Self-esteem and job satisfaction among librarians in university libraries in Southern Nigeria

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Abstract
The study explored the relationship between self-esteem and job satisfaction of librarians in the university libraries in Southern Nigeria. The study employed the ex-post-facto survey design with a population of 841 respondents consisting of all the librarians in federal, state and private university libraries that are located in Southern part of Nigeria. The study employed total enumeration (purposive) sampling technique to select eight hundred and forty-one (841) respondents for the study. One research question was answered and one research hypothesis tested in this study. The questionnaire was the instrument used for data collection. The questionnaire is entitled: “Self-Esteem and Job Satisfaction Scales (SEJSS)”. To estimate the content and construct validity of the instrument, Principal Component Analysis (PCA), using the extraction method was used. All items with factor loadings matrix above .50 were selected into the scale or instrument. Librarian Self-esteem Scale has 66% content validity while its construct validity was between .57 and .85. The Librarian Job Satisfaction Scale has 76% content validity while its construct validity was between .96 and .69. The rotated sum of squared loadings which revealed the true Eigenvalue of above one for each component was computed. Data were collected and analysed with descriptive statistics such as Mean(x) and Standard Deviation (SD). The demographic data of the respondents were, however, analysed with frequency counts. Research question 1 and hypothesis 1 were answered and tested using Pearson’s Product Moment Correlation. The study found that, significant relationship existed between self-esteem and job satisfaction of librarians in the university libraries in Southern Nigeria. It was also found that self-esteem influences job satisfaction among librarians. Since self-esteem had an influence on job satisfaction, management of universities in Southern Nigeria should endeavour to send staff on courses on self-esteem and workshops on current trends in librarianship both in Nigeria and abroad in order to increase their job satisfaction.

Keywords: Self-esteem, Job satisfaction, University libraries, Southern Nigeria, Librarians, Nigeria

Introduction
Libraries are centres various information materials are made available to clientele. Patrons use the information materials made accessible to them for all round growth. Responding to users’ queries on time can only be possible when librarians manning these libraries are satisfied with their job. Job is a work-related act which is carried out by a person in return for salary. Somvir and Kaushik (2012) and Luthans (2006) asserted that job satisfaction is an emotional reaction to a job circumstances which cannot be seen; it is only to be inferred, and merely how the people think about their jobs and diverse aspects of it. Job satisfactions are multidimensional psychosomatic reactions to one’s job. These responses have cognitive (evaluative) and affective (emotional) dimensions. Adolphs and Damasio (2001) asserted that cognitions are easier to divide from affective in theory than in practices. Job satisfaction refers to an inner assessment of the favourability of one’s job. These evaluations may be revealed through external (verbalized) and inward (felt) emotional responses. Judge, Hulin and Dalal (2009) stated that the multidimensional responses can be arranged along positive/negative impacts. However, for a librarian to be satisfied with his/her job self-esteem is a
necessity. The Librarian is a service-oriented personnel that handles administration of the library, making of decisions, library planning and other work activities, faculty or academic status. Alavi and Askaripur (2003) opined that a decrease in job satisfaction may be due to a decrease in self-esteem. Self-esteem is an important component in service delivery. Garcez (2006) opined that the relationship between satisfaction with job and self-esteem has been pondered for decades by different professionals. He further stated that, these groups of experts include sociologists, academic professors, psychologists and people from the business community. The concept, self-esteem, mirrors a person's overall emotional assessment of his or her value. It is a self-judgment as well as a mindset towards self and the summation of self-confidence or a feeling of an individual capacity and self-respect (Branden, 2001). It exists as a result of the implicit judgment that every individual has the aptitude to face life’s challenges, to comprehend and solve problems, and their right to attain contentment, and be given respect. However, self-esteem is a disposition that an individual has which represents his judgments of his own worthiness (Olsen, Breckler & Wiggins, 2008). A sociologist, Morris Rosenberg in the mid-1960s, defined self-esteem as a feeling of self-worth and accordingly developed the Rosenberg Self-esteem Scale (RSES) that became scale that is used extensively to evaluate self-esteem (Gray-Little, Williams & Hancock, 1997).

Judge and Bono (2001), Judge, Heller and Mount (2002), Ilies and Judge (2003) and Fitzmaurice (2012) observed that self-esteem is an excellent dispositions predictor of job satisfaction. In the same vein, self-esteem is considered by Judge, Locke and Durham (1997) to be the most fundamental manifestation of core evaluation as it represents the overall value that one places on oneself as a person. An American psychologist, Abraham Maslow, included self-esteem in his hierarchy of needs. According to Maslow (1987), without the fulfilment of the self-esteem need, individuals will be driven to seek it and unable to grow and obtain self-actualization. Nwofor and Nweke (2000) asserted that when a person's self-esteem is high, he tends to be motivated and performs his/her job or task better.

In fact, research suggests that persons with high self-esteem, maintain optimism in the face of disappointment, which makes future success (and thus future satisfaction) more likely (Dodgson & Wood, 1998). Sciangula and Morry (2009) stated that high self-esteemed individuals generally feel worthwhile as human beings and respect themselves, yet they are aware of their faults. According to Pierce and Gardner (2004), individuals who believe themselves to be commendable and valuable in general are likely to believe that they are worthy and valuable in specific settings, such as the workplace. Individuals with low self-esteem, however, often feel deficient, unworthy and inadequate human beings, and allow their perceived weaknesses to dominate how they feel about themselves which will lead to lower output.

Indeed, self-esteem has been argued by researchers as yielding a sort of behavioural effects which are beneficial both to the individual and to society at large (Krueger, Vohs & Baumeister, 2008). It was established that self-esteem was the strongest predictor of life satisfaction in a national sample of adults in the United States. The correlation between the two was 0.55. However, Roberts and Monroe (1992) opined that an increasing body of research proposed that low self-esteem operates as a risk factor for depression.

According to Costa and McCrae (1994), self-esteem is a personality concept in psychology, which is widely studied and research suggests that self-esteem demonstrates short-term fluctuations but long-term stability.
Researchers who study the correlates and consequences of self-esteem generally presume it is a stable trait that predicts future behaviour (Harter, 1990). This assumption, however, has been queried by researchers who emphasized the state-like nature of self-esteem. Leary and Baumeister (2000) argued that self-esteem is a measure of transient beliefs about one’s value relative to others. Thus, self-esteem levels are highly reactive to social evaluation and are thus continually changing in response to external feedback (Trzesniewski & Donnellan, 2003). Nwosu, Ugwoegbu and Okeke (2013) studied self-esteem and perceived degree of motivation as correlates of professional and para-professional librarians’ task performance in universities of the South-East, Nigeria. They found out that there exists a bond between self-esteem, motivation and task performance of professional and para-professionals in Nigerian university libraries; that the professionals have higher self-esteem when compared to the low esteem of the para-professionals. In all, both categories of staff have good opinions about themselves and therefore have a high level of attachment to the performance of tasks.

Studies of Nwofor and Nweke (2000), Sciangular and Morry (2009) have shown that feeling worthless can be depressing and depression affects job satisfaction. According to Leary, Tambor, Terdal and Downs (1995), people who feel worthy, able and competent are more likely to achieve their goals than those who feel worthless, ineffective and incompetent. Garcez (2006) asserted that job satisfaction and self-esteem relationship is somewhat like the ‘chicken’ or the egg analogy. Thus, for a librarian to fully enjoy and get satisfied, high level of self-esteem is needed. Intuitively, it is easier to believe that librarians who are more contented with their jobs are likely to exhibit high traits of self-esteem in the library. In essence, librarians who exhibit high traits of self-esteem are satisfied with their job. Therefore, this study seeks to examine self-esteem and job satisfaction among librarians in the university libraries in Southern, Nigeria.

**Objective of the study**
The main objective of the study was to explore the relationship between self-esteem and job satisfaction of librarians in university libraries in Southern Nigeria.

**Research question**
The following question was answered in this study:

1. What is the relationship between librarians’ self-esteem and job satisfaction in the university libraries in Southern, Nigeria?

**Hypothesis**
The following null hypothesis was tested at 0.05 level of significance:

1. There is no significant relationship between librarians’ self-esteem and job satisfaction in the university libraries in Southern Nigeria.

**Literature review**
Self-esteem is a psychological concept that emerged in literature in 1890 by William James who wrote The principles of psychology (Mruk, 2006). Branden (1992), a popular psychotherapist, defined self-esteem a number of years ago as the willingness to experience oneself as being capable to handle with the basic issues of life and of being worthy of happiness (Reasoner, 2004). Funk and Wagnalls (2003) defined self-esteem as when one has a good opinion of oneself. Self-esteem is the way people believe about themselves and how useful they feel. Smith and Mackie (2007) opined that self-esteem indicates the level to which someone perceives himself or herself; is the positive or negative assessment of the self, as in how we feel about self. They believe that self-esteem is assurance in our aptitude to
think, to deal vital difficulty of life and self-confidence in our right to be triumphant and happy, the feeling of being worthy, deserving, entitled to avow our needs and wants and to enjoy the fruits of our labours.

Self-esteem is essential in human life. It boosts confidence, optimism, and benevolence in persons and helps them to attain their goals. It promotes ambitions to attain diverse tasks and objectives in routine business (Branden, 1992 as cited by Shah & Mahmood, 2013). Self-esteem has amazing impact of knowledge management attempts. Seonghee and Boryung (2008) in their investigation of faculty attitudes toward knowledge sharing and collaboration, proved a significant relationship between self-esteem, knowledge sharing and collaboration. Tella and Ayeni (2006) found that self-efficacy compels librarians to keep trying to accomplish their goals and make good decisions that translate into meaningful achievements; they choose to carry out more difficult tasks and are more creative. Nwofor and Nweke (2000) asserted that when an individual’s self-esteem is high, he/she tends to be motivated and performs his/her job or task better. Schwarzer and Schmitz (2005) studied the success of women in non-traditional business and found that self-efficacy has a predictive power in assessing performance.

Studies have also demonstrated the way low self-esteem can create difficulties in other areas of a person’s life beyond body dissatisfaction (Henry, Anshel & Michael, 2006). A study by Striegel-Moore, Noami and Jeanette (1990) showed that low self-esteem is associated with greater feelings of ineffectiveness, interpersonal distrust, and difficulties with identifying emotions. When an individual exhibits traits of low self-esteem, it affects performance at work. According to Funk and Wagnalls (2003), performance is the act of performing, implementation, completion, action and achievement. Adeyemo (2000) and Akobundu (2008) asserted that the goal of motivation is to improve the satisfaction and proficiency of those who work. Low self-esteem and lack of motivation affect performance. For librarians perform their tasks effectively and efficiently they should be properly motivated and they should advertise their profession and services.

Nwosu, Ugwoegbu and Okeke (2013) survey on self-esteem and perceived levels of motivation as correlates of professional and para-professional librarians’ task performance in universities of South-East, Nigeria, revealed that at the 0.05 level of significance and 497 degrees of freedom, the calculated U 2.93 is greater than the critical 1.96. There is, therefore, significant disparity in the mean scores of professional and para-professional librarians on their self-esteem. The significance of self-esteem lies in the fact that it concerns us, the way we are and a sense of our personal worth. We can accomplish anything in life if we believe in ourselves, this is because, self-esteem plays an important role in living a flourishing life. Various studies have confirmed that self-esteem has a direct relationship with our overall well-being, and we would do well to keep this fact in mind both for ourselves and for those around us, particularly the developing children we interact with (Ackerman, 2019). Mruk, a psychology professor at Bowling Green University, reports that of all the theories and definitions proposed, this narration of self-esteem has best withstood the test of time in terms of accuracy and comprehensiveness (Reasoner, 2004).

Lewis (2009) asserted that self-esteem can be an additional indicative factor when considering interpersonal interactions and friendship development among librarians and adults alike. Librarians with higher self-esteem ratings will engage in more interpersonal relations than librarians with lower self-esteem ratings. He further stressed that, although
friendship may provide a context in which librarians’ social and moral development may be fostered. Librarians with low self-esteem often feel rejected and are especially sensitive to the cues of rejection (Dehart, Pelham, & Murray, 2004).

Wilson (2006) opined that low self-esteem may affect the likelihood of interpersonal interactions; librarians with low integrative skills may lead to fewer opportunities for social experiences. This implies that librarians with low self-esteem may develop social phobia which may continue throughout their professional life. Fewer social interactions will lead to fewer friends. Librarians who feel as if they have no friends tend to become increasingly withdrawn socially, resulting in an increase in aggression, depression, and anxiety (Howe & McWilliams, 2006). The anxiety created by participation in social interactions is inhibited. Introverted librarians influence the amount and the level to which participation will reoccur in the future. Lewis (2009) carried out a study of personality, self-esteem, interpersonal relations and friendships in Xavier University of Louisiana. He hypothesized that individual who scores higher on self-esteem and extraversion scales, while scoring low on a scale that measures shyness, will report having more friendships than an individual who scores low on both a self-esteem and extraversion scale and high on a scale that measures shyness. Gilroy (2004) opined that the following can happen when librarians have low self-esteem:

i. **On body:** they may have trouble sleeping, they may feel tensed or on edge, they may feel tired. They may feel fright in certain situations. For instance, meeting new people, they may feel sweaty, dizzy, or breathless, their heart may beat faster, and they may be more aware of their body, for example when blushing.

ii. **On actions:** they may shun going out, or seeing people. They may find it tough to make decisions; they might work too hard, or try to be perfect at everything they do. They may hold back from doing things, or speaking out, they may try to please everyone; they may pass up opportunities, for example, promotion, or holidays. They may be oversensitive, they may yell at others, or get into arguments. They may consent to others to do things to them that they do not want.

Positive self-esteem gives librarians the strength and flexibility in life, profession (career) and grows from mistakes without the fear of rejection. The following are some outer signs of positive self-esteem: confidence, self-direction, non-blaming behaviour, an awareness of personal strengths, an aptitude to make mistakes and learn from them, an aptitude to accept mistakes from others, optimism, an aptitude to solve problems, an independent and cooperative attitude, feeling at ease with a wide variety of emotions, an aptitude to trust others, a good sense of personal limitations, good self-care and the aptitude to say ‘no’ (Therapists.com, 2015). Self-esteem refers to the self-evaluation and descriptive conceptualization that individuals make and maintain with regard to themselves (Abdel-Khalek, 2016). This implies that self-evaluation is the evaluation of an individual’s competency. Self-esteem reflects the level that a person sees him [her] self as a capable, need-satisfying person. It has been proposed that self-esteem is a factor of direct and personal experiences (Pierce & Gardner, 2004).

Self-esteem has a vast contribution to human well-being and functioning. As Bandura put it, “If self-efficacy/esteem is lacking, people tend to behave ineffectually, even though they know what to do (Bandura, 1997 as cited by Chowdhury, 2019). Bandura further suggested that the effect of past performance (success and/or failure) on self-beliefs relies on the individual’s
interpretation of that performance and the attributions that are made. Librarians who have successful experiences and who attribute that success to themselves are likely to experience an increase in self-efficacy, which in turn and over time increases job output (Gardner & Pierce, 2001). Similarly, librarians who experience failure and attribute it to themselves will eventually experience a diminution of self-esteem. In addition to reflecting cognition about oneself, Pelham and Swann (1989) as cited in Pierce and Gardner (2004) noted that self-esteem is made by an affective component– high self-esteem persons like who and what they are. Thus, populace high in global self-esteem concurs with statements like “I am a person of value, on the same plane with others and I am contented with myself” (Rosenberg, 1965 as cited by Gnambs & Schroeders, 2017). Coopersmith (1967) propounded that self-esteem indicates the level to which the person believes himself/herself to be capable, significant, and worthy. More so, the librarians’ strong sense of self-esteem is surely needed among today’s elderly population in various institutions. Decreased mobility, disabilities, and failing health, can certainly affect one’s sense of self-esteem. Thus, a librarian at any age and level needs intellectual stimulation, development, and self-esteem, to be useful and to have a sense of achievement. Mocheche, Bosire and Raburu (2017) examined the influence of self-esteem on job satisfaction of secondary school teachers in Kenya. Their finding reveals that self-esteem was a significant predictor of teacher’s level of job satisfaction (F (1, 160) = 6.543 p = .011, R2 = .025). In addition, Eithne, Katie and Daniel (2014) investigated teachers’ self-efficacy beliefs, self-esteem and job stress as determinants of job satisfaction. Their finding reveals that the predictor variables (self-esteem and job stress) accounted for 22% of the variance of the teachers’ job satisfaction. Mozumdar (2014) examined the role of self-esteem and optimism in job satisfaction among teachers of Private Universities in Bangladesh. Her finding established that self-esteem positively correlated with job satisfaction (r = .323, p < 0.05). Ghafari and Samii (2013) investigated the relationship between job satisfaction and self-esteem in teachers in Aliabad University. Their finding shows a significant relationship between job satisfaction and self-esteem of teachers. Ahmed (2012) examined the role of self-esteem and optimism in job satisfaction among teachers of private universities in Bangladesh. Her finding reveals that self-esteem is significantly positively correlated with job satisfaction (r = .323, p < 0.05). This implies that, the teachers who had high self-esteem had high job satisfaction. Opayemi and Akinbode (2016) investigated the influence of self-esteem and job satisfaction on job involvement among secondary school teachers in Lagos State, Nigeria. Their finding reveals that self-esteem has a significant influence on teachers’ job involvement at t = 5.146; dF =181; p < .05. This implies that teachers with high self-esteem were more involved in their job than teachers with low self-esteem.

**Methods**

This study adopted ex post facto research design. The populace of the study consisted of all librarians - eight hundred and forty-one (841) from 84 university libraries in Southern Nigeria. The whole population of 841 librarians was used as a sample of the study (see Table 1). This was as a result of the manageable size of the population. A questionnaire was the instrument used to collect data for the study. The questionnaire is entitled: “Self-esteem and Job Satisfaction Scales (SEJSS)”. Self-esteem items in the questionnaire were adapted from Ciarrochi, Heaven and Fiona (2007) and job satisfaction was adapted from Spector (1994). Items in the questionnaire were
positive and negatively worded on a four-point scale of very large extent = 4, large extent = 3, small extent = 2, to very small extent = 1. Section ‘A’ focusses on demographic information such as institution, gender, age, work experience, academic qualification and ownership of the university; Section ‘B’ is on the extent of self-esteem of librarians on job satisfaction. The scales were pretested on a sample of 38 librarians for psychometric study. The instrument was administered to 26 respondents (librarians) in Federal University of Technology, Minna in Niger State and 12 librarians in Bauchi State University, Gadau in Bauchi State which is outside the scope of study. The items were tested for significance at 0.05 level of significance. The Cronbach alpha analysis showed the case processing summary reliability statistics; the computed values are: librarian self-esteem scale has alpha.78, p = 0.05 level of significance and the Librarian Job Satisfaction scale has alpha.95, p = 0.05 level of significance. To estimate the content and construct validity of the instrument, Principal Component Analysis (PCA), using the extraction method was used. All items with factor loadings matrix above.50 were selected into the scale or instrument. Librarian Self-esteem Scale has 66% content validity while its construct validity was between .57 and .85. The Librarian Job Satisfaction Scale has 76% content validity while its construct validity was between .96 and .69. The rotated sum of squared loadings which revealed the true Eigenvalue of above one for each component was computed. A total of 841 copies of the questionnaire were administered, 679 duly completed copies were retrieved and found usable, giving a response rate of 76.2%. The data collected were analyzed using simple percentages, descriptive and inferential statistics. While the demographic information of the respondents was analyzed using frequency counts, percentages and Pearson’s Product Moment Correlation Coefficient.

<table>
<thead>
<tr>
<th>Ownership of university</th>
<th>Number of universities</th>
<th>Copies distributed</th>
<th>Copies retrieved</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal</td>
<td>18</td>
<td>362</td>
<td>277</td>
<td>32</td>
</tr>
<tr>
<td>State</td>
<td>20</td>
<td>224</td>
<td>172</td>
<td>19.4</td>
</tr>
<tr>
<td>Private</td>
<td>46</td>
<td>255</td>
<td>230</td>
<td>24.8</td>
</tr>
<tr>
<td>Total</td>
<td>84</td>
<td>841</td>
<td>679</td>
<td>76.2</td>
</tr>
</tbody>
</table>

Results and discussion
The results of the study are presented according to the research question and hypothesis.

Research Question 1: What is the relationship between librarians’ self-esteem and job satisfaction in the university libraries in Southern Nigeria? The data in Table 2 are used to answer this research question. Table 2 represents a simple correlation analysis of the relationship between librarians’ self-esteem and job satisfaction in the university libraries of Southern Nigeria. Table 2 shows that a correlation exists between self-esteem and job satisfaction among librarians involved in the study. The computed simple correlation using Pearson Product Moment Correlation produced an output \((r = 0.177)\). This provides an answer to research question 1. The finding reveals that there is a relationship between self-esteem and job satisfaction among librarians in the university libraries of Southern Nigeria. The \(r^2\) adjusted value of 0.030 constitutes 3% amount of variance accounted for by self-esteem in job satisfaction among librarians. This implies that as self-esteem...
increases job satisfaction also increases. Therefore, one percentage change in the amount of standard deviation of the librarians’ self-esteem will account for a 3% amount of variance in the job satisfaction of the librarians.

**Hypothesis 1:** There is no significant relationship between librarians’ self-esteem and job satisfaction in the university libraries in Southern Nigeria. The data in Table 3 are used to test this hypothesis.

In testing Hypothesis 1, the correlation model in Table 3 shows that self-esteem has significant relationship with job satisfaction among librarians. The calculated $F = 21.875$, df $(1, 678)$, $P \leq 0.05$ level of significance. The null hypothesis is therefore rejected and the alternative holds. Therefore, the finding is that there is a significant linear relationship between self-esteem and job satisfaction among librarians involved in the study. The conclusion is drawn that self-esteem has a significant relationship with job satisfaction. This finding is in line with the one by Fatemeh, Rezaaand Iran (2010) which revealed that there is a significant correlation between organisation-based self-esteem and job satisfaction. According to Fitzmaurice (2012), self-esteem is one of the best dispositions predictors of job satisfaction. Moreso, Locke, McClear and Knight (1996) noted that, a person with a high self-esteem will view a challenging job as a deserved opportunity which he/she can master and benefit from, whereas a person with low self-esteem is more likely to view challenges as an undeserved opportunity or a chance to fail. It could be deduced from the findings that employees’ (librarians) with high self-esteem will experience job satisfaction.

Table 2: Simple correlation analysis of the relationship between librarians’ self-esteem and job satisfaction in the university libraries in Southern Nigeria

<table>
<thead>
<tr>
<th>Variables</th>
<th>$N$</th>
<th>Mean</th>
<th>SD</th>
<th>$R$</th>
<th>$r^2$</th>
<th>$r^2_{\text{adjusted}}$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Esteem</td>
<td>679</td>
<td>28.4404</td>
<td>3.2318</td>
<td>.177</td>
<td>.031</td>
<td>.030</td>
</tr>
<tr>
<td>Job Satisfaction</td>
<td>679</td>
<td>56.5361</td>
<td>6.6829</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3: Simple regression analysis of the relationship between self-esteem and job satisfaction among librarians in university libraries in Southern Nigeria

<table>
<thead>
<tr>
<th></th>
<th>SS</th>
<th>Df</th>
<th>MS</th>
<th>F</th>
<th>B</th>
<th>S.E</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>947.814</td>
<td>1</td>
<td>947.814</td>
<td>21.875</td>
<td>.177</td>
<td>.078</td>
<td>.000</td>
</tr>
<tr>
<td>Residual</td>
<td>29333.05</td>
<td>677</td>
<td>43.328</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>30280.87</td>
<td>678</td>
<td></td>
<td></td>
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</table>

$P \leq 0.05$ level of significance; $N = 678$

**Conclusion**

The study has established that self-esteem is an essential tool for job satisfaction with librarians in the university libraries of Southern Nigeria. In order to enhance job satisfaction of librarians in the universities, managers/heads of university libraries should encourage staff for further study in librarianship both in Nigeria and abroad which will improve their job satisfaction. Library manager should ensure that they facilitate the sponsorship of librarians. This will definitely motivate and increase the job satisfaction of librarians. Since self-esteem has influence on job satisfaction, university management in Southern Nigeria should encourage staff by sponsoring them for courses on self-esteem in order to increase their job satisfaction.
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References


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