Research Paper

Job Satisfaction Level of Teacher Librarians of National Schools in the Batticaloa District of Sri Lanka

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ABSTRACT: *Knowledge has been propagated through various means and modes throughout the pages in history. Revolutionizing with time, it was concentrated into a single repository called the library. The libraries have now turned out to be the primal store of materialized and virtual knowledge sources. With knowledge being disseminated to humans from a very early stage in life, a school library takes the supreme position. But theteacher librarians working at School libraries have displayed discontent and diminishing job satisfaction. Hence, this research tends to analyze the omni various causes, constraints and propose solutions to the issues faced by Teacher Librarians at these school libraries. In order to accomplish this, the sample was taken as the National Schools in the Batticaloa district of Sri Lanka where the librarians from these school libraries were observed and given questionnaires. The study revealed the root cause for the lack of job satisfaction to be the dual functioning Teacher Librarians employed to serve as school librarians as well. Based on this revealing factor, attributes affecting the job satisfaction of teacher librarians were drafted and scaled to analyze and contemplate credible ways to overcome this situation to attain job satisfaction further via this study.*
Keywords:Job Satisfaction, Teacher Librarian, National Schools, Batticaloa, Sri Lanka

I.   INTRODUCTION

Education is a portal towards an escalation in the future. This escalation affects the social, physical and economical spheres in life. Education can be provided through many different sources, to various demographic groups, during different stages in their lifecycle. As such, dissemination of knowledge needs to be considered as a focal point or the source as its importance is stressed. Building up a society that has a rich knowledge base and is literate, provides means of shrinking the ever present *Digital Divide* which is a current and major issue pursuing all nations with technology being a dominant educational and communicative source[1]. This gap or divide between those who have access to technology and those who do not also in turn deprives equal education to the society without partiality.Hence living in this technologically advancing world, transmission of education to the future generations in the proper forms and methodologies is vital and needs to be viewed as a top priority check list item.

Considering the various sources of education, many subjects interviewed have unfailingly stated websites, e-books, web forums, trivia quizzes and such similar online virtual presence as their prime source of knowledge. But what this research focuses majorly on is the most traditional mode of knowledge from which children gain their early knowledge during their schools days: the school library - especially in Sri Lankan government schools where, virtual, technology based education has still not caught up. This has left these school environments to retain their conventional classroom-library resource based teaching-learning experience. A school library is mainly aimed towards helping various stakeholders within a school environment such as academic staff, non-academic staff and students to reap new knowledge, abilities and adaptabilities in order to enhance their self-development [2]. The proper functioning of a library's various processes such as acquisition,cataloguing, circulation, and public access depend on all of the stakeholders involved in both enhancing their personality as well as improving the library. But most of all the library staff, who continually attach their duties towards the library's functioning, make sure that it keeps on going as intended. But a well-experimented fact reveals that the target study demographic which was taken as the national school libraries within the Batticaloa district in Sri Lanka is beginning to fail as a successful information propagation hub within those schools. Further analysis of the root cause and unsupportive features that are leading towards the downfall

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of a library as the educational repository in schools, point towards the inconvincible issues faced by the library staff in these school libraries.

II.   PROBLEM STATEMENT

One of the major issues that school libraries have, dictate the lack of dedicated library staff members trained to function fully towards the library processes. An indication of teacher librarians working with dual duties of performing classroom teaching and library responsibilities was revealed. This deprived them from focusing fully on either one of their responsibilities, depriving them from specializing in either one of these job accountabilities. This has bred a job discontent within teacher librarians in the national schools in the Batticaloa district of Sri Lanka. Teaching is a process that requires preparation to expedite study materials to students, the following day. Being a librarian necessitates the librarian to aid the users find information and perform research for personal and professional requirements. Both of these job roles require the occupant to be fully involved in the sole career to achieve utmost job satisfaction. Cross-functioning between the two roles might bring about schedule overlaps, stress, overdue work and heterogeneous interactions skill development.

Most of the national schools within the Batticaloa district considered as the sample, rendered out to have employed teachers as the librarians, grading them as teacher librarians. To move further on to the study, the impact and level of success achieved via this type of employment was identified by questioning the teacher librarians from which their rate of job satisfaction was contemplated. This study revealed that most of these teacher librarians face major issues in their career as a teacher librarian. The crisis was analyzed by breaking down the problem into the root, supporting causes, constraints and plausible solutions.

Obviously, the root cause was straight forward as many subjects stated that cross functioning two roles that are incoherent, embedded a strenuous schedule as well as stress on their daily routine at work. Needing to solve the issues from both fields had no interrelation and this established a situation of solving entirely different problematic issues. Hence this tedious issue mentioned by the teacher librarians was considered as a prime factor for the research and analysis was carried out to diminish this by identifying viable solutions to the matter at hand based on the causes and constraints.

III.   LITERATURE REVIEW

Layering Teacher Librarians in Sri Lanka, Herring (2005) has clearly outlined the qualifications school librarians should possess, the skills they should acquire during their professional education and the training prerequisitesobligatory after obtaining the necessary qualifications [3]. In some cases, school librarians also have a teaching qualification. The term "Teacher Librarian", "Library Teacher" or "Resource Person In-Charge" or "Library Instructor" are four terms that could be used inter-changeably. Herring (2006), noted that little attention has been given to the educational qualifications, which school librarians should have[4]. Currently in Sri Lanka, the teacher librarians' qualifications adhere to specifications agreed upon in the new library development programme and established teacher librarian profession. The teacher librarian must have dual qualifications as a teacher as well as a librarian. The arguments for dual qualifications include the actual teaching roles now undertaken by many school librarians, especially in the areas of information skills and information.Kimmel (2012) observed that teacher librarians should ensure many personal qualities. She added that, their personal accountability towards their occupation,unswervingly affects the progression of the school library[5].

In the literature review, Khaleque& Rahman (1987)[6]and Alam et al. (2005) identified that most of the job facets influenced the level of job satisfaction[7]. On the other hand, Rahman, (1989) also investigated that not only the job facets but also job stress influenced the job satisfaction of the employees[8]. Therefore, Ashraf et al. (2010) highlighted on some dependent variables such as carrier growth, training and development, professionals' appraisal and company loyalty, where all sustain a close liaisonwith job satisfaction[9]. However, Rahman (1989) studied the level of job satisfaction on the basis of some factors which are: self-actualization, inquisitiveness factors, aesthetic factors and comparison factors.

Karim et.al (2012) describes different background variables namely age, gender, level of education, marital status, institutions pay, promotion, working conditions, co-workers, job status, job security, recognition andsupervision[10].It was observed that salary, status and organizational milieus greatly influenced the level of job satisfaction of the Teacher Librarians in the country. In accumulation to such a negative backdrop, the proportion ofstudies on job satisfaction among Teacher Librarians in Sri Lanka is extremely negligible.

There is a vastprospect to do ground-breaking research in this arena which will be of colossal significance to Teacher Librarians in figuring out the actual scenario in Sri Lanka. So, it is significant to identify the level of job satisfaction among Teacher Librarians of National Schools in the Batticaloa District which will be more effective for the library professionals in the country.

IV. OBJECTIVES OF STUDY

The objectives of this study are:
- To measure the level of job satisfaction among Teacher Librarians of National Schools in the Batticaloa District of Sri Lanka.
- To reveal how the job facets affect the job satisfaction of Teacher Librarians.
- To recommend a proper guideline to improve the level of job satisfaction of Teacher Librarians.

V. METHODOLOGY

5.1 DESIGN
The Descriptive type survey method was identified to study the problem.

5.2 STUDY AREA
There are four educational zones such as Paddiruppu, Batticaloa, Batticaloa Central and Kalkudah in the Batticaloa District in the Eastern Province of Sri Lanka and there are ten National Schools coming under the governance of the Ministry of Education, Sri Lanka at present as shown in the Table 1.

Table 1 – Educational Zones and the National Schools List

01	Paddiruppu Educational Zone	(i)	Paddiruppu Madhya MahaVidyalayam, Kaluwanchikudy
02	Batticaloa Educational Zone	(ii)	St. Cecilia's Girls' College, Batticaloa
		(iii)	St. Michael's College, Batticaloa
		(iv)	Vincent Girls' High School, Batticaloa
		(v)	ShivanandhaVidyalayam, Batticaloa
03	Batticaloa Central Educational Zone	(vi)	MeeraBalikaNational School, Kattankudy
		(vii)	Kattankudy Central College, Kattankudy
		(viii)	Alighar Central College, Eravur
		(ix)	Oddamavadi Central College, Oddamavadi
		(x)	Valaichenai An-Noor MahaVidyalayam, Valaichenai
04	Kalkudah Educational Zone	No National Schools at present	

5.2.1 SAMPLE SELECTION
Since there are eight Teacher Librarians and two other personnel who are employed to perform a dedicated Teacher Librarian's responsibilities attached to the above National Schools in the Batticaloa District of Sri Lanka,the sampling method which was used in analyzing this kind of a problem was the "Total Population Sampling" which is a type of Purposive Sampling Technique.

5.3 DATA COLLECTION METHOD AND ANALYSIS
The structured questionnaires played an important part in data collection and the questionnaire consisted of the following two sections. The observation of the researcher was also used to study the problem.
Structure of the questionnaire :
Part I – Personal Information
Part II – Statements for dimensional evaluation
The distribution of statements for dimensional evaluation is as shown in Table 2.

Table 2 – Distribution of statements for dimensional evaluation

Dimensions		No. of Statements
Job oriented	(i)	Suitability of academic and professional qualifications
	(ii)	Ability to bridge the gap between information and the school community
	(iii)	Freedom to work in the library
	(iv)	Task balance – Teacher plus Librarian
Training & Promotion	(v)	Pre-Training and Post Training opportunities
	(vi)	Provision of study leaves for professional training
	(vii)	The level to which the training gained, helps to get promotions
Management	(viii)	Implementation of Ministry policies at School library
	(ix)	Supportive Management Team
	(x)	Space given for decision making
	(xi)	Efficiency of Library Committee appointed
Work Environment	(xii)	Work atmosphere
	(xiii)	Suitability of the present location of school library
	(xiv)	Sufficiency of Human resources specified to assist
Remuneration	(xv)	Competiveness of salary pay with other library professionals

	(xvi)	Sufficient pay to Teacher plus Librarian
	(xvii)	Additional allowances for after-school-hours duties at the school library
Colleagues & Subordinates	(xviii)	Cooperative and friendly colleagues
	(xix)	Efficiency of library assistants / attendants

The respondents were asked to respond with theattitudes scale as given below, to each statement.
Strongly Disagree -**1**, Disagree – **2**, Undecided – **3**, Agree – **4**andStrongly Agree - **5**
According to the scale values indicated in the questionnaire, the Mean value for each statement was calculated.

VI. DATA PRESENTATION AND ANALYSIS

Since the researcher interacted with each and every Teacher Librarian to get the data, the total number of ten which is a 100%of sample group members responded. Out of ten Teacher Librarians, 70% were Females while only 30% ofthe Teacher Librarians were Males. As far as the age range of Teacher Librariansis concerned, 20% were found to be in the 51-60 age range, 10% were in the 41-50 age range, 50% laid in the age range of 31-40 while the remaining 20% of Teacher librarians were youngstersranging from 21-30.

6.1 REPRESENTATION OF DIMENSIONAL STATEMENTS
According to the responses received from the sample group, the following results shown in Table 3 were identified.

**Table 3** –Representation of Dimensional Statements

Statements	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Mean	Std. Dev.	Level of Satisfaction
1. Suitability with Academic Qualifications	0%	0%	0%	60%	40%	4.4	0.5164	High
2. Bridging the Gap - Info & School Community	0%	0%	0%	100%	0%	4.5	0.527	High
3. Freedom to work	7%	7%	0%	43%	43%	3.7	1.2517	High
4 Task Balance- Teacher plus Librarian	22%	22%	11%	44%	0%	3	1.4142	Moderate
5. Pre-Training & Post-Training Opportunities	10%	30%	0%	60%	0%	3.1	1.1972	Moderate
6. Provision for study leave - Academic Training	40%	20%	10%	30%	0%	2.3	1.3375	Low
7. Training gained helps in promotions	60%	30%	10%	0%	0%	1.5	0.7071	Low
8.Implementation of Policies at library	40%	20%	20%	20%	0%	2.2	1.2293	Low
9. Supportive Management Team	11%	44%	11%	33%	0%	2.9	1.2867	Moderate
10. Space given for decision making	22%	22%	0%	56%	0%	3.1	1.4491	Moderate
11. Efficiency of Library Committee	10%	50%	20%	20%	0%	2.5	0.9718	Low
12. Work Atmosphere	13%	25%	0%	63%	0%	3.5	1.354	Moderate
13. Location of School Library	11%	11%	0%	78%	0%	3.6	1.1738	High
14. Sufficiency of Library Assistants/Attendants	29%	43%	0%	29%	0%	3.1	1.6633	Moderate
15.Competitive payment	70%	20%	10%	0%	0%	1.4	0.6992	Low
16. Pay for dual Task - Teacher plus Librarian	22%	33%	0%	44%	0%	2.9	1.4491	Moderate
17. Additional allowances after school hours	70%	30%	0%	0%	0%	1.3	0.483	Low
18. Cooperative & Friendly Colleagues	0%	33%	11%	56%	0%	3.4	1.075	Moderate
19. Efficiency of Library Assistants/Attendants	22%	33%	0%	44%	0%	2.9	1.4491	Moderate

The Six research dimensional variables which consist of nineteen total numbers of statements indicated collectively each and every variable of the satisfactory level of Teacher Librarians in the National Schools in the Batticaloa District, Sri Lanka. Accordingly, the level of satisfaction with the 'Job oriented' variable is high as the mean value 3.9 falls above the range of mean value $3.5 < X \leq 5$. Likewise the other variables such as "Training & Promotion", "Management", "Work Environment", "Remuneration" and "Colleagues & Subordinates" show the satisfactory level of Teacher librarians as 'Low", "Moderate", "Moderate", "Low", and "Moderate" respectively according to the mean values shown in Table 4 and the percentages of Satisfactory level of each variable are represented in Figure 1.

Table 4 – Satisfactory Level across Six Variables

		Percentages of Satisfactory Levels of Teacher Librarians					
		Job Oriented	Training & Promotion	Management	Work Environment	Remuneration	Colleagues & Subordinates
Range of Mean Value	1 < X ≤ 2.5 Low level	10%	60%	50%	20%	70%	40%
	2.5 < X ≤ 3.5 Moderate Level	30%	30%	30%	30%	30%	10%
	3.5 < X ≤ 5 High Level	60%	10%	20%	50%	0%	50%
Mean Value		3.9	2.3	2.7	3.4	1.9	3.1
Standard Deviation		0.8433	0.9994	1.1729	1,2939	0.8043	1.2259
Level of Satisfaction		High	Low	Moderate	Moderate	Low	Moderate

**Fig. 1 -** Satisfactory Level across Six Variables
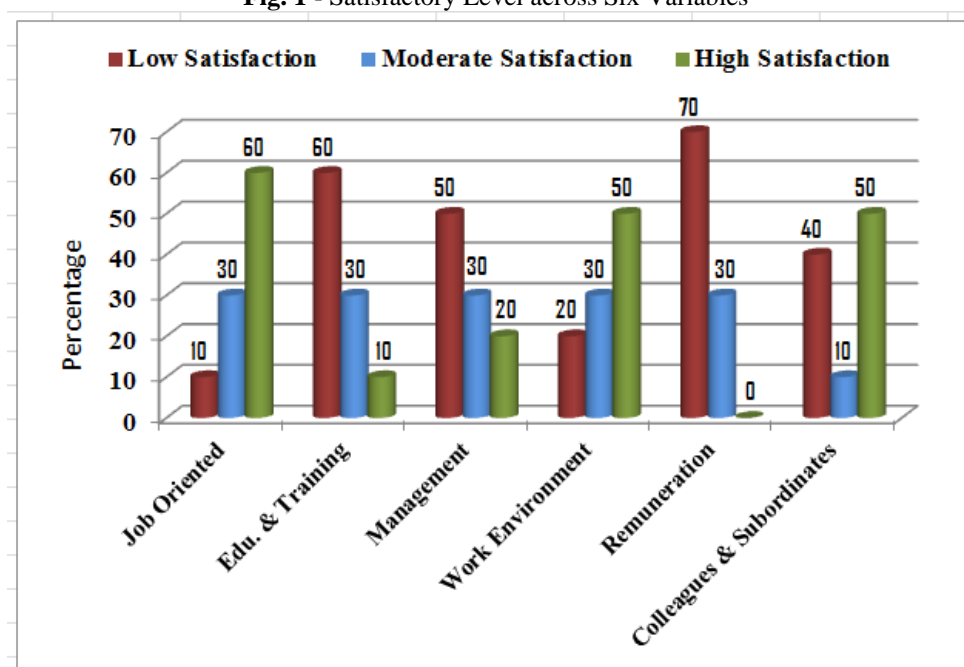
6.2 OVERALL ANALYSIS

The study which was carried out with the objective to measure the level of job satisfaction of Teacher librarians of national schools revealed the results as shown in Table 5 and Figure 2.

Table 5 – Overall Analysis with the total research dimensions

Range of Mean Value	Satisfactory Levels	No. of Teacher Librarians	Percentage
1 < X ≤ 2.5	Low Level	04	40%
2.5 < X ≤ 3.5	Moderate Level	03	30%
3.5 < X ≤ 5	High Level	03	30%
Sample Size		10	100%
Mean	2.9		
Standard Deviation	1.0314		
Satisfactory Level	Moderate Level of Satisfaction		

According to the above illustration, there are 40% of Teacher Librarians who are not satisfied with the whole facets related to the Job they were recruited for while only 30% of the whole sample reacts at a High Satisfactory level. The remaining 30% of the whole sample group of Teacher librarians show their moderate level of satisfaction in this regard.

Fig. 2 -Overall Analysis with the total research dimensions
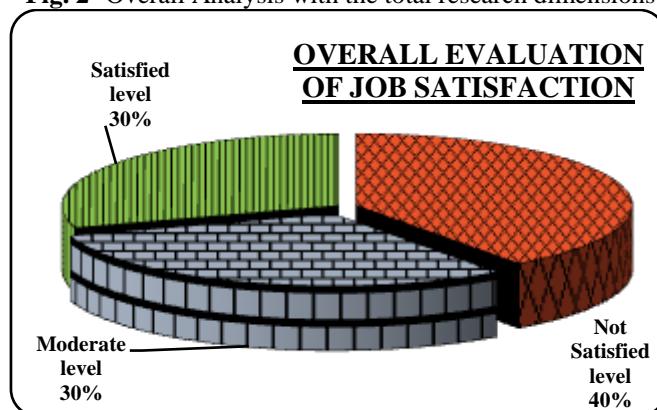
Based on the data analysis, the job satisfaction level of Teacher librarians of National Schools in the Batticaloa District of Sri Lanka is at a **'Moderate level of satisfaction'** as the mean value 2.9 falls between the range of mean value $2.5 < X \leq 3.5$ with the standard deviation of 1.0314.

VII. CONSTRAINTS AFFECTING JOB PLEASURE

There were several restraints identified to be affecting the job satisfaction among teacher librarians. These ranged from personally culpable issues to administrative faults and failures. Compressing the trivial limitations, the foremost constraints have been elucidated here.

7.1 Financial restrictions from the administrative unit

One of the influential considerations that affected a school's decision in employing its teachers as librarians revolved around the financial basis. Salary payment to a dedicated librarian was drafted against a teacher-requested-as-a-librarian. The difference between the paycheck numbers crunched the decision soon and strong leaving the administration with compelling financial digits to resolve towards having teacher librarians instead of dedicated hired staff for the library. Hence, the teacher librarians have to oversee two different job roles, responsibilities and standards which enforce additional pressure and hassle at their work place excluding them from attaining privileges in job specialization.

7.2 Lack of specialized training

Secondly, libraries now a days have transformed from mere paperback books and tangible cataloguing sources to digitized forms. Digital databases are available to maintain Meta data about the library's materialistic resources as well as tracking information for the circulation process of the library including its users' information and dates of transaction. But having teacher librarians working in such libraries has become less and less practical considering the fact that most of these teachers have very little computer literacy. Manipulating and managing data on these databases to retrieve vital user and resource based information requires an in-depth computer literacy in the related field. But the investigated teacher demographic functioning as librarians in the considered sample group claimed to have no computer literacy, let alone, the ability to maintain database centered information. Training these teachers to manipulate technological devices in order to fulfill their librarian functionalities seemed nearly impossible with the hectic work schedules imposed as a teacher and a librarian simultaneously. Hence, these teachers go straight into functioning as non-trained librarians and begin to struggle in handling the massive amount of data flowing in and out of the library.

7.3 Unmanageable schedules

Teacher librarians need to be drafted with special schedules in order to cope with the two different tasks that they perform within a school and internally, its library. But due to the lack of understanding and proper scheduling, these teacher librarians have been imposed with impractical schedules that rule them out from having a relaxed work routine. Instead, they have been dictated to teach and manage library responsibilities in a rotation without due consideration about human work standards.

Teaching itself requires a strenuous time plan. During this period, another substitute needs to be capable and on standby to fill in for the librarians' duties. But due to the deficiency of proper planning, the administrative units of such schools have not considered proper substitute facilities or minimal teaching hours to supplement the teacher librarians' task list.

This ultimately places the teacher librarians to congest their downtime to countenance more time to perform their alternate responsibility. This leaves them at a place where they develop stress and hatred towards

their job bringing them to degrade their job satisfaction. Most of them have even stated to consider changing their career due to this mind-numbing situation that they had to hustle between.These are only a few major constraints that were identified. Based on these constraints the issue can be elucidated and diminished further.

VIII.   CONCLUSION AND RECOMMENDATIONS

The national development is based on the number of skillful workers and their real commitment and dedication towards their work which they are attached to. Therefore the government and private sectors set their own schemes to recruit the employees to reach their goal and reap optimal benefits. The Teacher librarians are not exceptional. A school library is a knowledge hub, the heart of the entire school and it plays a vital role in enhancing knowledge and wisdom among the school community. The Teacher librarians who manage these libraries must be happy and satisfied related to their job in order to plan, organize, lead and control as library managers. But the study revealed that the teacher librarians attached to the National schools in the Batticaloa district of Sri Lanka are not happy and the output that the school expects from them is not properly rendered in vain.

Therefore the teacher librarians must be encouraged and motivated to uplift their work career as well as to enhance the library information services among the school community. Otherwise the aim and objectives of the school libraries will fail in fulfilling the needs of the school community.

8.1 RECOMMENTATIONS

* The proper recognition should be given to the Teacher Librarians by the Ministry of Education and the School Management.
* The physical structural set up of the school library must possess an environmentally friendly atmosphere to the Teacher librarians.
* Sufficient number of Library Assistants and the Attendants who are very efficient must be recruited and appointed in the school libraries to assist the Teacher librarians.
* More and more training programmes related to the IT based library tasks should be provided to the Teacher librarians to uplift their knowledge.
* A flexible time table needs to be drafted for Teacher Librarians to give more time to serve in the school libraries.
* The library committee members must be library lovers and must have an enthusiasm to develop the school library.
* The management team should provide all necessary equipment, furniture, information materials and facilities on time to run the library in a smooth way.

Since the school community depends on the school libraries to fulfill their information thirst, the school libraries must be organized well. The Teacher librarians who manage the school libraries should be motivated and made happy and peaceful to get the optimal output and services from them.

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