and their contemporaries within the non-profit higher education arena are investigated.

Job satisfaction within the field of academic libraries has been a source of interest for particularly the last 25 years. Various aspects of academic librarian job satisfaction were revealed. The work itself was a strong component of the studies by Glasgow (1982), Lynch and Verdin (1983, 1987), Rockman (1984), Washington (1989), Siggins (1992), and Murray (1999). Opportunities for promotion was a positive in Glasgow's research and a negative in Murray's study. Faculty status contributed to job satisfaction in both Horenstein's (1993) and Leckie and Brett's (1997) work. Mirfakhrai (1991) found significant job satisfaction derived from the relationships with co-workers.

While the job satisfaction levels of academic librarians in the non-profit higher education sector has generated significant research, no such studies were found investigating the job satisfaction levels of those academic librarians employed by for-profit higher education. As the for-profit education industry continues to attract large numbers of non-traditional students, the job satisfaction characteristics of those employed in academic positions in for-profit higher education is a research area of interest.

CHAPTER 3

METHODS

This chapter presents an overview of the intended research approach and design. The population of academic librarians and the process for identifying and accessing a sample is described. Spector's (1997) Job Satisfaction Survey (JSS) is used as the instrument of measurement in the study. A description of this instrument as well as its validity and reliability is detailed. This chapter also explains the procedure for data collection and the plan for analysis of data.

Research Approach

The primary purpose of the study is to investigate the job satisfaction levels of academic librarians in non-profit and for-profit regionally accredited higher education institutions. As described by Gliner & Morgan (2000), the general purpose of this type of study would be to investigate relationships between variables exploring individual differences using a comparative approach to evaluate groups of librarians at non-profit and for-profit academic libraries employed by regionally accredited higher education institutions. This would be considered a difference question as well as an association question, therefore difference and association inferential statistics will be used.

Web-Based Methodology

Currently, it is a fact that computers are a routine part of most Americans' lives at work. Computers and the technology they employ, play a vital role in the daily work life of professional work and communication. It would be odd, for professionals working

today, to not have an e-mail account and appropriate Internet access to accomplish common work tasks. Dillman (2000) suggested that the development of collecting survey data through self-administered electronic surveys by e-mail or the World Wide Web will equal or surpass the development of random sampling in the 1940s and telephone interviewing in the 1970s. Because of widespread access to electronic communication tools by academic library professionals, it was determined that a web-based survey could be used effectively by targeting individuals who belonged to specific e-mail discussion groups.

Electronic surveys offer the benefit of a fully customized questionnaire with a dynamic, interactive interface that can provide timely feedback to the researcher. The need for paper resources is reduced and publishing and mailing costs are minimized. Yoffie's (1998) study stated, "Evidence shows that online and traditional research methods often yield similar results, both in quantitative and qualitative studies" (p. 16). Computer-based surveys have become an efficient, convenient, and fast method to access participants, increase response rates, analyze data, and present instant feedback (Young, Ross & Odell, 2000). While indicating further research is needed to examine possible demographic differences, Kaplowitz, Hadlock, and Levine (2004) suggest that "a Web survey can achieve a comparable response rate to a questionnaire delivered by surface mail if the Web version is preceded by a surface mail notification" (p. 100).

In a recent survey of academic librarians, Hayslett and Wildemuth (2004) used different methods of administration to examine response differences. Three methods of survey distribution were used: 1) paper survey distributed by mail; 2) Web survey announced by mail; and 3) Web survey announced by e-mail. The study detected no

sampling bias or differences in the content of the responses. However, results indicated the response rate was slightly higher for the paper survey distributed by mail.

Carbonaro and Bainbridge (2000) outlined some issues of concern to researchers regarding Web-based surveys. Access should be simple for all respondents; the design should be comparable to that of a paper survey; security measures should be employed to maintain the integrity of the data and the confidentiality of the respondent; and finally, minimal computer skills should be required.

Finally, Mertler (2002) identified several limitations of Web-based survey. These included: 1) listservs are subscription based with participants requesting membership; 2) the limitations of the various online Web-survey providers; 3) the lack of a clearly defined population list; and 4) the lack of ability to select a random, representative sample. However, Mertler (2002) determined that Web-based surveys offer a realistic alternative to more traditional methods of data collection.

While challenges exist regarding the use of Web-based surveys, the technology landscape is evolving rapidly. Careful consideration of advantages and disadvantages as well as attention to best practices in Web-based surveys should provide positive results.

Participants

The theoretical population for this study is academic librarians in the United States. The sampling design is best described as convenience sampling. Gliner and Morgan (2000) described this as the selection of a sample based on convenience. The Web-based survey was directed via email to selected internet discussion groups with academic librarian membership. Permission was requested to send the survey link to the working email groups from selected for-profit higher education institutions.

While the desired information is from academic librarians within the for-profit higher education sector, the data was compared to responses from traditional, non-profit academic librarians. Surveys were completed by the librarians from the selected for-profit institutions and academic librarian members of the College Librarians Group within the American Library Association. The academic librarians from the selected for-profit institutions numbered approximately 135; while the College Librarians' Group has approximately 1200 members.

A recent search of the U.S. Department of Education's Office of Postsecondary Education revealed that there are 124 for-profit institutions accredited by the regional agencies: Middle States, New England, North Central, Northwest, Southern Association, and Western Association, offering 4-year degrees or above. Some of these offer online degree programs only with no physical library. For the purpose of this study, the researcher was only interested in data from those academic librarians working in a physical library setting within for-profit, regionally accredited, four-year or better, academic institutions.

Participation was requested from academic librarians at DeVry University with sixteen campuses and librarians at Education Management Corporation (EDMC) with sixty-six campus locations. In order to compare satisfaction levels, the survey responses were also requested from the College Librarians' Group. DeVry University offers both undergraduate and master's degrees at its locations, while EDMC offers undergraduate, master's, and doctoral degrees through the brands of The Art Institutes, Brown Mackie College, South University, and Argosy University.

Research Questions

1. What are the job satisfaction characteristics that describe academic librarians working in for-profit and non-profit higher education institutions as indicated by the Job Satisfaction Survey responses?
2. Are there differences between academic librarians employed by for-profit higher education libraries and non-profit higher education libraries within the following job satisfaction variables as measured by the following nine satisfaction constructs?
 - a. Pay
 - b. Promotion
 - c. Supervision
 - d. Fringe Benefits
 - e. Contingent Rewards
 - f. Operating Conditions
 - g. Coworkers
 - h. Nature of Work
 - i. Communication
3. Are there differences between librarians' overall job satisfaction ratings for academic librarians employed by for-profit and non-profit higher education institution libraries?
4. Is there an association between longevity and salary at current position, relative to job satisfaction?

Measurement

The instrument utilized in this study for measurement purposes is the Job Satisfaction Survey (Spector, 1997) (JSS). An additional demographic survey was used in this study to gather general information about survey participants.

Job Satisfaction Survey

The JSS (Spector, 1997) assesses nine facets of job satisfaction as well as computing an overall level of job satisfaction. Thirty-six statements test attitudes toward nine different aspects of work. The nine areas or facets of work are pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, coworkers, nature of work, and communication. A summated rating scale format is used within each area. Each of the nine facet subscales contain four items, with a total satisfaction score for each area computed by summing the results. Each item is measured on a Likert rating scale with six agree-disagree response choices. Respondents were asked to indicate which one of the six statements corresponded to their level of agreement or disagreement about each item. Agreement with a statement indicated either a positive or a negative attitude about the job because half the items are worded positively and half are worded negatively.

A respondent can have a score of 1 to 6 for each item. However, some items are scored in a positive direction and some in a negative direction. Before the items are summed, the scoring for the negatively worded items must be reversed. Thus, participants who agree with positively worded items and disagree with negatively worded items will have scores indicating the level of satisfaction in each area.

The overall satisfaction score is the sum of all 36 items. Individual component or facet scores are computed by summing the appropriate items as shown in Table 1.

Because each item's score can range from 1 to 6, the total score for an individual facet can range from 4 to 24. Four 1's would total 4, with four 6's totaling 24. When all nine facets are combined, the total overall satisfaction score can range from 36, being the lowest level of satisfaction to 216, being the highest level of satisfaction. Parmer and East (1993) suggested that the JSS provides a quantified assessment of nine identified job dimensions. Each dimension can be investigated separately and as part of a total picture.

Table 1

Scoring

Subscale Contents for the Job Satisfaction Survey	
Subscale	Item Number
Pay	1, 10r, 19r, 28
Promotion	2r, 11, 20, 33
Supervision	3, 12r, 21r, 30
Fringe Benefits	4r, 13 22, 29r
Contingent Rewards	5, 14r, 23r, 32r
Operating Conditions	6r, 15, 24r, 31r
Coworkers	7, 16r, 25, 34r
Nature of Work	8r, 17, 27, 35
Communication	9 18r 26r, 36r

(Spector, 1997)

Reliability, Validity, and Norms for the JSS

Two types of reliability estimates are important for evaluating a scale. First, internal consistency reliability estimates refer to how well items of a scale relate to one another. Spector's (1997) work demonstrates high internal consistency with a sample size of 3,067 individuals. The data were collected from employees in human service

types of organizations in 19 separate samples. The coefficient alphas ranged from .60, which is moderately low to .91 for the total scale, which is considered high. Expectations of reliability should show a coefficient between +.7 and +1.0 (Gliner & Morgan, 2000).

Second, test-retest reliability reflects the stability of the scale over time. Spector's small sample provided a moderate level of stability when the instrument was given over an 18-month time span with reliability results ranging from .37 to .74 on the nine areas of interest.

Researchers using the JSS have found Spector's norms to be consistent with their results (Parmer & East, 1993; Murray, 1999; Landry, 2000). Parmer and East's results with 422 respondents drawn from academic library support staff only and Murray's results with 145 participants drawn from both librarian and support staff reflected similar results. Landry's group of 285 reference librarian participants reflected slightly higher results in nearly every area.

The Job Satisfaction Survey (JSS) has been used in a variety of research studies involving service professions, with established internal consistency reliabilities (0.91 for the total scale) and norms from other professions (Spector & Marlowe). Spector (1997) demonstrated high correlations among job satisfaction scales on the JSS and those of other job satisfaction instruments. Parmer and East's (1993) study of support staff in twelve Ohio academic libraries found acceptable reliability with correlation coefficient alphas ranging from .64 for the area of operational procedures to .89 for the area of benefits.

Procedure

In order to compare academic librarians in for-profit settings with academic librarians in non-profit settings, it was necessary to identify and contact those librarians who fit the research criteria. The primary professional organization for academic librarians is the Association of College and Research Libraries (ACRL). Over 5800 librarians have annual membership in this professional association. Within ACRL, there is a section devoted to college libraries (CLS) with the mission “to advance college librarianship and encourage the development of library services in baccalaureate degree-granting institutions”

(www.ala.org/acrl/aboutacrl/acrlsections/collegelibraries/clshomepage.htm, 2005).

Librarians who choose to belong to this section are very likely to work in college libraries or have a strong personal interest in the operation of college libraries rather than the operation of large research university libraries. There are approximately 1200 members of the CLS section.

Within the CLS there is an internet discussion group for communication and discussion of topics and issues relevant to librarians in baccalaureate degree-granting institutions. While the membership is not restricted to academic librarians, it is, by its nature, a self-selected group of library professionals working in or interested in college academic librarianship. The CLS list has a membership of approximately 1200. With permission from the moderator of the discussion list, an introductory email was sent with an internet web site link to the entire membership of the CLS online discussion group.

According to the Office of Postsecondary Education of the U.S. Department of Education, there are 124 regionally accredited institutions that are “private for-profit, 4-

year or above” (www.ope.ed.gov/accreditation/InstList.asp, 2005). However, not all of these institutions have physical locations with libraries. For the purpose of this study, the institutions that serve primarily an online student base have been eliminated from the list.

A third of the institutions are affiliated with three publicly held corporations. EDMC has sixty-six campuses with libraries affiliated with it and DeVry University has sixteen locations with libraries. The third company is Career Education Corporation. Because the colleges affiliated with this company are largely two-year associate and certificate granting institutions, they were not included in this study. The academic leadership at DeVry and EDMC were contacted to obtain permission to send an explanatory email with an internet web site link to the job satisfaction survey to the librarians at 82 sites from these locations.

The participants were asked to complete the Job Satisfaction Survey and a short demographic questionnaire. The survey was posted at the web company SurveyMonkey.com. Use of the website survey allowed anonymous responses within the group of participants.

Data Analysis

The analysis of data involved several statistical applications based on the research questions posed in Chapter 1 of the study. Descriptive statistics were used to describe demographic data and to compare data from this sample to established norms for academic librarians. Comparative and association statistics were used to analyze the primary research questions.

After the survey results were received, analysis was performed using SPSS software to determine the following:

- 1) Descriptive summaries of the demographic variables to determine measures of central tendency and dispersion,
- 2) Correlation matrices with relevant demographic variables and job satisfaction,
- 3) The job satisfaction scores were computed and the non-profit and for-profit groups of academic librarians were compared to each other and established norms, using an independent t-test or Mann-Whitney U if the data are skewed,
- 4) T-tests (or appropriate non-parametric tests) were run to determine the significance of the differences between for-profit academic librarians and traditional academic librarians on the job satisfaction dimensions.

Summary

By surveying academic librarians from both for-profit and non-profit higher education institutions, conclusions were drawn from the collected data. The research questions with the resulting analysis provide additional information in the study of job satisfaction for academic librarians.

CHAPTER 4

RESULTS

The purpose of the study was to investigate the differences in job satisfaction levels between professional librarians employed by for-profit higher education institutions and professional librarians employed by non-profit higher education institutions. Results are presented in this chapter by analyzing the data collected by means of a web-based survey utilizing the commercial program, Survey Monkey. Data were analyzed by utilizing SPSS software.

Survey Responses

Members of the College Libraries online discussion group of the American Library Association and librarians at multiple campuses of DeVry University and Education Management (EDMC) campuses were emailed a hyperlink to an online survey hosted by the commercial service, Survey Monkey. The college libraries group consisted of approximately 1150 members with the number of librarians from DeVry and EDMC schools numbered approximately 135. The survey was sent out during the first week of February 2006. Within one week, over 200 responses had been received. A follow-up email request was sent out after the first week to elicit additional responses. After another two weeks, the surveys returned numbered 326. The survey link was closed at this point. A copy of the survey is available in Appendix B.

In order to segment the data into two groups of results for comparison purposes, the responses to the first question of the survey were used. Those who replied that they

were employed by non-profit, four-year or more, degree granting institutions were in one group and those who replied that they were employed by for-profit, four-year or more, degree granting institutions were in another group. Those respondents who worked for two-year or community colleges were in the third group. The third group's responses were not included in the analysis due to the design of the research study. Five responses were reclassified by the researcher due to the description of their type of institution. For example, one respondent who selected "other" indicated that they worked at a branch campus of a four-year public university. It was appropriate to reclassify this response to "four-year, non-profit, degree granting institution." Another indicated by "other" that their place of employment was a for-profit graduate school. This was reclassified as "for-profit, four-year or more, degree granting institution." A total of 29 responses in the "other" category were not included for the purposes of this study. Some of the responses to this category were "community college or two year technical school."

Of the 297 responses that remained, there were 232 in the non-profit group and 65 in the for-profit group. Additional investigation revealed that there were some incomplete responses to the questions that composed the Job Satisfaction Survey. In order to maintain consistency of results, it was determined that only completed surveys would be included. This led to the elimination of 44 responses within the non-profit group and seven responses from the for-profit group. The total number of responses for this study is 246 with 188 in the non-profit group and 58 in the for-profit group. The rate of response for useable results is 16.4% for the non-profit group of librarians and 43.0% for the for-profit group. Responses from the non-profit group are relatively small and may not be representative of the larger group of non-profit academic librarians.

Job Satisfaction Survey

Spector's (1985) Job Satisfaction Survey assesses nine facets of job satisfaction and computes for an overall level of job satisfaction. Thirty-six items test attitudes toward nine different aspects of work. The nine facets or constructs of work are *pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, coworkers, nature of work, and communication*. A summated rating scale format is used within each area. Each of the nine facet subscales contains four items, with a total satisfaction score for each area computed by summing the results. Each item is measured on a Likert rating scale with six agree-disagree response choices. Respondents were asked to indicate which one of the six statements corresponded to their level of agreement or disagreement about each item. Agreement with a statement indicates either a positive or a negative attitude about the job because half the items are worded positively and half are worded negatively. Table 2 provides the description of each of the facet areas.

Table 2

Scale Descriptions

Scale	Description
Pay	Pay and remuneration
Promotion	Promotion opportunities
Supervision	Immediate supervisor
Fringe Benefits	Monetary and nonmonetary fringe benefits
Contingent Rewards	Appreciation, recognition, and rewards for good work
Operating Procedures	Operating policies and procedures
Coworkers	People you work with
Nature of Work	Job tasks themselves
Communication	Communication within the organization
Total	Total of all facets

<http://chuma.cas.usf.edu/~spector/scales/jssovr.html>, 2006

The overall satisfaction score is the sum of all 36 items. Individual component or facet scores were computed by summing the designated items after reversal as shown in Table 1 in Chapter Three. Because each item's score can range from 1 to 6, the total score for an individual facet can range from 4 to 24. Four 1's would total 4, with four 6's totaling 24. When all nine facets are combined, the total overall satisfaction score can range from 36, being the lowest level of satisfaction to 216, the highest level of satisfaction. Each dimension was investigated separately and as part of the total overall score.

Research Questions

Research Question One

What are the demographic characteristics that describe academic librarians working in for-profit and non-profit higher education institutions? The following demographic characteristics were determined by the responses to the additional questions in the survey.

Gender and Age

In both types of institutions, non-profit and for-profit, the gender breakdown was similar. The non-profit group consisted of 77.1% female and 22.9% male, while the for-profit group was 77.2% female and 22.8% male. As for the ages of the sample populations, the ranges are shown in Table 3. In both groups, the largest percentage of participants indicated that their age range was from 51-55 years. In the non-profit group, 18.1% responded in this age range while 24.6% of the for-profit respondents indicated the same.

Table 3

Age

Age Ranges	Non-profit %	For-profit %	Mean %
Under 30	11.7 (n = 22)	7.0 (n = 4)	10.6
30-35	14.4 (n = 27)	15.8 (n = 9)	14.7
36-40	12.8 (n = 24)	14.0 (n = 8)	13.1
41-45	9.0 (n = 17)	5.3 (n = 3)	8.2
46-50	10.6 (n = 20)	17.5 (n = 10)	12.2
51-55	18.1 (n = 34)	24.6 (n = 14)	19.6
56-60	16.0 (n = 30)	10.5 (n = 6)	14.7
61-65	5.9 (n = 11)	5.3 (n = 3)	5.7
Over 66	1.6 (n = 3)	0 (n = 0)	1.2

Degrees Held

The survey was sent to academic librarians at both non-profit higher education institutions and for-profit higher education institutions. Information was requested to determine what kind of educational degrees were held. Participants were asked to check all that applied to their situation. Over 97% of the total respondents indicated they held a Master's degree in library science. Additionally, 35.8% indicated they held an additional subject master's degree. When asked about doctoral degrees, 6.5% responded they also had a Ph.D. or Ed.D. Finally, 6.9% indicated they had another type of academic degree. This could be a medical degree, law degree, or perhaps a foreign degree. Table 4 shows the specific percentages from both the non-profit and for-profit groups.

Table 4

Degrees

Degrees Held	Non-profit %	For-profit %	Mean %
Masters degree in library science	98.4 (n = 185)	93.1 (n = 54)	97.2
Additional subject masters degree	38.3 (n = 72)	27.6 (n = 16)	35.8
Ph.D. or Ed.D	5.4 (n = 10)	10.3 (n = 6)	6.5
Other degree	6.4 (n = 12)	8.6 (n = 5)	6.9

Respondents could indicated more than one response, so the totals do not equal 100%

Professional Library Experience

By far, the largest percentage of respondents indicated that they had worked less than 5 years as a professional librarian, with 25.5% from the non-profit group and 28.1% from the for-profit group. The breakdown by number of years as a professional librarian is shown in Table 5.

Table 5

Professional Library Experience

How many years have you worked as a professional librarian?	Non-profit %	For-profit %	Mean %
Less than 5 years	25.5 (n = 48)	28.1 (n = 16)	26.1
5-10 years	19.7 (n = 37)	22.8 (n = 13)	20.4
11-15 years	16.5 (n = 31)	8.8 (n = 5)	14.7
16-20 years	7.4 (n = 14)	15.8 (n = 9)	9.4
21-25 years	10.1 (n = 19)	12.3 (n = 7)	10.6
26-30 years	10.6 (n = 20)	5.3 (n = 3)	9.4
Over 30 years	10.1 (n = 19)	7.0 (n = 4)	9.4

Years in Current Position

Participants were asked to indicate how long they had held their current position in the non-profit or for-profit higher education institution for which they were currently working. The largest percentage for each group was in the 1-5 years category with a mean of 48.6%. Specifics relating to years in current position are shown in Table 6.

Table 6

Years in Current Position

How many years have you worked in your current library position?	Non-profit %	For-profit %	Mean %
Less than 1 year	14.9 (n = 28)	14.0 (n = 8)	14.7
1-5 years	45.7 (n = 86)	57.9 (n = 33)	48.6
6-10 years	15.4 (n = 29)	15.8 (n = 9)	15.5
11-15 years	12.2 (n = 23)	7.0 (n = 4)	11.0
16-20 years	3.2 (n = 6)	5.3 (n = 3)	3.7
Over 20 years	8.5 (n = 16)	0.0 (n = 0)	6.5

Salary Range

Additional variances were reported in the salary range category. The mean was 33.5% in the \$41,000-\$50,000 salary range with the highest percentage coming from the non-profit group in this category with 34.6%. The for-profit group had the higher percentage of 31.6% in the \$51,000-\$60,000 salary range. Table 7 indicates the specifics related to the salary breakout.

Table 7

Salary Range

What is your salary range?	Non-profit %	For-profit %	Mean %
Under \$30,000 per year	1.6 (n = 3)	7.0 (n = 4)	2.9
\$30,000-\$40,000 per year	23.4 (n = 44)	26.3 (n = 15)	24.1
\$41,000-\$50,000 per year	34.6 (n = 65)	29.8 (n = 17)	33.5
\$51,000-\$60,000 per year	19.7 (n = 37)	31.6 (n = 18)	22.4
Over \$60,000 per year	20.7 (n = 19)	5.3 (n = 3)	17.1

Research Question Two

Are there differences in job satisfaction between academic librarians employed by non-profit higher education libraries and for-profit higher education libraries as measured by the following nine satisfaction constructs? The nine areas of satisfaction are *pay*, *promotion*, *supervision*, *fringe benefits*, *continent rewards*, *operating conditions*, *coworkers*, *nature of work*, and *communication*. Independent *t*-tests were calculated to determine if there were differences between those librarians who worked in the non-profit area and those librarians who worked in the for-profit area on each of the variables in this question except for *supervision*. The range of scores for the summated scale in each variable category could be from a minimum of 4 to a maximum of 24.

There were no significant differences between the scores on the four facets of *pay*, *promotion*, *supervision*, and *coworkers*. However, each of the remaining five variables did show a significant difference between librarians who worked in non-profit and those who worked in for-profit institutions. Results of independent *t*-tests for the subscales are shown in Table 8.

Table 8

Job Satisfaction Survey Results of Independent T-Tests

		<i>t</i> -test for Equality of Means			
		<i>t</i>	<i>df</i>	Sig. (2-tailed)	Mean Difference
PAY	Equal variances assumed	.940	244	.348	.75477
PROMOTION	Equal variances assumed	-.689	244	.492	-.32410
SUPERVISION	Equal variances not assumed	1.931	75.477	.057	1.66416
FRINGE BENEFITS	Equal variances assumed	3.079	244	.002*	2.29072
CONTINGENT REWARDS	Equal variances assumed	2.600	244	.010*	1.99321
OPERATING CONDITIONS	Equal variances assumed	3.337	244	.001*	2.02531
COWORKERS	Equal variances assumed	1.052	244	.294	.63738
NATURE OF WORK	Equal variances assumed	2.319	244	.021*	1.16012
COMMUNICATION	Equal variances assumed	2.569	244	.011*	1.81273
OVERALL SATISFACTION	Equal variances assumed	2.874	244	.004*	12.01431

* $p < .05$

Pay

The four responses related to the variable of *pay* were 1) I feel I am being paid a fair amount for the work I do; 2) Raises are too few and far between; 3) I feel unappreciated by the organization when I think about what they pay me; and 4) I feel satisfied with my chances for salary increases. The area of *pay* showed no significant difference within the two groups of academic librarians. The mean score for the non-profit group was 13.55 and the mean score for the for-profit group was 12.79, ($t = .94$ (244), $p = .348$).

Promotion

The area of *promotion* also did not show significant difference between groups. The questions in this category were: 1) There is really too little chance for promotion on my job; 3) Those who do well on the job stand a fair chance of being promoted; 3) People get ahead as fast here as they do in other places; and 4) I am satisfied with my chances for promotion. For this facet, the mean score of the non-profit group was 13.81 and the mean score for the for-profit group was 14.14, ($t = -.689$ (244), $p = .492$).

Supervision

The questions for the area of *supervision* were: 1) My supervisor is quite competent in doing his/her job; 2) My supervisor is unfair to me; 3) My supervisor shows too little interest in the feelings of subordinates; and 4) I like my supervisor. Because *supervision* was skewed (skew = -1.33) the non-parametric Mann Whitney U was run for *supervision* which indicated there was no significance difference for this variable. Statistically, the probability of getting these results by chance was greater than the

predetermined alpha level of .05. The mean score of the non-profit group was 19.89 and the for-profit group had a mean score of 18.22, (Mann Whitney $U = 1.93$ (244), $p = .057$).

Fringe Benefits

The *fringe benefits* area asked the respondent to rate the following statements: 1) I am not satisfied with the benefits I receive; 2) The benefits we receive are as good as most other organizations offer; 3) The benefit package we have is equitable; and 4) There are benefits we do not have which we should have.

When rating the variable of *fringe benefits*, those who worked at for-profit institutions rated their fringe benefits at a mean of 13.81. The mean score for the non-profit group was 16.10. The independent t -test showed that this 2.29 mean difference was significant ($t = 3.08$ (244), $p = .002$). The effect size according to Cohen (1988) as interpreted by Morgan, Leech, Gloeckner, and Barrett (2004) is medium or typical ($d = .46$). Thus, those librarians at non-profit institutions perceived their fringe benefits as more satisfactory than those librarians at for-profit institutions.

Contingent Rewards

The next significant difference was in the area of *contingent rewards*. The choices in this area were: 1) When I do a good job, I receive the recognition for it that I should receive; 2) I do not feel that the work I do is appreciated; 3) There are few rewards for those who work here; and 4) I don't feel my efforts are rewarded the way they should be.

Librarians from the non-profit institutions rated their contingent rewards with a mean score of 16.44 while the for-profits showed a mean score of 14.45. The independent t -test indicated a 1.99 mean difference with a significant $t = 2.6$ (244),

$p = .010$. The effect size according to Cohen (1988) as interpreted by Morgan, Leech, Gloeckner, and Barrett (2004) is slightly below medium ($d = .39$).

Operating Conditions

Operating conditions also showed significant difference. The four choices here were: 1) Many of our rules and procedures make doing a good job difficult; 2) My efforts to do a good job are seldom blocked by red tape; 3) I have too much to do at work; and 4) I have too much paperwork. The non-profit librarians had a mean score of 15.04, and the for-profits had a mean of 13.02. The independent t -test indicated a 2.02 mean difference with a significant $t = 3.3$ (244), $p = .001$. The effect size according to Cohen (1988) as interpreted by Morgan, Leech, Gloeckner, and Barrett (2004) is medium or typical ($d = .50$).

Coworkers

The four responses related to the area of *coworkers* were: 1) I like the people I work with; 2) I find I have to work harder at my job because of the incompetence of people I work with; 3) I enjoy my coworkers; and 4) There is too much bickering and fighting at work. In the independent t -test, this area did not show significant difference between librarians at the non-profits and at the for-profits. The mean scores here were 19.29 for the non-profit group and 18.66 for the for-profit group, ($t = .94$ (244), $p = .294$).

Nature of Work

The next area of significant difference was the variable of *nature of work*. The choices here were: 1) I sometimes feel my job is meaningless; 2) I like doing the things I do at work; 3) I feel a sense of pride in doing my job; and 4) My job is enjoyable. The librarians from the non-profits had a mean score of 20.87, while the librarians from the

for-profits had a mean score of 19.71. The independent t-test indicated a 1.16 mean difference with a significant $t = 2.3$ (244), $p = .021$. The effect size according to Cohen (1988) as interpreted by Morgan, Leech, Gloeckner, and Barrett (2004) is between medium and small ($d = .34$).

Communication

Communication was the final area of the nine facets that showed significant difference. Here participants were asked to rate the following statements:

1) Communications seem good within this organization; 2) The goals of this organization are not clear to me; 3) I often feel that I do not know what is going on with the organization; and 4) Work assignments are not fully explained. The mean score for the non-profit area was 15.90 and 14.09 for the for-profit area. The independent t -test indicated a 1.81 mean difference with a significant $t = 2.6$ (244), $p = .011$. The effect size according to Cohen (1988) as interpreted by Morgan, Leech, Gloeckner, and Barrett (2004) is between medium and small ($d = .39$).

Research Question Three

Are there differences between the librarians' overall job satisfaction ratings for academic librarians employed by for-profit and non-profit higher education institution libraries?

The overall satisfaction score is derived by combining all of the individual responses. The score can range from a minimum of 36 to a maximum of 216. The mean total score for the non-profit area was 150.89 and 138.88 for the for-profit area. The independent t-test indicated a 12.01 mean difference with a significant $t = 2.9$ (244),

$p = .012$. The effect size according to Cohen (1988) as interpreted by Morgan, Leech, Gloeckner, and Barrett (2004) is between small and medium ($d = .41$).

Research Question Four

Is there an association between overall job satisfaction, longevity at current position and salary? Could overall job satisfaction predict longevity at current position or could longevity at current position predict overall job satisfaction? Likewise, could overall job satisfaction scores predict high salary ranges, or conversely, could high salary ranges possibly predict overall job satisfaction?

The Pearson Product Moment of Correlation between *overall satisfaction* and *salary* was .182 ($p=.004$). This is a small to medium effect size. According to these calculations, only 3% (r^2) of the variance between these variables can be predicted.

The correlation between *years of experience* and *salary* was .232 ($p<.000$). This is also a small to medium effect size. In this case, the r^2 is .05, which means that only 5 % of the variance between these variables can be predicted.

The correlation between *overall satisfaction* and *years at current position* was $r = .046$ ($p = .47$). This result indicates that there is no association between the number of years one works at a position and their overall job satisfaction. Correlations are shown in Table 9.

Table 9

Overall Satisfaction, Years at Current Position, and Salary Range

	Overall Satisfaction	Years at current position	Salary range
Overall Satisfaction	1.00		
Years at current position	.046	1.00	
Salary range	.182	.232	1.00

Additional Findings

Upon analysis of the correlation matrix for all variables, with both groups combined, there were several findings that warrant discussion. The first area looked at were the correlates with overall job satisfaction. Since overall job satisfaction was composed of the nine facets, it should not be too surprising that there are high correlations between all of the traits and overall job satisfaction (co-linearity). However, it was interesting to look at the highest to lowest associations.

There was a very high correlation between contingent rewards and overall job satisfaction ($r = .89, p < .000$). Communication ($r = .80, p < .000$), pay ($r = .73, p < .000$), and supervision ($r = .70, p < .000$) also have relatively high correlation. The area with the smallest correlation was operating conditions ($r = .59, p < .000$). Table 10 shows the entire range of associations.

Table 10

Pearson Correlations

	1	2	3	4	5	6	7	8	9	10
1. Promotion	1.00									
2. Supervision	.44	1.00								
3. Fringe Benefits	.34	.29	1.00							
4. Contingent Rewards	.59	.61	.53	1.00						
5. Operating Conditions	.21	.35	.28	.49	1.00					
6. Coworkers	.35	.46	.33	.51	.38	1.00				
7. Nature of Work	.30	.32	.34	.51	.21	.48	1.00			
8. Communication	.49	.53	.40	.64	.52	.59	.46	1.00		
9. Pay	.58	.40	.51	.70	.27	.31	.33	.41	1.00	
10. Overall Satisfaction	.66	.70	.65	.89	.59	.68	.60	.80	.73	1.00

The web survey also included two open-ended questions asking what librarians found to be both most pleasurable and most frustrating about their jobs. This question was not analyzed using statistical methods. The purpose of this question was to look at common themes between the two groups (for-profit and non-profit librarians) and to highlight obvious qualitative differences between the groups.

It was interesting to note how many librarians were willing to respond to these questions. When asked to share their most pleasurable aspects of their job, 179 out of 188 from the non-profit group responded, and 49 out of 58 from the for-profit group responded. The strong responses in the area of personal interactions may account for the number of responses to the open-ended questions. Responses are summarized in Table 11.

Table 11

Pleasurable Aspects

Pleasurable Aspects	Non-Profits	For-Profits
1. Interactions with students, faculty and staff	61%	71%
2. Job Characteristics – Reference, Teaching, Technology, Collection Development	28%	31%
3. Work Environment – Variety, Flexibility, Autonomy	28%	14%

This relatively high response rate showed several recurring themes. Most evident was the people related aspects of the job. Sixty-one percent of the non-profit group responded with comments in the pleasurable area that related directly to the human

interaction with students, faculty, and staff. While in the for-profit group, 71% of the responding librarians had positive people related comments.

A few of the comments from the non-profit group regarding the personal interactions included “working with people;” “the human interaction;” “helping students reach academic and intellectual goals;” “the people I work with;” “helping students find information for their research;” “interacting with student;” “collaborating with faculty.” One of the most positive comments was, “Relating to students and faculty on a daily basis. This is the best job I have had in my entire life. Love what I do.”

The for-profit group also had a large number of positive comments regarding the people they work with or come in contact regularly. These comments included, “helping students, faculty, and staff find the resources they need;” “satisfied customers;” “the student interaction;” “hearing from students how much I have helped them, and how pleased and surprised they are with what the library has to offer;” “finding books and materials that support faculty and student course work;” “assisting students, answering reference questions, and teaching bibliographic instruction sessions.” A comment that stood out was, “seeing students learn to appreciate learning.”

Another common theme was the job characteristics themselves. This included words such as reference, selection, cataloging, teaching and instruction, access, archives, interlibrary loan, technology, project management, website development, and systems work. From the non-profit group of academic librarians, 28% mentioned some aspect of the work itself in their response. Over 31% of the for-profit librarians mentioned a job characteristic in their response. Interestingly, only three responses out of the entire group of 220 responding librarians mentioned the word “books”.

The last area of commonality was the work environment. Responses that had words or phrases similar to “collegial and helpful college staff and faculty” or, “the overall work environment” were included in this category. From the entire group, 28% of the non-profit librarians mentioned the concept of work environment, while only 14% of the for-profit group only mentioned the work environment. The non-profit group mentioned variety, flexibility, and autonomy several times, while the for-profit group only mentioned this concept only in one response.

Both the non-profit and for-profit groups of academic librarians also responded with comments when asked about the most frustrating aspect of their current job. Essentially the same percentages replied to the frustrating question as replied to the pleasurable question, 94% and 84% respectively. Responses from this group are summarized in Table 12.

Table 12

Frustrating Aspects

Frustrating Aspects	Non-Profits	For-Profits
1. Bureaucracy	18%	31%
2. Budget and/or funding	14%	10%
3. People	17%	7%

The frustrating aspects fell into three groups: bureaucracy, budget and/or funding, and people. Bureaucracy elicited the greatest percentage of responses from each of the two groups with the for-profit group mentioning an aspect of bureaucracy (31%) nearly twice as often as the non-profit group (18%). The non-profit group comments included these statements, “changing or establishing of administrative procedures which are not

communicated to employees”; “the organizational structure to produce work”; “campus political climate”; “paperwork imposed by the university”; “slow pace of change in academia”; “working with IT”; “meaningless reports”; “dealing with a system that has no rewards for excellent work ethics”; “academic hierarchy”; “red tape”; and “endless paperwork for accreditation self-studies”. The for-profit group had similar comments which included: “extremely difficult to get the kind of information needed to plan effectively”; “constraints of working for a library that is managed nationally”; “bureaucracy”; “working through the red-tape of a for-profit university”; collecting the same information for multiple levels of management”; “convincing administration”; “lack of appreciation for excellent work”; “reams of paperwork”; “corporation decisions”; “paperwork, red tape”; and “dealing with the dictates of the corporate office decisions”.

Budget and/or funding were issues with 14% of the non-profit librarians, while only 10% responded with this aspect from the for-profit group. Comments from the non-profit group included such things as, “lack of resources (money to purchase materials, hire adequate staff)”; “insufficient human and financial resources to meet the needs of our students”; “low budget”; “not enough staff”; “lack of funding to do the things the library could/should be doing and being underpaid”; “not having enough staff”; and “not enough funding to implement needed technology”. The for-profit group had similar responses in this area. “Lack of resources and supervision”; “lack of funds to purchase things to improve the library”; “low salary”, and “extreme budget cuts” were a few comments mentioned.

Finally, while the people aspect of the work was definitely more of a positive, pleasurable aspect, both librarian groups also included individual responses that indicated people as the most frustrating aspect of their job. Seventeen percent of the non-profit group indicated people as frustrating while only 7% of the for-profit group included people in the frustrating comment area. Comments from the non-profit group included, "coworkers who don't do their job"; "staff members with whom it is difficult to work"; "working with students"; "indifference of world, patrons and co-workers"; "getting faculty outside the library more involved"; "trying to work with stubborn/inflexible coworkers"; "working with people who would rather be working somewhere else"; "the boss"; "dealing with irrational patrons"; "underperforming librarians"; "poor service orientation of some co-workers"; "co-workers who do not consistently improve their skills"; and "lack of respect for the professional librarians". With far fewer responses from the for-profit group, these comments included: "student apathy"; "students wanting the first answer and not being willing to dig for a better answer"; "dealing with the 'grown-ups'"; "teaching students"; "working with staff and students"; and "abusive supervisor".

Summary

Chapter Four has presented results from the web-based survey emailed to academic librarians from non-profit and for-profit higher education institutions. Respondents provided demographics characteristics and their responses to Spector's (1985) Job Satisfaction Survey to determine the job satisfaction of academic librarians employed by for-profit higher education institutions compared to academic librarians employed by traditional non-profit higher education institutions. With respect for the

final open-ended questions, participants were asked to identify both the most pleasurable aspect of their current job and the most frustrating aspect.

Descriptive statistics were calculated for the demographic information and t-test calculations were performed on the Job Satisfaction Survey data to identify differences between the two groups of academic librarians. Common themes within the open-ended questions were explored for differences and grouped for areas of similarity.

CHAPTER 5

DISCUSSION

Summary of Results

The purpose of this study was to explore whether or not there were differences in job satisfaction levels as measured by Spector's (1985) Job Satisfaction Survey, between professional librarians employed by for-profit higher education institutions and professional librarians employed by non-profit higher education institutions. A few demographic questions were asked to characterize the individual librarians for descriptive purposes. Additionally, there were two questions relating to the respondents' most pleasurable and frustrating aspects of their jobs.

Research Question One

Not surprising, there were similarities between the two groups of librarians. In both groups, over 50 % of the librarians were over 45 years of age, with a slightly larger percentage (57.9 compared to 52.2) from the for-profit group. This certainly corresponds with a recent survey from the American Library Association, as reported by Davis (2006), indicating that 58 % of the membership was born between 1940-1959. The same survey reports that women outnumber men nearly four to one. This study indicates that within the survey population, the ratio of women to men is also four to one. These results would indicate that the survey population was very similar to the larger group of professional librarians in the United States who belong to the largest professional association for librarians, the American Library Association.

Again, not surprisingly, 97.2 % of the total survey population held a master's degree in library science. Davis' (2006) article reported that 85 % of the ALA membership has an ALA accredited master's degree in library science. The reason for the difference here may be that often a master's degree is a requirement for employment in an academic library while it is not a requirement for membership in ALA. The ALA survey also reports that 31 % have an additional master's degree and 6.8 % have a Ph.D. This study found that of the librarians surveyed, an average of 35.8 % earned an additional master's degree, with the non-profit group having a 10-percentage point lead (38.3 to 27.6) over the for-profit group.

However, it was interesting to note that a larger percentage of the for-profit group held a Ph.D. or Ed.D over the non-profit group (10.3 to 5.4). Usually the for-profit institutions cater to non-traditional students and may offer free tuition to employees. This may make it possible for full-time workers to participate in part-time study and work toward obtaining advanced degrees because classes are often offered in alternative formats and times. It may also be the case that the for-profit institutions may be more interested in hiring librarians with doctoral degrees because of the prestige it may bring to the operation of the campus and it may also benefit the for-profits when regional accreditation evaluation visits are required. The smaller percentage of doctoral degrees may also be due to the smaller percentage of respondents from the non-profit group.

When asked how many years worked as a professional librarian, the non-profit group had a higher percentage working over 20 years (30.8) as compared to the for-profit group (24.6). The picture that emerges within this category appears to be that the for-profits have hired less experienced professional librarians with the largest percentage

(28.1) working as library professionals for less than five years. When comparing the groups with less than 10 years of professional experience, the difference appears large.

The non-profit group had 35.2% working less than 10 years, while the for-profit group had 50.9% working less than 10 years. It may also be that academic librarians who have been employed in the non-profit sector do not chose to further their careers by moving to the for-profit sector. As the job satisfaction scores indicated, those in the non-profit area are significantly more satisfied with their positions than those in the for-profit areas. While there may indeed be many reasons on individual bases for this, one explanation may be that those librarians in the non-profit areas are less likely to look for new positions outside the traditional non-profit area.

On a connected note, the non-profit group had twice the number indicating they had held their current position for more than ten years. The for-profits indicated that only 12.3% of them had held their current position for more than ten years while 23.9% of the non-profits did so. Perhaps this is due to the more recent growth of the for-profit higher education in the past 15 years. As the for-profit education sector has increasingly participated in acquiring and maintaining regional accreditation, libraries in these institutions have been encouraged to develop their libraries and to have professional library staffing.

Apparently, even though the academic librarians in the for-profit group have been employed for fewer years at their current position, they enjoy a higher salary range with the greatest number of respondents indicating a salary in the \$51,000 to \$60,000 range. This may be because the respondents from the for-profit group are often the sole library staff and may hold the title of Library Director. Perhaps these librarians were hired at a

higher level of professional experience due to the perceived “importance” of the library director position. When examining the job titles reported by respondents, only 27% of the non-profit group reported that their job title was Director or Library Director while 48% of the for-profit group reported Director or Library Director title.

Interestingly, again perhaps due to a lesser degree to longevity in their current positions, a significantly larger percentage of the non-profit group (20.7% to 5.2%) indicated that their salary range was over \$60,000. Because a larger number of respondents from the non-profit group had worked in their current position longer than 20 years, this may account for the over \$60,000 salary range.

Research Question Two

There were no significant differences between the Job Satisfaction Survey scores on four areas out of nine. *Pay, promotion, supervision, and coworkers* showed no significant difference when independent t-tests were run to determine if there were significant differences between the two groups of academic librarians. However, each of the remaining five areas did show significant differences between the non-profit and the for-profit groups. These areas are: *fringe benefits, contingent rewards, operating conditions, nature of work, and communication*.

Herzberg, Mausner, and Snyderman’s (1993) study on the motivation to work, identified 16 job attitudes and sub-divided them into four categories: 1) achievement and recognition; 2) work itself, responsibility, and advancement; 3) salary; and 4) a set of ten infrequently appearing attitudes. Herzberg, Mausner, and Snyderman’s study was conducted in an urban industrial area with professional accountants and engineers as participants. While this study was not restricted to an urban industrial area and did not

use accountants and engineers as participants, some connections may be drawn.

Academic librarians are also professionals with a rich background of education and experience. Their responses may be found to be more similar than different.

When rating the variable of *fringe benefits*, those who worked at for-profit institutions rated their fringe benefits at a mean of 13.81. The mean score for the non-profit group was 16.10. The independent t-test showed that this 2.29 mean difference was significant $t = 3.08$ (244), $p = .002$. The effect size according to Cohen (1988) as interpreted by Morgan, Leech, Gloeckner, and Barrett (2004) is medium or typical ($d = .46$). Thus, those librarians at non-profit institutions perceived their fringe benefits as more satisfactory than those librarians at for-profit institutions.

Fringe benefits would include such things as health insurance, retirement package, and tuition benefits. While this study did not explore precisely the differences, it appears that those in the non-profit sector feel more satisfied with their benefits' package. A recent American Association of University Professors found, "On average, the nonmedical retirement benefits that colleges and universities provide equal almost 10 percent of faculty salaries" (2005, <http://www.aaup.org/surveys/zrep.htm>). This would contrast with 3.3% as an average corporate contribution (<http://www.ici.org/pdf/per07-04.pdf>) on the for-profit side, according to 1999 data collected by the Employee Benefit Research Institute and the Investment Company Institute.

Librarians from the non-profit institutions rated their contingent rewards with a mean score of 16.44 while the for-profits showed a mean score of 14.45. The independent t-test indicated a 1.99 mean difference with a significant $t = 2.6$ (244), $p = .010$. The

effect size according to Cohen (1988) as interpreted by Morgan, Leech, Gloeckner, and Barrett (2004) is slightly below medium ($d = .39$).

The choices in the contingent rewards area were: 1) When I do a good job, I receive the recognition for it that I should receive; 2) I do not feel that the work I do is appreciated; 3) There are few rewards for those who work here; and 4) I don't feel my efforts are rewarded the way they should be. Satisfaction with contingent rewards measures satisfaction with nonmonetary rewards given for good performance or appreciation expressed for work efforts. This desire for respect and recognition was also an issue for library staff surveyed by Bloom and McCawley (1993) as well as library workers in Louisiana (Goettling, 2004).

While these responses may be considered highly subjective, they do seem to indicate that those librarians at the for-profit schools feel less appreciated for their work than those at the non-profits. This may just be a factor of the value of profit in the for-profits carrying more weight than the value of individual's work. It may be a result of an environment that is perceived as less academic in the for-profit sector.

From the entire group, 28% of the non-profit librarians mentioned the concept of work environment as the most pleasurable aspect, while only 14% of the for-profit group mentioned the work environment. The non-profit group mentioned variety, flexibility, and autonomy several times, while the for-profit group only mentioned this concept only in one response. While there was not a direct mention of "appreciation," the concept may be reflected in particularly the responses of flexibility and autonomy. On the reverse side, within the for-profit group, the work environment did not appear to have similar desirability.

Operating conditions also showed significant difference. The four choices here were: 1) Many of our rules and procedures make doing a good job difficult; 2) My efforts to do a good job are seldom blocked by red tape; 3) I have too much to do at work; and 4) I have too much paperwork. The non-profit librarians had a mean score of 15.04, and the for-profits had a mean of 13.02. The independent *t*-test indicated a 2.02 mean difference with a significant $t = 3.3$ (244), $p = .001$. The effect size according to Cohen (1988) as interpreted by Morgan, Leech, Gloeckner, and Barrett (2004) is medium or typical ($d = .50$).

Today, publicly owned companies are restricted under the rules of the Sarbanes-Oxley Act to protect shareholders from an Enron type fate. The librarians from the for-profit sector are employed by publicly owned companies, while the non-profit librarians do not fall under the strict guidelines of Sarbanes-Oxley. Of course, that does not mean they have an environment free from red tape and bureaucracy. Bureaucracy as a frustrating aspect of the job elicited the greatest percentage of open-ended responses from each of the two groups. The for-profit group mentioned aspect of bureaucracy (31%) nearly twice as often as the non-profit group (18%).

Bureaucracy as a negative job environment factor is supported in Burd's (2003) study, indicating that academic librarians in organizations characterized as bureaucratic were less satisfied, less committed and more likely to leave the organization. Additionally, the tension between the profit motive and the quality of education provided by the for-profit institutions may be reflected in the responses of the for-profit group.

The next area of significant difference was the variable of *nature of work*. The choices here were: 1) I sometimes feel my job is meaningless; 2) I like doing the things I

do at work; 3) I feel a sense of pride in doing my job; and 4) My job is enjoyable. The librarians from the non-profits had a mean score of 20.87, while the librarians from the for-profits had a mean score of 19.71. The independent t -test indicated a 1.16 mean difference with a significant $t = 2.3$ (244), $p = .021$. The effect size according to Cohen (1988) as interpreted by Morgan, Leech, Gloeckner, and Barrett (2004) is between medium and small ($d = .34$).

While this area might be considered somewhat fuzzy, it is likely that academic librarians from traditional non-profit institutions are in an area of library specialization, such as only cataloging, or primarily instruction or administration. Librarians from the for-profits are more like to be “jack of all trades” due to the nature of minimal staffing at the for-profits. Individuals who are hired into the for-profits may indeed welcome the opportunity to participate in a larger variety of librarian work tasks, but the opportunity to develop a specialization or expertise in a particular area of library work is not always possible.

Siggins (1992) offered suggestions to enhance job satisfaction relative to performance in a research library setting. These included enriching jobs to increase and sustain intrinsic motivation, empowering staff, and ensuring an effective performance system. Some of these suggestions may be appropriate within the for-profit library settings.

Communication was the final area of the nine facets that showed significant difference. Here participants were asked to rate the following statements: 1) Communications seem good within this organization; 2) The goals of this organization are not clear to me; 3) I often feel that I do not know what is going on with the

organization; and 4) Work assignments are not fully explained. The mean score for the non-profit area was 15.90 and 14.09 for the for-profit area. The independent t -test indicated a 1.81 mean difference with a significant $t = 2.6$ (244), $p = .011$. The effect size according to Cohen (1988) as interpreted by Morgan, Leech, Gloeckner, and Barrett (2004) is between medium and small ($d = .39$).

The for-profit institutions used in this survey both have a corporate main location and multiple campus locations. The corporate office handles much of the operational activities for the campuses in an effort to maximize efficiency. Each local campus has administrative offices and academic leadership that participate in central office as well as locally directed activities. While this is efficient for fiscal responsibility, the communication channels may be somewhat blurred due to distance and lack of opportunities for face-to-face communication.

Additionally, the staff of the central offices does not interact with students on a day-to-day basis as do employees at the campuses. This reliance on traditional hierarchical corporate management style is quite different from the shared governance style that one finds at traditional, non-profit institutions and may account for feelings of dissatisfaction among those librarians who perhaps expected a more collegial environment.

Research Question Three

When exploring for the differences between the librarians' overall job satisfaction ratings, the mean total score for the non-profit area was 150.89 and 138.88 for the for-profit area. The independent t -test indicated a 12.01 mean difference with a significant $t =$

2.9 (244), $p = .012$. The effect size according to Cohen (1988) as interpreted by Morgan, Leech, Gloeckner, and Barrett (2004) is between small and medium ($d = .41$).

This result demonstrates that the librarians at the non-profit institutions were significantly more satisfied than the librarians at the for-profit institutions, according to this study. Additionally when compared to Spector's (1997) norms based on 8,113 individuals from 52 samples, a one-sample t -test indicated a mean difference of 14.39 with a significant $t = 7.53$ (187), $p = .000$. This result would indicate that not only are academic librarians at non-profit higher education institutions more satisfied than their counterparts at the for-profit institutions, they are also more satisfied than the general population, according to Spector's norms.

This result for the non-profit institutions corresponds to similar results from other job satisfaction studies regarding professional librarians. Bloom and McCawley (1993) reported 61% job satisfaction ratings from librarians within the Pennsylvania Library Association. Goettling (2004) also found a high level of job satisfaction within the library profession in Louisiana. Lynch and Verdin (1983, 1987) reported results that indicate library professionals have higher job satisfaction levels than non-professionals in the libraries studied.

When the overall satisfaction score of 138.88 from the for-profit academic librarians was calculated with a one-sample t -test compared to Spector's (1997) norms, the results indicated a mean difference 2.38 with a non-significant $t = .556$ (57), $p = .580$. This result appears to indicate that the librarians from the for-profit institutions were neither more satisfied nor less satisfied with their jobs than the norms from Spector's analysis.

As academic librarians in general seem to have high levels of job satisfaction, it is significant that the academic librarians from the for-profit institutions seem to be less satisfied than other groups of academic librarians. Washington (1989) found that 83.6% of librarians at academic research libraries indicated appreciation of the opportunity to work in an intellectually stimulating environment. The results of the current study seem to contradict Mirfakhrai's (1991) finding that academic librarians at smaller institutions were more satisfied than those at larger institutions.

Research Question Four

Research question four explored the possibility of associations between overall job satisfaction, longevity at current position and salary. Can predictions of job satisfaction be made based on these associations? Results from the Pearson Product Moment of Correlation indicate that the correlation between job satisfaction and salary is very small ($.182$ ($p = .004$)), indicating a weak association. Likewise, the correlation between years of experience and salary was small ($.232$ ($p < .000$)), also indicating a weak association. Finally, the correlation between overall satisfaction and years at current position indicated no association between the number of years one works at a position and their overall job satisfaction. From these results, it would appear that no predictions of job satisfaction could be made based on salary, years or experience, or years at current position.

As reported in *Additional Findings*, the strongest association within the job satisfaction variables was between overall job satisfaction and contingent rewards.

Additional Findings

When examining the correlation matrix for all of the job satisfaction variables with both librarian groups combined, it was interesting to see what factors associated most strongly with overall job satisfaction. Table 13 shows the range of associations correlated with overall job satisfaction. The area of strongest association was between overall job satisfaction and contingent rewards ($r = .89, p < .000$). This was also an area of significant difference between the non-profit and the for-profit academic librarians. The non-profits were more satisfied in this area than the for-profits.

This association was additionally reflected in the open-ended responses with the non-profit group reporting positively to characteristics of the work environment that included words such as “variety,” “flexibility,” and “autonomy.” Responses indicating positive work environments came from 28% of the non-profit group and only 14% of the for-profit group. Recognizing employees for work well done and appreciation for those efforts do not always need to have financial costs attached. However, an attitude of recognition and appreciation of employs may greatly benefit the organization.

Table 13

Pearson Correlations for Job Satisfaction Factors

OVERALL JOB SATISFACTION	
1. Promotion	.66
2. Supervision	.70
3. Fringe Benefits	.65
4. Contingent Rewards	.89
5. Operating Conditions	.59
6. Coworkers	.68
7. Nature of Work	.60
8. Communication	.80
9. Pay	.73

Because of the relatively high correlations found among overall job satisfaction and the individual constructs, there is the possibility that Spector's Job Satisfaction Survey represents co-linearity with a significant overlap in the areas questioned.

Implications for Practice

Job satisfaction surveys are a potentially useful tool to measure how employees perceive their jobs and their work environment. Rucci, Kirn, & Quinn, (1998) found that within a customer service model, employees' attitudes toward their company and their jobs led to positive employee behavior toward customers. Koys (2001) substantiated this finding in his longitudinal study. Burd (2003) found that academic librarians employed by relational organizations as compared to hierarchical organizations, were more satisfied, more committed, and less likely to leave their jobs.

In a survey reported by Grant (1998), the Gallup Organization found that four attitudes taken together correlate with higher profits. The four attitudes, while not directly addressed in this study, are embedded in the Job Satisfaction Survey questions and responses. Employees, "feel they are given the opportunity to do what they to best every day; they believe their opinions count; they sense coworkers are committed to quality; and they've made a direct connection between their work and the company's mission." (Grant, p. 81). As the for-profit organizations are interested in higher profits as indicated by their status, it may be worthwhile to examine more closely the attitudes of employees regarding job satisfaction factors.

Horenstein's (1993) study indicated that there was a positive relationship between faculty status and job satisfaction. One might argue that faculty status could be considered a contingent reward in that it brings possible recognition and additional

opportunities to those librarians with faculty status. Because this was an area of significant difference between the non-profits and the for-profits, this may be an area to explore within the for-profit higher education sector. Currently, most academic librarians employed by the for-profit institutions do not have what would be considered to be faculty status.

When results from job satisfaction surveys indicate that one group of employees is significantly more satisfied with their jobs than another group of employees, it is worth the time to probe deeper into what the reasons may be and how the gap may be lessened.

Recommendations for Further Research

This study looks at differences in job satisfaction between two groups of academic librarians; one group from traditional non-profit higher education and the other from for-profit higher education. It would be interesting to explore this area by a variety of means. A qualitative study could be accomplished by utilizing interviews with both academic librarians within the for-profit higher education sector and with those individuals responsible for the hiring of these librarians. Perhaps this approach would uncover some of the underlying reasons for the differences found between the two groups of librarians.

A similar study of academic librarians from both sectors using Spector's Job Satisfaction Survey could be combined with the measure developed by Bacharach, Bamberger, and Conley (1991) exploring job satisfaction relative to expectations. Another possibility for extending the understanding of the differences found in this study would be to combine the survey with the career satisfaction measures developed by Greenhaus, Parasuraman, and Wormley (1990).

Academic librarians could be surveyed to see if differences exist between the 4-year colleges and the many 2-year career colleges offering associate degrees or certificates. It would be interesting to see the results on the same survey as well as differences in the descriptive categories of this study. Additionally, questions could be asked regarding why the librarians from the for-profit institutions choose that particular environment.

A study could be designed to compare for-profit academic librarians with special librarians or public librarians. As stated previously, some academic librarians employed by for-profit higher education institutions feel a greater affinity with the Special Libraries Association. This may be due to similarities in working for in a corporate environment or maybe because many special librarians are solo librarians as are many of those in the for-profit higher education sector. A similar study could be developed to include the entire membership of the American Library Association with various segments of librarianship identified.

It would be interesting to examine the job satisfaction characteristics of the entire academic workforce at for-profit, four-year or more, higher education institutions compared with a similar population from traditional, non-profit, four-year or more, higher education institutions. A recent study by Ramirez (2005) found that faculty at for-profit higher education institutions are generally less satisfied than faculty at non-profit institutions.

Conclusions

This study identified some of the sources of job satisfaction and dissatisfaction among academic librarians employed in for-profit higher education institutions compared

with academic librarians employed in non-profit higher education institutions. Clearly, librarians in the non-profit sector of higher education appear to be more satisfied with their jobs according to the Job Satisfaction Survey research in this study.

Despite a lower level of job satisfaction, the open ended responses to the web-based survey indicated that the academic librarians from the for-profit institutions still had positive feelings regarding their jobs, especially in the area of student and faculty interaction. Additionally, a greater percentage of the for-profit librarians mentioned a job characteristic in their positive responses. These comments are indicative of some aspects of the job that are keeping them engaged.

Job satisfaction within the for-profit sector of academic librarians might be enhanced by conducting a job satisfaction survey to compare the general overall level of satisfaction to other employees within the organization. Due to the small staff size of libraries at the for-profit institutions, it is most likely not practical to only survey librarians at specific locations. The facets responsible for the greatest dissatisfaction in this study were fringe benefits, contingent rewards, operating conditions, nature of the work, and communication. Without knowing the job satisfaction levels of other employees within the for-profit higher education institutions, it is impossible to determine whether comparable results would be found if other employee groups would to be given the Job Satisfaction Survey.

Of course, there are factors outside of work that may influence job satisfaction. These might include personal problems and individual personality. A positive work attitude and general well-being may also be contributing factors to good job satisfaction.

Because most people spend a great deal of their time gainfully employed, job satisfaction is important in everyday life. How employees feel about their work affects their attitudes, their actions, and even their health. Conventional wisdom would indicate that if employees are “satisfied,” their behavior reflects that and fewer problems may arise. It is within everyone’s, both employer and employee, best interest for organizations to function efficiently and effectively. Therefore, it makes sense to pay attention to those organizational practices that maximize employee job satisfaction.

As for academic librarians, whether in the non-profit higher education arena or in the for-profit sector, Crawford and Gorman’s (1995) observation that “service in librarianship implies attention to quality, a desire to live up to and to surpass the expectation of library users” (p. 9) appears to hold true for both groups. However, the for-profit group of academic librarians may be frustrated by the tension between the desire for quality on the part of their profession and the desire for profit on the part of their employers.

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APPENDICES

APPENDIX A

Demographic questions:

Gender –

Age –

Salary range –

- Under \$30,000
- \$30,000 - \$35,000
- \$35,000 - \$40,000
- \$40,000 - \$45,000
- \$45,000 - \$50,000
- Over \$50,000

Years as a professional librarian (include previous positions):

Years in current position –

Job title:

Your education (check as many as apply)

- M.L.S.
- Additional master's
- Ph.D.
- Other

What is the most pleasurable aspect of your current job?

What is the most frustrating aspect of your current job?

APPENDIX B

Job Satisfaction Survey

	Please circle the one number for each question that comes closest to reflecting your opinion about it.	Disagree very much	Disagree moderately	Disagree slightly	Agree slightly	Agree moderately	Agree very much
1	I feel I am being paid a fair amount for the work I do.	1	2	3	4	5	6
2	There is really too little chance for promotion on my job.	1	2	3	4	5	6
3	My supervisor is quite competent in doing his/her job.	1	2	3	4	5	6
4	I am not satisfied with the benefits I receive.	1	2	3	4	5	6
5	When I do a good job, I receive the recognition for it that I should receive.	1	2	3	4	5	6
6	Many of our rules and procedures make doing a good job difficult.	1	2	3	4	5	6
7	I like the people I work with.	1	2	3	4	5	6
8	I sometimes feel my job is meaningless.	1	2	3	4	5	6
9	Communications seem good within this organization.	1	2	3	4	5	6
10	Raises are too few and far between.	1	2	3	4	5	6
11	Those who do well on the job stand a fair chance of being promoted.	1	2	3	4	5	6
12	My supervisor is unfair to me.	1	2	3	4	5	6
13	The benefits we receive are as good as most other organizations offer.	1	2	3	4	5	6
14	I do not feel that the work I do is appreciated.	1	2	3	4	5	6
15	My efforts to do a good job are seldom blocked by red tape.	1	2	3	4	5	6
16	I find I have to work harder at my job because of the incompetence of people I work with.	1	2	3	4	5	6
17	I like doing the things I do at work.	1	2	3	4	5	6
18	The goals of this organization are not clear to me.	1	2	3	4	5	6
19	I feel unappreciated by the organization when I think about what they pay me.	1	2	3	4	5	6
20	People get ahead as fast here as they do in other places.	1	2	3	4	5	6

21	My supervisor shows too little interest in the feelings of subordinates.	1	2	3	4	5	6
22	The benefit package we have is equitable.	1	2	3	4	5	6
23	There are few reward for those who work here	1	2	3	4	5	6
24	I have too much to do at work.	1	2	3	4	5	6
25	I enjoy my coworkers.	1	2	3	4	5	6
26	I often feel that I do not know what is going on with the organization.	1	2	3	4	5	6
27	I feel a sense of pride in doing my job.	1	2	3	4	5	6
28	I feel satisfied with my chances for salary increases.	1	2	3	4	5	6
29	There are benefits we do not have which we should have.	1	2	3	4	5	6
30	I like my supervisor	1	2	3	4	5	6
31	I have too much paperwork.	1	2	3	4	5	6
32	I don't feel my efforts are rewarded the way they should be.	1	2	3	4	5	6
33	I am satisfied with my chances for promotion.	1	2	3	4	5	6
34	There is too much bickering and fighting at work.	1	2	3	4	5	6
35	My job is enjoyable.	1	2	3	4	5	6
36	Work assignments are not fully explained.	1	2	3	4	5	6

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