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Effects of Job Specialization and Departmentalization on Job Satisfaction among the Staff of a Nigerian University Library

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Abstract

Job specialization is the degree to which the overall task of the organization is broken down into smaller component parts. Departmentalization, on the other hand, is the grouping of jobs according to some logical arrangement. The effect of these two variables on job satisfaction among the staff of a library was the focus of this study. A descriptive research design was adopted while a survey method was employed to elicit information from the respondents for this study. Fifty (50) copies of questionnaires with 30 structured questions were distributed among the staff of Nimbe Adedipe Library, Federal University of Agriculture, Abeokuta and 45 (90%) were returned. The questionnaire sought information on respondents' demography, job specialization, departmentalization and effects of job specialization and departmentalization on job satisfaction of the respondents. Data analysis was based on 42 questionnaires as 3 were unusable. Among the findings of this study was that majority of the staff of the sampled library were fully satisfied with their present area of specialization. Although, Cataloguing Section was perceived as the most boring section to work in any library, this may not be true after all, since the introduction of online copy cataloguing and classification that gives room for interaction with computer system and sometimes further navigations to ascertain the authenticity of the information being used on the Internet. This study finally concludes that job satisfaction is individualistic and it affects one's feelings or state of mind. When the library personnel feel satisfied, they will be less likely to leave the job.

Keywords: Job Specialization, departmentalization, Job satisfaction, Librarians, University
Library, Nigeria

Introduction

The method of job specialization involves breaking down a task to its lowest level and designing jobs around each part. This creates specialization, expertise, and improved quality. Job specialization design in the workplace is frequently seen where a worker focuses on one specific task and ability during the entire work shift. The task frequently repeats all day long. Because job specialization allows significant expertise build-up in a specific task, the learning and speed of production happen faster. The job does not involve complex processes, so it can be taught faster to new workers. In theory, this approach reduces quality control costs and improves production efficiency (Thibodaux, 2012).

The downside of job specialization tends to be that people can only do one task. They aren't trained to multitask or handle multiple areas of a workplace. As a result, when a critical expertise is lost, the process can suffer. Additionally, workers under job specialization don't have a wide array of applicable skills, so it becomes hard for them to adapt to a new function or need in the organization. As a result, unemployment is a significant problem when a company has to shut down a factory or assembly line. Many of the laid-off workers usually have a hard time adjusting to new occupations.

Specialization refers to individuals and organizations focusing on the limited range of production tasks they perform best. This specialization requires workers to give up performing other tasks at which they are not as skilled, leaving those jobs to others who are better suited for them. An assembly line, where individual workers perform specific tasks in the production process, is the best example of specialization.

Specialization is related to another management concept, division of labour, discussed at great length by Adam Smith, the 18th-century Scottish economist and author of "The Wealth of Nations." Smith famously illustrated the benefits of specialization and a division of labour when describing a pin factory, in which each worker performs a single specialized task. One worker measures wire, another cuts it, one points it, others make the head and so on. Through this process, workers produced thousands more pins than if each worker made whole pins independently. Specialization, as illustrated by Adam Smith's example of the pin factory, allows workers to develop more skill in their specific tasks. Specialization increases output because workers do not lose time shifting among different tasks. Smith also believed that workers with specialties were more likely to innovate, to create tools or machinery to make their tasks even more efficient.

The benefits of specialization extend beyond individual workers as well. Firms that specialize in their particular products can produce larger quantities to sell. Those firms and their employees use the proceeds from the sale of those goods to buy needed goods produced by other workers and companies. While Adam Smith saw the advantages of specialization and division of labour, he also saw a downside to them as well. He feared that monotonous assembly lines in which

workers performed single tasks throughout the day could sap their creativity and spirit. He saw education as a remedy and believed that education fostered creativity and innovation in workers.

Karl Marx seized on Smith's concerns. He saw monotonous production tasks, coupled with subsistence wages that do not represent the full value of labour, as factors that increase worker alienation, eventually resulting in a worker-led uprising against the capitalist class.

The division of labour according to Niederhoffer (2011) is the separation of a job up into parts usually performed by different individuals. The division of labour is so common in our society, and so much good comes from it, that we often take its benefits for granted and forget about the harms from not following it. It seems good to gain perspective by starting with some scholarly work from the field, so that basic principles can be considered. He observed that the first division of labor in society came from the separation of work between men and women, where men did work that required larger frames and more strength. If the woman were to do the child bearing, and men to do the heavy hunting, then it also became less frictional for women to handle household chores like cooking, while men made the tools for hunting.

These concepts have now been subsumed in economics as increasing returns to scale, and the great improvement in output or profits that come from continuing until variable costs are more than the marginal costs without regard to the high fixed costs in many processes. The concept has been generalized by growth economists into a beneficent circle. Increasing the division of labor leads to enhanced output from improvements in the productivity of labour. This increases incomes and demand, and leads to larger markets. With larger markets, more division of labour can occur starting the circle over again.

A major reason that specialization works in economics and biology is that everybody is different. Williams (1979) showed that not only does everyone have different degrees of aptitudes, and appearance, morphology and physiology, but that everyone's internal organs are different. These differences lead us to be able to perform different tasks with different degrees of efficiency and productivity, and make the benefits of specialization great even when improvements in machinery are not available.

Job specialization is the degree to which the overall task of the organization is broken down into smaller component parts. It evolved from the concept of division of labour. There are four benefits of specialization: workers will become proficient at their task because it is small and simple, transfer time between tasks may decrease, the more narrowly defined the job is, the easier it is to develop specialized equipment to assist with the job and training costs should be relatively low. Conversely, the main problem with specialization is that workers can become bored and dissatisfied. This can lead to higher absenteeism and lower quality of work. It is also possible to overspecialize.

Because of the drawbacks of specialization, many firms have sought alternative approaches to designing jobs such as job rotation which involves systematically moving employees from one job to another, global connection encourages rotation of workers to new jobs and possible pay raises for each new job they master. Job enlargement gives employees more tasks to perform while job enrichment attempts to increase both the number of tasks a worker does and the control

the worker has over the job. It is more comprehensive than job rotation or job enlargement. Job enrichment is based on the two-factor theory of motivation developed by Frederick Herzberg.

Job characteristics approach is an alternative to job specialization that suggests that jobs should be diagnosed and improved along five core dimensions, taking into account both the work system and employee preferences. The five dimensions are skill variety which has to do with the number of things a person does in a job, task identity which shows the extent to which the worker does an identifiable portion of the total job and task significance is the perceived importance of the task. Others are autonomy which shows the degree of control the worker has over how the work is performed and feedback which means the extent to which the worker knows how well the job is being performed.

Departmentalization is the grouping of jobs according to some logical arrangement. As the organization grows in size and complexity, it is no longer possible for one manager to oversee all of the workers, so workers are assigned to new managers based on some overall plan. Most conventional libraries and information centres such as academic, public and special libraries belonging to large organizations also operate this system. Most organizations use multiple bases of departmentalization in different areas and/or at different levels.

Lennick (1995) identified various types of departmentalizations in organizations. They are:

- Functional departmentalization which groups together those jobs involving the same or similar activities. According to him, one of the beauties of the vertical, functional organization is that who you report to and who's the boss is very, very clear. He, however observed that few Japanese companies have ever used functional departmentalization. Instead, most Japanese companies have always used product or customer-based departmentalization.
- Product departmentalization involves grouping and arranging activities around products or product groups.
- Customer departmentalization structures the organization's activities to respond to and interact with specific customers and customer groups.
- Location departmentalization groups jobs on the basis of geographic sites or areas.

In the view of Mutandwa, Gadzirayi, Muzondo & Mutandwa (2007), job satisfaction leads to high job productivity or performance by workers. When an employee is satisfied with what he does, he will in turn give his best toward the attainment of the general goal of the organisation. According to Droussiotis (2004), managers who are successful in motivating employees often provide an environment in which appropriate or adequate incentives are made available for the needed satisfaction of the employee. It is the duty of the management of any organization to create and develop an effective environment in which the employees will be satisfied in order to be more productive. Such satisfaction required from the job in a formal organization is paramount to the worker. Some scholars are of the view that job satisfaction is a work-related positive emotional reaction. They argued that job satisfaction describes how contented an individual is with his job. According to Droussiotis (2004), job satisfaction refers to the feeling of pleasure and achievement which one experiences in the job when one knows

that his work is worth doing, or the degree to which work gives the feeling of pleasure and achievement.

Spector (1997) suggested that job satisfaction is helpful in evaluating the emotional wellness and mental fitness of the employee. Significantly, job satisfaction is very essential to the continuing growth of employees and they rank alongside professional knowledge, skills, competencies, as well as strategies, in determining organizational success and performance. In other words, professional knowledge, skills and competencies can be observed when one is taking on and mastering challenging tasks directed at organizational success and performance (Filak & Sheldon, 2003).

Hanisch (1992) identified the five aspects that make up an individuals' level of job satisfaction to include pay, promotion, supervision, the work itself and co-workers. Robbins (2003) observed that each person has different reasons for liking or disliking his/her job, therefore job satisfaction, to him, is an evaluative statement of how one feels about his or her job. On an individual basis, satisfaction is a moderating variable related to productivity; however, organizations with more satisfied employees tend to be more effective than those with less satisfied employees (Ostroff, 1992). When employees are satisfied, they have fewer absences and there is less failure (Robbins 2003; Hellriegel, Slocum & Woodman, 1998).

Research Questions

The following research questions were raised in this paper:

1. Do job specialization and departmentalization make work easier and faster?
2. Does specialization enhance the workers interest and reduce boredom?
3. Does job specialization advance knowledge base among library professionals?
4. Do job specialization and departmentalization result in monotony?
5. What section of the library requires job specialization mostly?
6. Are the present job specialization and departmentalization in the library settings alright?
7. Can the library do without job specialization and departmentalization in the face of ICT?
8. Can job specialization and departmentalization lead to better job performance in the library?
9. What are the strength and weaknesses of job specialization and departmentalization in the library?

Literature Review

Durkheim (2009) points out that people specialize in different occupations in a society, and this tends to bind them all together, as they depend on each other, but at the same time creates a sense of helplessness, or anomie, because no one person is responsible for the whole job. That is the reason that, often, the division of labor is not carried as far as it should be. However, Fowler (2012) concluded that most traders lose. And the reason is that people with abilities in one field feel that their success is transferable from their own field to trading. In his words:

They come to Wall Street and do not realize it is a world of its own, with its own mechanisms for survival, and specializations for success, and thus the sudden collapse of fortunes, closing of elegant mansions, the selling off of plate, and horse at auction, the hurling of men down from first class positions to subordinate posts is an everyday occurrence in New York. In almost every case, these reverses result from outside trading and meddling with matters foreign to one's legitimate business.

He further emphasized that the attempt of a given person to move from one field of specialization to another should be considered also as a major source of disaster. There are too many specialized rules involved, too many abilities needed to change willy nilly without a lengthy training period, careful study, and practice trading on a very small scale. The feeling that one can transfer skills from one field to another is closely related to hubris, a lack of humility in realizing the importance of specialization and individual differences.

According to Thibodeaux (2012), all companies initially have to decide upon an overall organizational structure - that is, they have to decide how many jobs they will have and what the exact responsibilities of each job will be. This means using job specialization, which is just one of the processes human resources uses to categorize employees. Job specialization, also called work specialization or division of labour, is the process of separating all the activities necessary for the business or the organization into individual tasks. As part of this process, management, working with the human resources department, takes each task and assigns them to specific people/positions. The job descriptions human resources provides when they advertise open positions and hire new employees reflects job specialization. Job specialization becomes more necessary the larger an organization is. Organizations turn to job specialization any time activities are so complex that the business cannot rely on other employees to do a co-worker's job.

When organization uses job specialization, every worker is an expert to some degree. Employees are able to refine the task for which they are responsible, resulting in increased efficiency and increased production. Because each employee concentrates on just a portion of all activities, quality control costs also decrease in theory. All these factors mean a higher revenue and profit potential for the business. They also sometimes allow workers to take greater pride in their work, as their jobs require specific skills others may not be able to do. Even though job specialization creates experts, the experts cannot multitask. Specialization restricts them from filling in for someone who is gone. Subsequently, any organization's activity connected to what the absent expert does may suffer. Additionally, specialized workers have a smaller skill set in some cases

than non-specialized workers. With fewer skills, many employees find it harder to adapt and find other employment later.

Job specialization, also known as the division of labour, occurs when workers learn how to perform specific tasks very well rather than focusing on doing many different tasks. Job specialization is one of the key facets of the modern capitalist economy and offers a range of potential advantages for workers and the organizations that employ them (Hamel, 2008). One of the most important aspects of job specialization is its potential to increase worker productivity and output. While productivity tends to benefit the employer of workers, specialization can also be advantageous to workers in that it may improve employment prospects. Workers with specialized skills are often more desirable than those with only general skills. Many jobs even require workers to have specific knowledge and skills just to be considered. For instance, most of the organizations dealing in computer often require that workers are versed in a specific software language. This is one of the primary reasons education is important: It allows workers to learn specialized skills. Job security is another potential advantage that specialized workers are likely to enjoy. A worker with a specialized skill that no one else knows is difficult for a company to replace. An employee with a tech support company who is the only one that knows how to recover data from crashed hard drives, is more valuable to the company than someone with no special job skills. If the company is forced to lay someone off, they will likely fire the person without the specialized skill.

Hamel (2008) observed that although specialization can be advantageous, workers are often expected to have certain general skills as well. A worker with specialized skills that does not have general skills might be at a disadvantage when searching for a job. For instance, an expert in real estate law might not be as desirable to employers as someone with less experience if he doesn't know how to use basic computer programs. According to London (2012), specialization allows every person to be a professional in what he does. Specialization involves giving workers individual job roles to remove the responsibility of other jobs and reducing the worker's capacity to one task in particular. There are many advantages and disadvantages to specialization, which became commonplace during the industrial revolution with the creation of factories. Factory owners would not simply hire one worker who produces all the goods. The work is divided among many different workers and each employee becomes a cog in a large machine. Perhaps the biggest advantage of specialization, emphasized by Karl Marx, is an increase in efficiency as workers become more skilled in the specific jobs they do. Workers in a factory who are responsible for only one part of the process become as skilled as they possibly can in that process without the distraction of learning other skills. Durkheim (2009) wrote of the benefits of specialization in "The Division of Labour in Society." He said the specialization of people in society into different labour roles brings more than just economic efficiency. He argues that the true function of specialization is to create a common feeling of solidarity between people. People are united by their common job role, form unions, socialize together and understand each other based on the similarity of their lives. One of the key disadvantages of specialization is that jobs often become monotonous. People like variety, and if their jobs become the same process over and over again, they become tedious, empty and unsatisfying.

London (2012) also noted that specialization changed people's roles in society. In the past people were involved in the whole process from the beginning to the end and they gained a sense of satisfaction from being useful to other people. With specialization, people rarely meet the end users of the products they produce and are merely selling their labour for a price as if it were a commodity. They become identical to other workers, job satisfaction decreases and a "just doing my job" work ethic reduces the quality of job performance.

Both advantages and disadvantages exist to employee specialization in the workplace. Rojas (2012) asserted that when employees specialize in specific tasks of production, they develop an expertise in the work performed. This development in expertise enhances efficiency and reduces the costs of production. Specialization also has some drawbacks. Due to the repetitive nature of the work performed, employees can be subject to boredom and burnout. Units of specialized workers also have a tendency to be insular and may refrain from collaborating with other units. The biggest benefit derived from job specialization is the expertise employees develop over time in their chosen task. As employees become better at their jobs, they perform more efficiently and produce products with fewer defects and higher quality. The increase in worker output results in a greater number of products available for sale to the consumer. If workers use technology in the production process, they may be able to develop expertise in several production tasks. As employees perform more efficiently, Rojas (2012) noted that the costs of production decrease. Efficient production results in greater worker output in less time and at a lower cost. These savings and enhancements pass on to consumers in the form of lower priced, higher quality products. These goods will likely generate higher profits since production is operating at an optimum level.

Since specialization involves the performance of repetitive production tasks, the work the employees perform may become boring. Depending on the demands of the production cycle on employees, specialization can also lead to job burnout if the company overworks the employees for long periods. Both boredom and burnout can lead to job dissatisfaction and low employee morale. The use of multitasking can prevent this by increasing employee control over the work performed and the opportunity to learn new skills.

Production settings with units of specialized employees can also cause each unit to turn inward and focus exclusively on its unit goals, while losing sight of overall production goals. This lack of communication between units can hinder production goals and create problems in the production cycle and in the products produced. The use of technology can assist in creating more collaboration among units by facilitating the formation of work groups and breaking down the boundaries that can isolate production units. In addition, a business may incur coordination issues due to the effort involved in getting production teams to work effectively, both as a unit and in collaboration with other units. Work teams are another alternative to job specialization. Work is assigned to a team and the team members have control over each worker's duties.

Job satisfaction has been the most frequently investigated variable in organizational behaviour (Spector, 1997). It is an area of particular interest to organizational managers and those who work for them (Cranny, Smith, & Stone, 1992). In the academia, individuals such as, directors, deans, and others involved in the administration and supervision of members should be concerned with the job satisfaction of employees. Organizations measure job satisfaction because

of the relationship with the organizations' short-term goals of increasing individual productivity, reducing absences, lethargy, and other related issues (Smith, 1992). The level of individuals' job satisfaction can lead to behaviours that affect the functioning of the organization (Spector, 1997). Individuals with a greater sense of job satisfaction tend to be happier and have a greater sense of trust with management (Smith, 1992). Unfortunately, there is not one organization where all workers will be completely and consistently satisfied with all facets of job satisfaction (Judge, Hanisch & Drankoski, 1995). Therefore, it is imperative to continuously measure the level of job satisfaction among employees for managers to know what can and should change in the work environment in order to improve employee job satisfaction (Cranny, et al 1992). Employees possessing a greater sense of job satisfaction are likely to have a better quality of life, greater physical and mental health, more job stability, and exhibit greater cooperativeness with supervisors (Cranny, et al 1992). This study therefore instigates the effects of specialization and departmentalization on job satisfaction among the staff of a Nigerian university library.

Research Methodology

A descriptive research design was used in this study. A survey method was employed to elicit information from the respondents. A questionnaire was designed with 30 structured questions including the demography of the respondents. Fifty (50) copies of questionnaires were distributed among the staff of Nimbe Adedipe Library, Federal University of Agriculture, Abeokuta and forty five (45) were returned. This represents 90% of the distributed questionnaires. The questionnaire was divided into four sections in order to elicit necessary information relevant to the study from the respondents. Section A deals with the demographic information while section B sought information on job specialization. Section C obtained information on departmentalization and section D sought to know the effects of job specialization and departmentalization on job satisfaction of the respondents. Three (3) questionnaires returned were not useful while forty two (42) questionnaires were analyzed and used for the study. Percentage and simple average calculation were used to analyse the data collected and later presented in a tabular form.

Data Analysis

Table 1: Demographic Information

Designation	No	%	Qualification	No	%	Section	No	%	Age	No	%
Librarian	15	35.7	Ph. D.	3	7.1	Readers' Serv.	16	40.5	>60	1	2.4
Libr. Officer	7	16.7	Masters	20	47.6	Cat & Class	9	21.4	50-59	5	11.9
Libr. Ass.	4	9.6	Bachelors	1	2.4	Automation	7	16.7	40-49	22	52.4
Porters	2	4.8	Diploma	11	26.2	Acquisition	2	4.8	30-39	12	28.6
Administrative	6	14.3	SSCE	4	9.6	Serials	2	4.8	20-29	2	4.8
Others	8	19	Others	3	7.1	Administrative	6	11.9	Others	-	-
Total	42	100		42	100	Total	42	100	Total	42	100

The table 1 above reveals that 15 librarians which represents 35.7%, 7 (16.7%) Library Officers, 4 (9.6%) Library Assistants, 2 (4.8%) Porters, 6 (14.3%) administrative staff and 8 (9%) other staff members totaling 42 (100%) staff members were the respondents for this study. On their qualifications, 3 (7.1%) were Ph. D. holders, 20 (47.6%) Masters holders, 1 (2.4%) Bachelors

Degree holder, 11 (26.2%) Diploma in Library and Information Studies holders, 4 (9.5%) SSCE holders and 3 (7.1%) other staff members who did not indicate their qualifications. The table also shows that 16 (40.5%) staff from Readers' Services, 9 (21.4%) from Cataloguing and Classification, 7 (16.7%) from Automation Section, 2 (4.8%) from Acquisition, 2 (4.8%) from Serials and 5 (11.9%) Administrative staff formed the respondents for this study. 1 (2.4%) respondent was more than 60 years old, 5 (11.9%) respondents were 50-59 years old, 22 (52.4%) were 40-49 years old, 12 (28.6%) were 30-39 years old and 2 (4.8%) respondents were 20-29 years old.

Table 2: Job Specialization

Table 2a: I am fully satisfied with my present area of specialization

Sections/Units	SA	A	SD	D	UND
Cat &Class	3 (7.1%)	4(9.5%)	-	2 (4.8%)	-
Readers' Services	4 (9.5%)	8 (19%)	-	4(9.5%)	-
Automation	3 (7.1%)	3 (7.1%)	1 (2.4%)	-	-
Acquisition	1 (2.4%)	1 (2.4%)	-	-	-
Serials	-	1 (2.4%)	-	1 (2.4%)	-
Admin	1(2.4%)	4 (9.5%)	-	1 (2.4%)	-
Total	12	21	1	8	-

Table 2b: My job specification corresponds with my training

Sections/ Units	SA	A	SD	D	UND
Cat & Class	6 (14.3%)	2(4.8%)	1(2.4%)	-	-
Readers' Services	3(7.1%)	6 (14.3%)	4 (9.5%)	3(7.1%)	-
Automation	3(7.1%)	3(7.1%)	-	1(2.4%)	-
Acquisition	2(4.8%)	-	-	-	-
Serials	-	1(2.4%)	-	1(2.4%)	-
Admin	1(2.4%)	4 (9.5%)	-	1(2.4%)	-
Total	15	16	5	6	-

Table 2c: I have over-stayed in this section

Sections/ Units	SA	A	SD	D	UND
Cat & Class	-	1(2.4%)	6(14.3%)	2(4.8%)	-
Readers' Services	1(2.4%)	2(4.8%)	6(14.3%)	7(16.7%)	-
Automation	1(2.4%)	-	3(7.1%)	2(4.8%)	1(2.4%)
Acquisition	1(2.4%)	-	-	1(2.4%)	-
Serials	-	-	-	2(4.8%)	-
Admin	1(2.4%)	1(2.4%)	1(2.4%)	3(7.1%)	-
Total	4	4	16	17	1

Table 2d: My low performance is as a result of monotonous task

Sections/ Units	SA	A	SD	D	UND
Cat & Class	-	-	5(11.9%)	4(9.5%)	-
Readers' Services	-	2(4.8%)	4(9.5%)	9(21.4%)	1 (2.4%)
Automation	-	-	4(9.5%)	3(7.1%)	-
Acquisition	1(2.4%)	-	1(2.4%)	-	-
Serials	-	-	-	2(4.8%)	-

Admin	1(2.4%)	-	3(7.1%)	2(4.8%)	-
Total	2	2	17	20	1

Table 2 above shows that 33 (78.6%) respondents were fully satisfied with their present area of specialization while 9 (21.4%) respondents were not. 31 (73.8%) respondents agreed that their job specifications correspond with their training while 11(26.2%) disagreed. 8 (19.1%) respondents agreed that they have overstayed in their section while 33 (78.6%) disagreed and 1(2.4%) respondent was undecided. 4 (9.5%) respondents also agreed that their low performance was as a result of monotonous task while 37 (88.5%) disagreed and 1 (2.4%) was undecided.

Table 3: Departmentalization

Table 3a: Cataloguing section is the most boring section to work in

Sections/Units	SA	A	SD	D	UND
Cat &Class	-	1(2.4%)	6(14.3%)	2(4.8%)	-
Readers' Services	-	6(14.3%)	5(11.9%)	5(11.9%)	-
Automation	-	-	4(9.5%)	3(7.1%)	-
Acquisition	-	1(2.4%)	-	1(2.4%)	-
Serials	-	-	1(2.4%)	1(2.4%)	-
Admin	-	1(2.4%)	2(4.8%)	1(2.4%)	2(4.8%)
Total	-	9	18	13	2

Table 3b: Serial section is an interesting section to work in

Sections/ Units	SA	A	SD	D	UND
Cat & Class	2(4.8%)	4(9.5%)	-	1(2.4%)	2(4.8%)
Readers' Services	4(9.5%)	10(23.8%)	-	-	2(4.8%)
Automation	1(2.4%)	6(14.3%)	-	-	-
Acquisition	2(4.8%)	-	-	-	-
Serials	1(2.4%)	-	-	1(2.4%)	-
Admin	1(2.4%)	4(9.5%)	-	-	1(2.4%)
Total	11	24	-	2	5

Table 3c: I prefer automation section because of ICT knowledge

Sections/ Units	SA	A	SD	D	UND
Cat & Class	-	1(2.4%)	6(14.3%)	2(4.8%)	-
Readers' Services	2(4.8%)	2(4.8%)	6(14.3%)	5(11.9%)	1(2.4%)
Automation	1(2.4%)	-	3(7.1%)	2(4.8%)	1(2.4%)
Acquisition	1(2.4%)	-	-	1(2.4%)	-
Serials	-	-	-	2(4.8%)	-
Admin	1(2.4%)	1(2.4%)	1(2.4%)	3(7.1%)	-
Total	5	4	16	15	2

Table 3d: Reader services section is very effective in service delivery

Sections/ Units	SA	A	SD	D	UND
Cat & Class	-	-	5(11.9%)	4(9.5%)	-
Readers' Services	2(4.8%)	4(9.5%)	3(7.1%)	6(14.3%)	1(2.4%)
Automation	-	-	4	3(7.1%)	-
Acquisition	1(2.4%)	-	1(2.4%)	-	-
Serials	-	-	-	2(4.8%)	-

Admin	1(2.4%)	-	2(4.8%)	2(4.8%)	1(2.4%)
Total	4	4	15	17	2

Table 3e: I need further education to perform well in this section

Sections/ Units	SA	A	SD	D	UND
Cat & Class	-	2(4.8%)	3(7.1%)	2(4.8%)	2(4.8%)
Readers' Services	2(4.8%)	3(7.1%)	4(9.5%)	6(14.3%)	1(2.4%)
Automation	3(7.1%)	2(4.8%)	1(2.4%)	1(2.4%)	-
Acquisition	1(2.4%)	-	1(2.4%)	-	-
Serials	2(4.8%)	-	-	-	-
Admin	1(2.4%)	3(7.1%)	-	2(4.8%)	-
Total	9	10	9	11	3

Table 3f: I need regular professional retraining to perform in my section

Sections/ Units	SA	A	SD	D	UND
Cat & Class	2(4.8%)	2(4.8%)	2(4.8%)	1(2.4%)	2(4.8%)
Readers' Services	5 (11.9%)	8(19%)	1(2.4%)	2(4.8%)	-
Automation	3(7.1%)	4(9.5%)	-	-	-
Acquisition	1(2.4%)	-	1(2.4%)	-	-
Serials	2(4.8%)	-	-	-	-
Admin	1(2.4%)	3(7.1%)	-	2(4.8%)	-
Total	14	17	4	5	2

Table 3 on departmentalization reveals that 9 (21.4%) respondents agreed that cataloguing section is the most boring section to work in while 31(73.8%) respondents disagreed and 2 (4.8%) respondents were undecided. 35(83.4%) respondents agreed that serial section is an interesting section to work in while 2 (4.8%) respondents disagreed and 5 (11.9%) were undecided. 9(21.4%) respondents preferred automation section because of ICT knowledge while 31 (73.8%) disagreed and 2 (4.8%) were undecided. 8 (19%) respondents agreed that readers services is very effective in service delivery while 32 (76.2%) disagreed and 2 (4.8%) were undecided. 19(45.2%) respondents indicated that they need further education to perform well in their sections while 20(47.6%) disagreed and 3(7.2%) were undecided. 31(73.8%) respondents agreed that they need regular professional training to perform in their sections while 9 (21.4%) disagreed and 2 (4.8%) were undecided.

Table 4: Job Satisfaction

Table 4a: I carry out my assignment with less interest

Sections/Units	SA	A	SD	D	UND
Cat & Class	-	2(4.8%)	5(11.9%)	2(4.8%)	-
Readers' Services	-	-	10(23.8%)	6(14.3%)	-
Automation	-	3(7.1%)	2(4.8%)	2(4.8%)	-
Acquisition	1(2.4%)	-	1(2.4%)	-	-
Serials	-	1(2.4%)	-	1(2.4%)	-
Admin	-	1(2.4%)	3(7.1%)	2(4.8%)	-
Total	1	7	21	13	-

Table 4b: My job becomes boring on daily basis

Sections/ Units	SA	A	SD	D	UND
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Cat & Class	-	1(2.4%)	5(11.9%)	3(7.1%)	-
Readers' Services	-	-	10	6(14.3%)	-
Automation	-	1(2.4%)	4(9.5%)	2(4.8%)	-
Acquisition	-	-	-	2(4.8%)	-
Serials	-	-	-	2(4.8%)	-
Admin	-	1(2.4%)	3(7.1%)	2(4.8%)	-
Total	-	3	22	17	-

Table 4c: I prefer to be transferred out of this section

Sections/ Units	SA	A	SD	D	UND
Cat & Class	-	1(2.4%)	4(9.5%)	4(9.5%)	-
Readers' Services	-	7(16.7%)	4	3(7.1%)	2(4.8%)
Automation	-	-	2(4.8%)	5	-
Acquisition	1(2.4%)	-	1(2.4%)	-	-
Serials	1(2.4%)	1(2.4%)	-	-	-
Admin	-	1(2.4%)	-	5(11.9%)	-
Total	2	10	11	17	2

Table 4d: Being an extrovert, I don't enjoy this section

Sections/ Units	SA	A	SD	D	UND
Cat & Class	-	1(2.4%)	3(7.1%)	4(9.5%)	1(2.4%)
Readers' Services	1(2.4%)	1(2.4%)	7(16.7%)	7(16.7%)	-
Automation	-	-	3(7.1%)	4(9.5%)	-
Acquisition	1(2.4%)	-	1(2.4%)	-	-
Serials	1(2.4%)	-	1(2.4%)	-	-
Admin	-	-	2(4.8%)	3(7.1%)	1(2.4%)
Total	3	2	17	18	2

Table 4e: Being an introvert, I enjoy this section

Sections/ Units	SA	A	SD	D	UND
Cat & Class	3(7.1%)	2(4.8%)	1(2.4%)	2(4.8%)	1(2.4%)
Readers' Services	2(4.8%)	9	1(2.4%)	3(7.1%)	1(2.4%)
Automation	2(4.8%)	3(7.1%)	1(2.4%)	1(2.4%)	-
Acquisition	1(2.4%)	-	1(2.4%)	-	-
Serials	-	-	-	2(4.8%)	-
Admin	-	2(4.8%)	-	2(4.8%)	2(4.8%)
Total	8	16	4	10	4

Table 4f: I enjoy interacting with students

Sections/ Units	SA	A	SD	D	UND
Cat & Class	4(9.5%)	5(11.9%)	-	-	-
Readers' Services	10(23.8%)	6(14.3%)	-	-	-
Automation	2(4.8%)	5(11.9%)	-	-	-
Acquisition	2(4.8%)	-	-	-	-
Serials	2(4.8%)	-	-	-	-
Admin	2(4.8%)	4(9.5%)	-	-	-
Total	22	20	-	-	-

Table 4g: I am not creative due to job monotony

Sections/Units	SA	A	SD	D	UND
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Cat &Class	-	-	4(9.5%)	5(11.9%)	-
Readers' Services	-	2(4.8%)	6(14.3%)	6(14.3%)	2(4.8%)
Automation	-	1(2.4%)	4(9.5%)	2(4.8%)	-
Acquisition	1(2.4%)	-	1(2.4%)	-	-
Serials	-	-	-	1(2.4%)	1(2.4%)
Admin	-	-	2(4.8%)	3(7.1%)	1(2.4%)
Total	1	3	17	17	4

Table 4h: Subject cataloguing advances my knowledge of different subjects

Sections/ Units	SA	A	SD	D	UND
Cat & Class	6(14.3%)	3(7.1%)	-	-	-
Readers' Services	3(7.1%)	10(23.8%)	1(2.4%)	1(2.4%)	1(2.4%)
Automation	3(7.1%)	4(9.5%)	-	-	-
Acquisition	1(2.4%)	1(2.4%)	-	-	-
Serials	2(4.8%)	-	-	-	-
Admin	-	5(11.9%)	-	-	1(2.4%)
Total	15	23	1	1	2

Table 4i: I am fully trained to perform my present tasks

Sections/Units	SA	A	SD	D	UND
Cat &Class	2(4.8%)	3(7.1%)	2(4.8%)	-	2(4.8%)
Readers' Services	4(9.5%)	6(14.3%)	2(4.8%)	3(7.1%)	1(2.4%)
Automation	3(7.1%)	3(7.1%)	-	1(2.4%)	-
Acquisition	1(2.4%)	-	-	-	1(2.4%)
Serials	1(2.4%)	-	-	1(2.4%)	-
Admin	2(4.8%)	3(7.1%)	-	1(2.4%)	-
Total	13	15	4	6	4

Table 4j: My training does not correspond with my present posting

Sections/ Units	SA	A	SD	D	UND
Cat & Class	1(2.4%)	-	5(11.9%)	1(2.4%)	2(4.8%)
Readers' Services	-	7(16.7%)	5(11.9%)	4(9.5%)	-
Automation	1(2.4%)	1(2.4%)	2(4.8%)	3(7.1%)	-
Acquisition	1(2.4%)	-	1(2.4%)	-	-
Serials	-	-	-	2(4.8%)	-
Admin	-	1(2.4%)	2(4.8%)	3(7.1%)	-
Total	3	9	15	13	2

Table 4 on job satisfaction also revealed that 8 (19%) respondents indicated that they carried out their assignments with less interest while 34 (81%) disagreed. 3(7.2%) respondents also indicated that their jobs become boring on daily basis while 39(92.8%) disagreed. 12 (28.5%) respondents indicated that they preferred to be transferred out of their sections while 28 (66.7%) disagreed and 2 (4.8%) were undecided. 5 (11.9%) respondents indicated that being extroverts, they did not enjoy their sections while 35 (83.3%) disagreed and 2 (4.8%) were undecided. Conversely, 24 (57.1%) respondents agreed that being introverts, they enjoy their sections while 14 (33.4%) disagreed and 4 (9.5%) were undecided. All the respondents, 42 (100%) agreed that they enjoy interacting with students. 4 (9.5%) respondents agreed that they were not creative due to job monotony while 34 (81%) disagreed and 4 (9.5%) were undecided. 38 (90.5%)

respondents agreed that subject cataloguing advanced their knowledge of different subjects while 2 (4.8%) disagreed and 2(4.8%) were undecided. 28 (66.7%) respondents agreed that they were fully trained to perform their present tasks while 10(23.8%) disagreed and 4 (9.5%) were undecided. 12 (28.5%) respondents agreed that their training did not correspond with their present posting while 28(66.7%) disagreed and 2 (4.8%) were undecided.

Results and Discussion of Findings

This study finds that 15 librarians which represents 35.7%, 7 (16.7%) Library Officers, 4 (9.6%) Library Assistants, 2 (4.8%) Porters, 6 (14.3%) administrative staff and 8 (9%) other staff members totaling 42 (100%) staff members were the respondents for this study. On their qualifications, 3 (7.1%) were Ph. D. holders, 20 (47.6%) Masters holders, 1 (2.4%) Bachelors Degree holder, 11 (26.2%) Diploma in Library and Information Studies holders, 4 (9.5%) SSCE holders and 3 (7.1%) other staff members who didn't indicate their qualifications. The study also finds that 16 (40.5%) staff from Readers' Services, 9 (21.4%) from Cataloguing and Classification, 7 (16.7%) from Automation Section, 2 (4.8%) from Acquisition, 2 (4.8%) from Serials and 5 (11.9%) Administrative staff formed the respondents for this study. 1 (2.4%) respondent was more than 60 years old, 5 (11.9%) respondents were 50-59 years old, 22 (52.4%) were 40-49 years old, 12 (28.6%) were 30-39 years old and 2 (4.8%) respondents were 20-29 years old.

This study finds that 33 (78.6%) respondents were fully satisfied with their present area of specialization while 9 (21.4%) respondents were not. Job satisfaction varies among the employees. Peretomode (1991) and Whawo (1993) suggested that the higher the prestige of the job, the greater the job satisfaction. In addition, job satisfaction is individualistic and it affects one's feelings or state of mind. When the library personnel feel satisfied, they will be less likely to leave the job. Keeping library personnel productive and satisfied can limit costly turnover and increase an organization's overall productivity (Davis & Newstron, 2003). 31 (73.8%) respondents agreed that their job specifications correspond with their training while 11(26.2%) disagreed. 8 (19.1%) respondents agreed that they have overstayed in their section while 33 disagreed and 1(2.4%) respondent was undecided. 4(9.5%) respondents also agreed that their low performance was as a result of monotonous task while 37 (88.5%) disagreed and 1 (2.4%) was undecided.

This study also finds that 9 (21.4%) respondents agreed that Cataloguing Section is the most boring section to work in while 31 (73.8%) respondents disagreed and 2(4.8%) respondents were undecided. Since specialization involves the performance of repetitive production tasks, the work the employees perform may become boring. Rojas (2012) asserted that job specialization has some drawbacks. Due to the repetitive nature of the work performed, employees can be subject to boredom and burnout. Units of specialized workers also have a tendency to be insular and may refrain from collaborating with other units. The conventional thought about Cataloguing Section was that it was a boring section. This may no longer be true based on the findings of this study. Obviously, the reason for this is the use of web-based copy cataloguing and classification that gives room for interaction with computer system and sometimes further navigations on the Internet to ascertain the authenticity of the information being used. 35 (83.4%) respondents

agreed that serial section is an interesting section to work in while 2 (4.8%) respondents disagreed and 5(11.9%) were undecided. 9 (21.4%) respondents preferred Automation Section because of ICT knowledge while 31(73.8%) disagreed and 2 (4.8%) were undecided. ICT operational skills are germane to information handling presently. Hamel (2008) observed that, although specialization can be advantageous, workers are often expected to have certain general skills as well. A worker with specialized skills that does not have general skills such as how to use basic computer programs might be at a disadvantage when searching for a job. 8 (19%) respondents agreed that Readers' Services is very effective in service delivery while 32 (76.2%) disagreed and 2 (4.8%) were undecided. The reason for this result may not be far-fetched. Most of the 21st Century user-oriented services that were only made possible through the use of library automation system and web-based services were not present at the Readers' services department of the sampled library. 19 (45.2%) respondents indicated that they need further education to perform well in their sections while 20 (47.6%) disagreed and 3 (7.2%) were undecided. 31 (73.8%) respondents agreed that they need regular professional training to perform in their sections while 9 (21.4%) disagreed and 2 (4.8%) were undecided.

In addition, this study finds that only 8 (19%) respondents indicated that they carried out their assignments with less interest while the majority 34 (81%) disagreed. Only 3 (7.2%) respondents also indicated that their jobs become boring on daily basis while the majority 39 (92.8%) disagreed. 12 (28.5%) respondents indicated that they preferred to be transferred out of their sections while 28 (66.7%) disagreed and 2 (4.8%) were undecided. 5 (11.9%) respondents indicated that being extroverts, they did not enjoy their sections while 35 (83.3%) disagreed and 2 (4.8%) were undecided. Conversely, 24 (57.1%) respondents agreed that being introverts, they enjoy their sections while 14 (33.4%) disagreed and 4 (9.5%) were undecided. All the respondents, 42 (100%) agreed that they enjoy interacting with students. 4 (9.5%) respondents agreed that they were not creative due to job monotony while 34 (81%) disagreed and 4 (9.5%) were undecided. 38 (90.5%) respondents agreed that subject cataloguing advanced their knowledge of different subjects while 2 (4.8%) disagreed and 2 (4.8%) were undecided. 28 (66.7%) respondents agreed that they were fully trained to perform their present tasks while 10 disagreed and 4 were undecided. 12 respondents agreed that their training did not correspond with their present posting while 28 (66.7%) disagreed and 2 (4.8%) were undecided. The findings of this study on job satisfaction among the staff of the sampled library was corroborated by Spector (1997) who posited that satisfaction to work is very essential in the lives of employees because it forms the fundamental reason for working in life. Almost every one works in order to satisfy his or her needs in life, which he or she constantly agitates for. Job satisfaction in this context is the ability of the job to meet the workers' needs and improve their job performance.

Conclusion

Based on the findings, this study concludes that majority of the staff of the sampled library were fully satisfied with their present area of specialization. Although, Cataloguing Section was perceived as the most boring section to work in any library, this may not be true after all, since the introduction of online copy cataloguing and classification that gives room for interaction with computer system and sometimes further navigations to ascertain the authenticity of the

information being used. ICT operational skills are now germane to information handling and so were highly desirable among the staff of the sampled library. Services delivery at the Readers' services department was not very effective. The reason for this was because most of the 21st Century user oriented services that could be made possible only through the use of library automation system and web-based services were not present in the sampled library. This study finally concludes that job satisfaction is individualistic and it affects one's feelings or state of mind. When the library personnel feel satisfied, they will be less likely to leave the job. Therefore, keeping library personnel productive and satisfied can limit costly turnover and increase an organization's overall productivity.

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