

JOB SPECIALIZATION AND JOB SATISFACTION AMONG LIBRARY EMPLOYEES OF ONDO STATE UNIVERSITY OF SCIENCE AND TECHNOLOGY OKITIPUPA, ONDO STATE: A REASSESSMENT OF ADAM SMITH'S THEORY OF DIVISION OF LABOUR AND SPECIALIZATION

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Abstract: *This study delves into the influence of job specialization, defined as the extent to which the overall organizational task is subdivided into smaller components, and departmentalization, which involves the logical grouping of jobs, on the job satisfaction of library staff. Employing a descriptive research design, the study utilized a survey method to gather information from respondents. Fifty questionnaires, comprising 30 structured questions, were distributed among the library staff of Ondo State University of Science and Technology Okitipupa, Ondo State with a return rate of 90% (45 questionnaires). The questionnaire focused on respondents' demographics, job specialization, departmentalization, and the effects of these factors on their job satisfaction. Data analysis was conducted based on 42 usable questionnaires, as three were deemed unusable. The findings of this study revealed that a significant proportion of the sampled library staff expressed complete satisfaction with their current areas of specialization. Despite the conventional perception of the Cataloguing Section as the most tedious, this*

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might no longer hold true due to the introduction of online copy cataloguing and classification. This technological advancement allows for interaction with computer systems and, at times, further exploration on the Internet to verify information authenticity. In conclusion, the study asserts that job satisfaction is a subjective and individualistic experience, influencing one's emotions and mental state. Satisfied library personnel are less inclined to leave their positions. Therefore, fostering satisfaction among library staff can contribute to reduced labour turnover and enhanced overall productivity within the organization.

INTRODUCTION

Adam Smith, an 18th-century Scottish economist and philosopher, is best known for his influential contributions to the field of economics. His most significant work is "An Inquiry into the Nature and Causes of the Wealth of Nations," commonly referred to as "The Wealth of Nations," published in 1776. In this groundbreaking work, Smith formulated several key economic concepts and principles: the Invisible Hand, Self-Interest and Competition, Market Mechanism, Theory of Value, Productive vs Unproductive Labor and Division of Labor. On Division of Labour, Smith proposed that breaking down a complex production process into smaller, specialized tasks could significantly increase productivity. This concept is known as the division of labor. Specialization, according to Smith, leads to the development of specific skills, efficiency gains, and overall economic prosperity. The division of labor, as elucidated by Smith, entails breaking down the production process into smaller, specialized tasks to enhance efficiency and productivity. Smith argued that this division would result in increased skill development, economies of scale, and ultimately contribute to the overall prosperity of a nation. Transposing this concept into the organizational context, especially within the intricate setting of a university library, warrants an investigation into its impact on job satisfaction among library employees.

In the contemporary Nigerian university landscape, libraries play a pivotal role in supporting academic endeavors, research, and knowledge dissemination. The employees within these libraries are tasked with multifaceted responsibilities, ranging from cataloging and acquisitions to user services and information technology management. This complexity necessitates an examination of how the principles of job specialization and departmentalization, inspired by Smith's economic theories, influence the job satisfaction levels of library personnel. Job satisfaction is a critical component of organizational success and employee well-being. By dissecting the specific roles within the library and analyzing how specialization and departmentalization contribute to or hinder job satisfaction, this study aims to provide valuable insights for enhancing work environments and



employee engagement.

Moreover, as the Nigerian higher education system continues to evolve, understanding the dynamics of job specialization and departmentalization in university libraries can inform strategic decisions for optimizing resource allocation, training programs, and organizational structures. In the dynamic landscape of university libraries, the organizational structure and design play a pivotal role in shaping the work environment and employee satisfaction. Job specialization and departmentalization are key components of this organizational structure, significantly influencing the daily experiences of library staff. This study delves into the intricate interplay between job specialization, departmentalization, and job satisfaction among employees in the library of a Nigerian university. Understanding the nuances of these factors is crucial for optimizing workforce productivity, fostering a positive work culture, and ultimately enhancing the quality of library services. This study will delve into the historical context of Adam Smith's economic theories, elucidate the relevance of the division of labor and specialization in organizational settings, and undertake a detailed analysis of their impact on job satisfaction among library employees in a Nigerian university. Through this exploration, we aim to contribute to both the theoretical understanding of organizational behavior and the practical enhancement of working conditions within academic institutions.

Literature Review

Conceptual Literature

Job Specialization

Job specialization involves the division of labor, where employees focus on specific tasks or functions within the library. In the context of a university library, job specialization may manifest through distinct roles such as cataloging, acquisitions, reference services, and digital resource management. Examining how these specialized roles contribute to or hinder job satisfaction provides insights into the broader organizational dynamics. The process of job specialization entails breaking down a task into its most basic components and structuring jobs around each part. This practice fosters specialization, expertise, and heightened quality. In workplaces, job specialization is often evident when a worker concentrates on a specific task and skill set throughout their entire work shift, with the task repeating consistently throughout the day. Job specialization enables the accumulation of significant expertise in a specific task, facilitating faster learning and production speeds. Due to the absence of complex processes, this approach allows for quicker training of new workers. Theoretically, such an approach reduces quality control costs and enhances production efficiency (Thibodaux, 2012).

However, the drawback of job specialization is that individuals are limited to performing only one task, lacking training in multitasking or handling various areas within a workplace. Consequently, the loss of critical expertise can adversely impact the entire process. Additionally, workers specialized in a particular task often lack a diverse set of applicable skills, making it challenging for them to adapt to new functions or organizational needs. Consequently,



unemployment becomes a significant issue when a company must close a factory or assembly line, with laid-off workers facing difficulties adjusting to new occupations. Specialization, in broader terms, entails individuals and organizations focusing on a limited range of production tasks at which they excel. This focus necessitates workers to refrain from performing tasks in which they are less skilled, entrusting those responsibilities to individuals better suited for them. An exemplary illustration of specialization is an assembly line, where individual workers execute specific tasks in the production process.

Specialization is intricately connected to another managerial concept known as the division of labor, extensively discussed by Adam Smith, the 18th-century Scottish economist and author of "The Wealth of Nations." Smith eloquently illustrated the advantages of specialization and the division of labor through his depiction of a pin factory, where each worker is assigned a single specialized task. This division includes tasks such as measuring wire, cutting it, pointing it, and forming the pinhead. Through this process, the workers collectively produced a significantly higher quantity of pins compared to if each worker independently crafted complete pins. Adam Smith's example of the pin factory underscores that specialization enables workers to cultivate greater skill in their specific tasks, thereby enhancing overall output. Specialization proves advantageous as it minimizes the time workers would otherwise spend shifting among different tasks. Smith also held the belief that workers specializing in specific tasks were more inclined to innovate, creating tools or machinery to further optimize their efficiency.

The benefits of specialization extend beyond individual workers, extending to firms specializing in particular products, allowing them to generate larger quantities for sale. These specialized firms and their employees utilize the proceeds from product sales to acquire necessary goods produced by other workers and companies. Despite recognizing the advantages of specialization and the division of labor, Smith also acknowledged potential downsides. He expressed concern that monotonous assembly lines, where workers repetitively perform singular tasks throughout the day, could dampen creativity and spirit. In response, Smith advocated for education as a remedy, believing it fosters creativity and innovation among workers.

The efficacy of specialization in both economics and biology stems from the inherent diversity among individuals. Williams (1979) demonstrated that not only do people exhibit varying degrees of aptitudes, appearance, morphology, and physiology, but also that their internal organs differ. These distinctions empower individuals to perform diverse tasks with varying levels of efficiency and productivity, underscoring the substantial benefits of specialization even in the absence of technological advancements. Job specialization refers to the extent to which the overall task of an organization is dissected into smaller constituent parts, a concept that originated from the division of labor. Specialization offers four advantages: workers attain proficiency in their tasks due to their small and straightforward nature, transfer time between tasks may diminish, a more narrowly defined job makes it easier to create specialized equipment, and training costs are expected to be relatively low. However, specialization comes with inherent challenges, including the potential for workers to experience boredom and dissatisfaction, leading to increased



absenteeism and diminished work quality. There is also a risk of overspecialization.

Job Satisfaction

Job satisfaction is a multifaceted concept encompassing various facets such as intrinsic motivation, work-life balance, organizational support, and interpersonal relationships. In the context of a university library, satisfied employees are likely to exhibit higher levels of engagement, productivity, and commitment to the institution. Exploring the relationship between job specialization, departmentalization, and job satisfaction is vital for academic institutions striving to create an environment that nurtures professional growth and contentment among their library staff. Recognizing the drawbacks of specialization, numerous firms have explored alternative job design strategies. Job rotation, involving the systematic movement of employees from one job to another, has been employed to counteract the potential negative effects of specialization. Global connection initiatives further encourage the rotation of workers to new roles, often accompanied by potential pay raises for mastering each new job. Job enlargement seeks to augment employee responsibilities by assigning additional tasks, while job enrichment aims for a more comprehensive enhancement by increasing both the number of tasks assigned and the control the worker has over the job. Rooted in Frederick Herzberg's two-factor theory of motivation, job enrichment stands as a more holistic approach compared to job rotation or enlargement.

The job characteristics approach offers an alternative perspective to job specialization, proposing that jobs should be assessed and enhanced across five fundamental dimensions, taking into consideration both the work system and employee preferences. These dimensions include:

- Skill variety: This pertains to the diversity of tasks a person performs in a job.
- Task identity: This indicates the extent to which a worker completes an identifiable portion of the overall job.
- Task significance: This measures the perceived importance of the task.
- Autonomy: This reflects the degree of control a worker has over how the work is executed.
- Feedback: This gauges the extent to which a worker is informed about the effectiveness of their job performance.

Empirical Literature

Adam Smith's *Economic* (1776), in his book titled "The Wealth of Nations" outlined Smith's propositions on the division of labor, arguing that breaking down tasks into specialized components would lead to increased productivity and economic growth. Understanding the foundational principles of Smith's theories provides a solid framework for assessing their relevance in a contemporary organizational context. Job Specialization and Productivity: Numerous studies have explored the relationship between job specialization and productivity in various industries. Smith's contention that specialization leads to skill development and increased efficiency has been



empirically examined. Scholars like Frederick Winslow Taylor, in his principles of scientific management, further emphasized the positive impact of specialized tasks on productivity. This literature will be leveraged to establish a theoretical foundation for the positive correlation between job specialization and productivity within the library setting.

Fowler (2012) concluded that most traders experience losses. This is because individuals with expertise in one field erroneously believe that their success can be easily transferred from their original field to trading. As Fowler puts it: "When they come to Wall Street, they fail to realize that it constitutes a unique world with its own survival mechanisms and specialized strategies for success. Consequently, the sudden downfall of fortunes, the liquidation of luxurious mansions, the auctioning of valuables, and the demotion of individuals from prestigious positions to subordinate roles are everyday occurrences in New York. In nearly every instance, these setbacks arise from engaging in external trading and involvement in matters unrelated to one's legitimate business." He emphasized that attempting to transition from one field of specialization to another should be viewed as a significant challenge. The process involves navigating numerous specialized rules and acquiring diverse abilities, making it impractical to switch without a thorough training period, careful study, and practicing on a small scale. The belief that skills can easily transfer from one field to another is closely tied to hubris, reflecting a lack of humility in recognizing the importance of specialization and individual differences.

Rojas (2012) asserted that specialization contributes to expertise development in specific tasks, enhancing efficiency and reducing production costs. However, it comes with downsides such as the potential for boredom and burnout due to the repetitive nature of the work. Units of specialized workers may also become insular, hindering collaboration with other units. One significant benefit of job specialization is the expertise employee gain over time in their assigned tasks, leading to improved efficiency and higher-quality products. The use of technology in the production process may enable employees to develop expertise in multiple tasks, further enhancing efficiency. As production becomes more efficient, costs decrease, resulting in a greater number of high-quality products available to consumers at lower prices. Ultimately, the savings and improvements in production contribute to higher profits as operations reach optimal levels.

According to Thibodeaux (2012), every company must initially decide on an overall organizational structure, determining the number of jobs and the specific responsibilities for each role. This decision involves utilizing job specialization, a process used by human resources to categorize employees. Job specialization, also known as work specialization or the division of labor, entails breaking down all the necessary activities within a business or organization into individual tasks. In this process, management, in collaboration with the human resources department, assigns specific tasks to individuals or positions. The job descriptions provided by human resources when advertising open positions and hiring new employees reflect the principles of job specialization. Larger organizations find job specialization increasingly necessary, especially when dealing with complex activities that require specific expertise.

Durkheim (2009) highlighted the social aspect, stating that specialization not only brings



economic efficiency but also fosters a sense of solidarity among people. Workers, united by their common job roles, form unions, socialize together, and share similar experiences. Despite its advantages, specialization has its drawbacks. Monotony often sets in as jobs become repetitive, and people, who naturally seek variety, may find such roles tedious and unsatisfying. Durkheim acmes that individuals specialize in various occupations within a society, forming interdependence among them. However, this specialization simultaneously fosters a sense of helplessness or anomie, as no single person assumes responsibility for the entire job. This duality often results in the incomplete implementation of the division of labor.

Hamel (2008) highlighted the advantages of specialization, acknowledging its benefits while pointing out that workers are often expected to possess certain general skills as well. A worker with specialized skills but lacking general skills might face disadvantages in the job market. For example, an expert in real estate law might be less desirable to employers if they lack proficiency in basic computer programs. To him, specialization entails assigning individual job roles to workers, removing the responsibility for other tasks and narrowing their focus to a specific task. This practice, which became prevalent during the industrial revolution with the advent of factories, has both advantages and disadvantages. Karl Marx emphasized the efficiency gained through specialization as workers become highly skilled in their specific roles.

Mutandwa, Gadzirayi, Muzondo and Mutandwa (2007), emphasized that job satisfaction contributes to heightened job productivity and performance among workers. When an employee finds satisfaction in their role, they are inclined to dedicate their best efforts towards achieving the overall goals of the organization. They asserted that effective departmentalization can contribute to job satisfaction by creating a clear reporting structure and facilitating better communication. On the other hand, improper departmentalization may lead to role ambiguity and dissatisfaction among employees. Departmentalization and Organizational Structure: The organizational structure, specifically departmentalization, is a key consideration in the application of Smith's theories. Traditional organizational structures, such as functional and divisional structures, often employ departmentalization to delineate tasks and responsibilities. Research on the effectiveness of different organizational structures in enhancing productivity, communication, and employee satisfaction will inform the analysis of how departmentalization in a university library aligns with or diverges from Smith's principles.

Droussiotis (2004) posits that successful managers in motivating employees establish an environment where appropriate incentives are readily available to fulfill employee satisfaction needs. It becomes the responsibility of organizational management to cultivate an effective environment that ensures employee satisfaction for enhanced productivity. In a formal organizational setting, this satisfaction is considered paramount to the well-being of the worker. Some scholars argue that job satisfaction is a positive emotional response related to work. They contend that it reflects the level of contentment an individual experiences in their job. As stated by Droussiotis, job satisfaction involves the pleasure and sense of achievement one feels in their job when they recognize that their work holds value, indicating the degree to which work provides a



feeling of pleasure and accomplishment.

Robbins (2003) noted that the reasons for individuals liking or disliking their jobs are diverse, leading him to define job satisfaction as an evaluative statement reflecting an individual's feelings toward their job. While satisfaction operates as a moderating variable on an individual level, organizations with higher employee satisfaction levels generally exhibit greater effectiveness compared to those with less satisfied employees

Spector (1997) proposed that assessing job satisfaction is valuable for gauging the emotional well-being and mental fitness of employees. Importantly, job satisfaction plays a vital role in the ongoing development of employees, standing on par with professional knowledge, skills, competencies, and strategies as decisive factors in determining organizational success and performance. In essence, the demonstration of professional knowledge, skills, and competencies becomes evident when individuals undertake and master challenging tasks aligned with organizational success and performance.

Hanisch (1992) outlined the five components that constitute an individual's level of job satisfaction, encompassing aspects such as pay, promotion, supervision, the nature of the work itself, and interactions with co-workers.

Methodology

In this study, a descriptive research design was implemented, employing a survey method to gather information from the participants. The questionnaire, consisting of 30 structured questions covering both demographic details and specific aspects related to the study, was distributed among library employees of Ondo State University of Science and Technology Okitipupa, Ondo State. A total of fifty (50) questionnaires were distributed, and forty-five (45) were returned, representing a response rate of 90%. The questionnaire was organized into four sections to systematically gather relevant information. Section A focused on demographic details, while Section B addressed job specialization. Section C sought information on departmentalization, and Section D aimed to understand the effects of job specialization and departmentalization on the job satisfaction of the respondents. Out of the returned questionnaires, three (3) were deemed unusable, leaving forty-two (42) questionnaires for analysis. The data collected were analyzed using percentage and simple average calculations, and the results were presented in tabular form.

Data Presentation and Analysis of Results

Table 1: Demographic Information

Designation	No.	%	Qualification	No.	%	Section	No.	%	Age	No.	%
Librarian	15	35.7	Ph.D	3	7.1	Readers' Services	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	-	22	52.4
Porters	2	4.8	Diploma	11	26.2	Acquisition	2	4.8	30	-	12	28.6
Administrative	6	14.3	SSCE	4	9.6	Serials	2	4.8	20	-	2	4.8
Others	8	19.0	Others	3	7.1	Administration	6	11.9	Other	-	-	-
Total	42	100		42	100	Total	42	100	Total	42	100	

The data in Table 1 above illustrates that 15 librarians, constituting 35.7%, participated in the study, along with 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, making a total of 42 (100%) respondents. Regarding their qualifications, 3 (7.1%) held Ph.D. degrees, 20 (47.6%) were Masters holders, 1 (2.4%) held a Bachelor's degree, 11 (26.2%) had Diplomas in Library and Information Studies, 4 (9.5%) had SSCE qualifications, and 3 (7.1%) other staff members did not specify their qualifications. The table also outlines that 16 (40.5%) respondents were from Readers' Services, 9 (21.4%) from Cataloguing and Classification, 7 (16.7%) from the Automation Section, 2 (4.8%) from Acquisition, 2 (4.8%) from Serials, and 5 (11.9%) were Administrative staff. In terms of age distribution, 1 (2.4%) respondent was over 60 years old, 5 (11.9%) were in the 50-59 age range, 22 (52.4%) were 40-49 years old, 12 (28.6%) were 30-39 years old, and 2 (4.8%) were in the 20-29 age category.

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/Unit	SA	A	SD	D	UND
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Cat & Class	6(14.3%)	4(9.5%)	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

In Table 2 above, it is evident that 33 (78.6%) respondents expressed full satisfaction with their current area of specialization, while 9 (21.4%) respondents did not share the same sentiment. Regarding job specifications, 31 (73.8%) respondents agreed that their job requirements aligned with their training, whereas 11 (26.2%) disagreed. Concerning tenure, 8 (19.1%) respondents acknowledged overstaying in their respective sections, while 33 (78.6%) disagreed, and 1 (2.4%)



respondent was undecided. Additionally, 4 (9.5%) respondents attributed their low performance to monotonous tasks, 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/Unit	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/Unit	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%)	3(7.1%)	-
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%)	-	-	-
Total	14	17	4	5	2

Table 3, focusing on departmentalization, indicates that 21.4% of respondents agreed that the cataloguing section is considered the most monotonous to work in, while 73.8% disagreed, and 4.8% were undecided. In contrast, 83.4% of respondents found the serial section to be interesting, while 4.8% disagreed, and 11.9% were undecided. Moreover, 21.4% of respondents preferred the automation section due to ICT knowledge, while 73.8% disagreed, and 4.8% were undecided. Effectiveness in service delivery varied across sections, with 19% agreeing that readers' services are very effective, while 76.2% disagreed, and 4.8% were undecided. Regarding educational needs, 45.2% of respondents indicated a need for further education to excel in their sections, while 47.6% disagreed, and 7.2% were undecided. Moreover, 73.8% agreed on the necessity of regular professional training, while 21.4% disagreed, and 4.8% were undecided.

Table 4: Job Satisfaction

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

Sections	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	SA	A	SD	D	UND
Cat & Class	-	2(4.8%)	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	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	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	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	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	SA	A	SD	D	UND
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%)	-	-	-	-
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	SA	A	SD	D	UND
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Cat & Class	6(14.3%))	3(7.1%)	-	-	-
Readers' Services	3(7.1%)	6(14.3%))	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	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	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, focusing on job satisfaction, also highlighted that 19% of respondents indicated carrying out their assignments with less interest, while 81% disagreed. Additionally, 7.2% of respondents noted their jobs becoming monotonous on a daily basis, while 92.8% disagreed. Regarding preferences for transfers, 28.5% of respondents expressed a desire to be transferred out of their sections, while 66.7% disagreed, and 4.8% were undecided. In terms of personality traits, 11.9% of respondents, identified as extroverts, did not enjoy their sections, while 83.3% disagreed, and 4.8% were undecided. Conversely, 57.1% of introverted respondents enjoyed their sections, while 33.4% disagreed, and 9.5% were undecided. All respondents (100%) agreed that they enjoy interacting with students.

Regarding creativity, 9.5% agreed that job monotony hindered creativity, while 81% disagreed, and 9.5% were undecided. Subject cataloguing was viewed positively by 90.5% of respondents, advancing their knowledge of different subjects, while 4.8% disagreed, and 4.8% were undecided. Concerning training, 66.7% agreed that they were fully trained for their tasks, while 23.8% disagreed, and 9.5% were undecided. Additionally, 28.5% of respondents agreed that their training did not correspond with their present posting, while 66.7% disagreed, and 4.8% were undecided.

Discussion of Findings

This study reveals that the respondents consisted of 15 librarians, accounting for 35.7%, 7 Library Officers (16.7%), 4 Library Assistants (9.6%), 2 Porters (4.8%), 6 administrative staff (14.3%), and 8 other staff members (9%), totaling 42 (100%) staff members. Regarding qualifications, 3 respondents (7.1%) held Ph.D. degrees, 20 (47.6%) held Master's degrees, 1 (2.4%) held a Bachelor's degree, 11 (26.2%) had Diplomas in Library and Information Studies, 4 (9.5%) held SSCE qualifications, and 3 (7.1%) other staff members did not indicate their qualifications.

Furthermore, the study notes that 16 respondents (40.5%) were from Readers' Services, 9 (21.4%) from Cataloguing and Classification, 7 (16.7%) from the Automation Section, 2 (4.8%) from Acquisition, 2 (4.8%) from Serials, and 5 (11.9%) were Administrative staff. Age distribution among respondents shows that 1 (2.4%) respondent was over 60 years old, 5 (11.9%) 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%) were 20-29 years old.

Regarding job satisfaction, the study found that 33 respondents (78.6%) were fully satisfied with their present area of specialization, while 9 (21.4%) were not. Peretomode (1991) and Whawo (1993) suggested that job satisfaction tends to be higher for jobs with higher prestige. Job satisfaction, being individualistic, affects one's state of mind, and when library personnel feel satisfied, they are less likely to leave their jobs, leading to decreased turnover and increased



organizational productivity. Additionally, 31 respondents (73.8%) agreed that their job specifications aligned with their training, while 11 (26.2%) disagreed. Regarding their tenure, 8 respondents (19.1%) agreed that they have overstayed in their section, while 33 disagreed, and 1 (2.4%) was undecided. In terms of performance, 4 respondents (9.5%) agreed that their low performance was due to monotonous tasks, while 37 (88.5%) disagreed, and 1 (2.4%) was undecided.

This study further identifies that 21.4% of respondents agreed that the Cataloguing Section is considered the most boring section to work in, while 73.8% disagreed, and 4.8% were undecided. The monotony of tasks in specialized roles can lead to boredom and burnout, as noted by Rojas (2012). However, this stereotype about the Cataloguing Section being monotonous may be changing based on the study's findings. The use of web-based copy cataloguing and classification allows for more interactive and internet-based activities, challenging the conventional belief about this section. In contrast, 83.4% of respondents found the Serial Section interesting to work in, while 4.8% disagreed, and 11.9% were undecided. Additionally, 21.4% of respondents preferred the Automation Section due to ICT knowledge, while 73.8% disagreed, and 4.8% were undecided. The importance of ICT skills is acknowledged, but the study emphasizes the need for a balance between specialization and general skills. Effectiveness in service delivery was perceived differently across sections. Only 19% agreed that Readers' Services is very effective, while 76.2% disagreed, and 4.8% were undecided. The absence of 21st Century user-oriented services, facilitated by library automation systems and web-based services, may contribute to this perception.

Concerning further education and training, 45.2% indicated a need for further education to perform well, while 47.6% disagreed, and 7.2% were undecided. Moreover, 73.8% agreed that regular professional training is necessary, while 21.4% disagreed, and 4.8% were undecided. The study also found that job satisfaction was generally high, with only 19% indicating less interest in their assignments, 7.2% finding their jobs boring on a daily basis, and 28.5% expressing a preference for a transfer out of their sections. Most respondents enjoyed their interactions with students, with 100% agreement. Creativity and subject knowledge were influenced positively by job aspects. Only 9.5% agreed that job monotony affected creativity, while 90.5% disagreed. Subject cataloguing was viewed as advancing knowledge by 90.5% of respondents. Regarding training, 66.7% agreed that they were fully trained for their tasks, while 28 indicated a mismatch between their training and current posting. Job satisfaction, as reflected in the findings, aligns with the assertion by Spector (1997) that job satisfaction is crucial for meeting employees' needs and enhancing their overall well-being.

Conclusion/ Recommendations:

Drawing from the findings, this study concludes that the majority of the staff in the sampled library expressed full satisfaction with their current areas of specialization. Despite the conventional perception of the Cataloguing Section as the most monotonous, this may no longer hold true due to the introduction of online copy cataloguing and classification. This technological



advancement allows for interaction with computer systems and, at times, further exploration to verify information authenticity. Notably, ICT operational skills have become essential for information handling, and they are highly valued among the library staff in the sampled institution. However, services delivery in the Readers' Services department was noted to be less effective. This limitation was attributed to the absence of 21st-century user-oriented services that are typically facilitated by library automation systems and web-based services, which were lacking in the sampled library.

In conclusion, this study emphasizes that job satisfaction is a subjective experience, influencing an individual's feelings and state of mind. The satisfaction of library personnel is crucial in retaining them within the job, reducing the likelihood of labour turnover. Consequently, maintaining a productive and contented library staff can mitigate costly labour turnover and enhance the overall productivity of the organization.

Recommendations

Based on the study of job specialization, and job satisfaction among employees in the library of a Nigerian university, the following recommendations are suggested:

1. **Implement Training Programs:** Develop and implement regular training programs for staff to enhance their skills and competencies in their respective areas of specialization. This can contribute to increased job satisfaction by ensuring employees feel adequately equipped for their tasks.

2. **Promote Flexibility in Job Roles:** Encourage a more flexible approach to job roles, allowing employees to engage in a variety of tasks within their specialization. This flexibility can help reduce monotony and enhance overall job satisfaction.

3. **Integrate Technological Advancements:** Embrace and integrate technological advancements, particularly in the Cataloguing Section. Implementing online copy cataloguing and classification systems can make tasks more engaging and efficient, positively impacting job satisfaction.

4. **Revise Departmental Structures:** Regularly review and adjust departmental structures to ensure they align with the evolving needs of the library and its staff. Consider feedback from employees to optimize departmentalization for improved workflow and job satisfaction.

5. **Enhance Services in Readers' Services Department:** Invest in and enhance 21st-century user-oriented services in the Readers' Services department. The introduction of library automation systems and web-based services can contribute to a more effective and satisfying work environment for employees.

6. **Encourage Interdepartmental Collaboration:** Foster collaboration and communication between different departments. Encouraging employees to work collaboratively on projects that span multiple departments can enhance a sense of unity and job satisfaction.

7. **Regularly Assess Job Satisfaction:** Establish a routine for assessing job satisfaction among employees. Regular surveys or feedback sessions can provide valuable insights into the evolving



needs and concerns of staff, enabling proactive measures to address issues affecting job satisfaction.

8. Provide Opportunities for Further Education: Facilitate opportunities for further education, especially for those who expressed a desire for it in the study. Supporting employees in acquiring additional qualifications can contribute to their professional growth and job satisfaction.

9. Recognize and Reward Performance: Implement a recognition and reward system that acknowledges outstanding performance. Recognizing employees for their efforts and achievements can contribute to a positive work environment and increased job satisfaction.

10. Promote a Positive Work Culture: Foster a positive work culture that values open communication, inclusivity, and mutual respect. A positive workplace environment contributes significantly to overall job satisfaction.

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