

**MOTIVATION OF LIBRARIANS IN CENTRAL AND COPPERBELT
PROVINCES OF ZAMBIA**

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DECLARATION

I declare that *This dissertation on “ **Motivation of librarians in Central and Copperbelt Provinces of Zambia,**” is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.



Date: 29 /07/ 14

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ABSTRACT

The efficiency and effectiveness of any library in delivering quality services to clients is not only dependent on how skilled the librarians are but also on how motivated they are. This study investigated factors which affect motivation of librarians in Central and Copperbelt Provinces of Zambia.

The study was a survey design involving questionnaires and interview technique to obtain information. A whole population of 100 respondents was used to collect data. The survey combined qualitative and quantitative methods, qualitative data obtained from interviews were analysed by coding and regrouping similar themes using constant comparative techniques. Quantitative data from questionnaires were analysed by using statistical package for social sciences (SPSS).

Study findings indicated that there were various factors which motivated librarians to do more work such as responsibilities, good salary, promotion and work achievement. However, further revelation showed that there is still need to reinforce these factors to enhance more motivation of librarians.

DEDICATION

I dedicate this study to the Almighty God who is the fountain of all good things. To my wife Mary, my daughter Valencia, my sons Abraham and Gabriel for being there for me throughout the entire period of my studies. A special feeling of gratitude to my mother and my late father Lazarus whose words of encouragement and push for tenacity ring in ears.

I also dedicate this piece of work to librarians in our motherland Zambia and to all librarians the world over.

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LIST OF ABBREVIATIONS

CBU	Copperbelt University
ICTs	Information Communication Technology
HOD	Head of Department
MU	Mulungushi University
SMS	Short Message System
SPSS	Statistical Package for Social Sciences
ZIT.....	Zambia Institute of Technology

CHAPTER ONE: INTRODUCTION

1.0 Overview

This chapter provides the background to the study with regard to the roles played by library staff in supporting learning activities. Further, the chapter discusses the importance of motivation for librarians, conceptual setting, statement of the problem, objectives of the study and research questions. This is followed by significance of the study, Scope and limitation of the study are also discussed. Lastly definition of terms and summary of the chapter are covered.

1.1 Background to the Study

The urgent need to improve social, economic, and cultural development in developing countries necessitated the establishment of tertiary institutions of learning. This is because tertiary institutions represent a major investment in the development of human resource. As such, whether public or private controlled, these institutions are presumed to be major concern to the government. In order for institutions of learning to be effective, there is need to have an organized, and well-coordinated library service aimed at supporting educational activities through the provision of timely, accurate, and reliable information resources.

Libraries act as providers of regular and up-to-date information and are managed by persons with different attitudes and perceptions. It is in this respect that academic libraries play a major role by virtue of being college or university agencies responsible for collecting, organizing and disseminating information resources. Therefore, the role of an academic library can be defined within the framework of the university or college mission statement. The library programme should also reflect the means by which it will advance the objectives of that institution. This is because the key fundamental role of academic libraries is to support educational services such as teaching, learning as well as research.

Backwell (1993:30) argued that “The future of any library depends more on its staff than on any other factor. This is because library staff has a full responsibility of acquiring, organizing and disseminating information.” Therefore, the usefulness of service institutions like academic libraries is measured by the services rendered to the users. This in turn depends on the personnel who are responsible for the effective and efficient delivery of such services. It is therefore suggested that human resources selected and recruited in academic libraries have

to be properly, adequately developed, motivated, and maintained in order to provide quality service aimed at meeting information needs of the library users. Backwell, (1993) further intimated that library professionals occupy a prominent place in academic libraries as compared to other financial and material resources such as buildings, equipment, and furniture. He further observes that human resources are animate with attendant emotions, feelings, beliefs, expectations, opinions, perceptions, attitudes, and other personal traits such as values and customs. By so doing, the human factor will give the necessary support and life to all other material resources in order to provide useful services to the users.

1.2 Importance of Motivation among Librarians

According to Bill (1998:42) “Personnel endowed with highest competence and integrity are essential in academic libraries.” This calls for proper management of library personnel with the sense of purpose, pride, and direction. However, in order to increase efficiency and productivity among librarians they need to be motivated. The need for well trained and motivated staff was perhaps best summarised by Blackwell, (1993:201) when he wrote saying “This is because people bring to their work places a crystallized and complex set of cognition, personal feelings, desires, perceptions, and motives.”

Kishore (2008:33) was of the view that “When an individual is unsettled about social related issues such as recognition, social interaction with colleagues and many others, his or her efficiency will be impeded. Furthermore a person whose various dimensions are harmoniously attuned will be more effective in his or her working environment.” It is therefore expected that the work environment should provide a meaningful, satisfying, and challenging atmosphere which will unleash human potential within every individual. It is by so doing that individual employees would be motivated and increase their level of productivity.

Motivation of the librarians does not only depend on remunerations but over and above a number of other factors such as provision of accommodation, transport, safety and security and recognition. Motivation among librarians might seem an insignificant problem among key policy makers, yet contributes to the impediment towards support for the Zambian government’s effort to develop quality higher education. This is because academic libraries are considered to be the engine for supporting teaching, learning and research. It is therefore expected that policy makers draw attention to the crucial nature of the role librarians play through supporting the achievement and improvement of higher education in the country. It

should be borne in mind that effective teaching, learning and research in tertiary institutions are centred on well-coordinated library services. For this to be achieved, everything anchors on the librarians. Therefore, if librarians are not motivated, the implication would be that support for quality education would suffer Bill (1998). Furthermore the nation's sustained social and economic development would be almost impossible because development cannot be divorced from education. In order to achieve an effective support for higher education through library services in tertiary institutions, there is need to have a committed library work force. Commitment among librarians can only be achieved if librarians enjoy their work and are also motivated.

Beardwell (2007:492) defines work motivation as "a set of energetic forces that originate both within as well as beyond an individual's being to initiate work-related behaviour and determine its form, direction, intensity and duration." Organizations such as libraries need motivated staff if they are to realize their mission and goals. Library staff can contribute to the delivery of quality services to clients. This can only happen if librarians are motivated in their work. The issue of motivation among librarians is quite critical in that a motivated librarian is directly linked to higher productivity. This is because lack of motivation compromises the professional conduct, leading to poor work culture such as poor performance, absenteeism, lateness, and other bad behavioural tendencies such as corruption, use of abusive language and also idling around within the library premises or even outside. The above mentioned trends are quite prevalent especially in government owned academic libraries in Zambia. It is observed that such trends are un-likely to decrease in the near future unless remedial measures are taken.

Motivation, especially at the workplace such as a library is very important because it acts as a catalyst for staff work performance. Motivating library staff involves dealing with different aspects including the provision of good work environment, supervisors who are understanding, and flexible working hours. These views were echoed by Ugah and Okpra (2008) who noted that the concept of flexible working hours has motivational appeal to many library staff. This shows that money is not the major motivator of staff as perceived by some people. Armstrong (2006:267) stresses that "doubts have been cast by Herzberg et al (1957) on the effectiveness of money because, they claimed, while the lack of it causes dissatisfaction, its provision does not result in lasting satisfaction". Knowledge of such factors is crucial for managers if they have to sustain employee motivation in order to realize the mission and goals of the organization such as a library. For instance, it is worth noting

that qualifications and capabilities alone are not a guarantee for librarians to perform very well. This is the reason why managers should attach more value on motivation of staff if better results are to be achieved. According to Jackson (2009:55) “even the most capable employee won’t perform well unless they are motivated to do so.”

Libraries like any other organizations do have missions and goals to fulfil. Librarians play a key role in the provision of information services to various clients so as to make them become well informed. This was also stressed by Agarwal (2011:1) who argued that “libraries are only next in importance to schools, colleges and Universities as means of educating the public.” For this to be realized, staff needs to work in an enabling environment. Mitchell and Watstein (2008) cited in Roser (2012:7) stressed that “Library staff members work in a fast-changing environment and face the challenge of “keeping up”. Librarians play very important roles in society such as provision of information and conducting user education. In this way they contribute to individual and national development as only well informed individuals are able to make better decisions which affect their future life. The state of work motivation for librarians who are information providers can either impact positively or negatively on clients and the effects can spill over to national development. Motivating staff so that they keep up good work pace has not been an easy task for many managers. Pinder (1998) in Beardwell (2007:491) argued that “managers in all organizations have the major challenge of arousing and maintaining worker interest in their jobs.”

Owing to the great value of the services librarians provide to society, it is very important for library managers to be knowledgeable in managing motivation of their staff. This can lead to increased productivity and delivery of quality library services by staff. This study aimed at assessing the motivation of librarians in the selected universities in the Central and Copperbelt Provinces of Zambia so as to ascertain ways and means of improving service delivery.

1.3 Contextual Setting

The study was conducted in the selected university libraries in the Central and Copperbelt Provinces of Zambia. The three libraries which were covered in this study are Nkrumah University College, Mulungushi University and Copperbelt University. The brief history of these libraries is as explained below:

In March 1967, Nkrumah University College was opened at Kabwe. The college infrastructure was not yet developed until after some time, “Following the completion of

construction of the new infrastructure, the college re-located to the present site in 1971 and the name changed from “teachers college-Kabwe’ to “Kwame Nkrumah teachers’ college.” Kabwe Business News (2012:9). The college was established with the sole purpose of training secondary teachers. The Institution has a library which provides information to both students and lecturers. The library with a stock of 14,500 and a staff compliment of 25 is under pressure due to the ever increasing demand for its services which have resulted from student population growth. Mubanga (2011:3) indicates that the College has a total enrolment of 603 first year students and second year students and 2,203 Distance Education students.

Mulungushi University library is located in Kabwe town. The University was established in 2008 when the then National College for Management Studies was upgraded into a University. Before the conversion of the institution into a University, the college used to deal with a small number of users. Currently, the University has a student population of 3500 and this is increasing rapidly. The Library holds a stock of 17,000 and employs 35 staff. The continuous acquisition of new books has boosted the library collection. Mulungushi University Library (2010). The demand for Library services is on the increase hence the need for a bigger building. The Technical Report of 2007 reveals that “An ultra-modern library with a sitting capacity of 500 readers will be constructed.” However, construction of the new Library building has not yet been completed and works are still going on. This situation is putting more pressure on the operations of the Library due to the growing number of users. The library’s mission is to provide reading materials relevant to the teaching and research offered by the institution.

The Copperbelt University is located in the Copperbelt Province and is one of the major Universities in Zambia. It operated as the Zambia Institute of Technology (ZIT) until 1st January, 1989, when it was integrated into a newly formed University, called the Copperbelt University (2006) (<http://www.cbu.edu.zm>).” The University has grown over the years in infrastructure as well as staff and student population. The University has a total student population of 5,155 and staff establishment of 695 of whom 207 are academic staff CBU, (2006).The high number of students has resulted in high demand for library services. The library has 40 members of staff. The library has a collection of nearly 25,000 volumes, which is still expanding and a wide range of journals on most of the taught subjects in the University. The CBU library though not very big serves a huge population of users and its collection has grown over the years. The three universities provide a good platform for

assessing the motivation of librarians in Central and Copperbelt Provinces of Zambia so as to ascertain ways and means of improving service delivery.

1.4 Statement of the Problem

Several studies have been conducted on employee motivation, and job satisfaction, Hoy and Miskel (1991:168), Ugah and Okpara (2008), Maslow (1970), and Tella (2007) etc. Hosi (2005) noted that Managers face tough motivational challenges especially in economic downturns, and it seems helpful to know key organizational behaviour study findings related to human motivation. This is because motivation of staff leads to an increase in work output. One way of improving workers performance is to venture into development of human resource like librarians; this is so because it is only skilled and motivated staff who can add more value in the delivery of quality library services. According to Mwacalimba (1974:127) “The University of Zambia through department of library studies is making great efforts to meet the manpower needs of libraries, information agencies, and Archives in Zambia.”

However, on the other hand having some resources in place does not guarantee better employee performance in all workplaces such as a library. Mwacalimba (1974) stressed that a library may have adequate funds, a well-rounded collection, an attractive building, and a supportive top management but cannot deliver the goods to the clientele unless staff is knowledgeable and motivated to live up to expectation of users. This shows that where employees are not motivated work output is likely to be lower. The same view was expressed by Tella (2007:1) who stressed that “In order to make employees satisfied and committed to their jobs in academic and research libraries; there is need for strong and effective motivation at the various levels, departments and sections of the library.” Even though, generally, the libraries in the Central and Copperbelt Provinces of Zambia boast good staff compliment, attractive buildings, satisfactory presence of infrastructure, staff development policies and resources in place, motivation of librarians to deliver good services is not rated as ‘excellent’ as could be expected. It is with this background that this study sought to investigate the key factors which affect motivation of librarians in the few selected University libraries in the Central and Copperbelt Provinces of Zambia.

1.5 Aim of the Study

The aim of this study was to investigate factors affecting motivation of librarians in selected University libraries in Central and Copperbelt Provinces of Zambia.

1.6 Objectives of the Study

The specific objectives of this study are:

- a. To determine the extent to which librarians are motivated in their work.
- b. To find out factors that influence motivation among librarians in the selected University libraries in the Central and Copperbelt Provinces of Zambia.
- c. Assess the impact of communication and staff development on staff motivation in the selected Universities libraries in Central and Copperbelt provinces of Zambia.
- d. To propose measures aimed at contributing towards job motivation among librarians from the selected University libraries in Central and Copperbelt Provinces of Zambia.
- e. To make recommendations which would help improve motivation of librarians in Zambia.

1.7 Research Questions

This study seeks to answer the following research questions:

- a. To what extent are librarians in the Central and Copperbelt Provinces motivated in the Selected Universities in the Central and Copperbelt Provinces of Zambia?
- b. What factors influence motivation among librarians in the selected Universities? libraries in Central and Copperbelt Provinces of Zambia.
- c. What is the impact of communication and staff development on staff motivation in the selected University libraries in Central and Copperbelt Provinces of Zambia?
- d. What measures should be put in place to help library managers enhance staff motivation?

1.8 Scope and Limitations of the Study

In this study, the university libraries included are Nkrumah, Mulungushi and Copperbelt. All these institutions fall under the umbrella of public universities meaning that they are similar in many ways than the other universities thus the reason for not including them in the study. The major limiting factor is that the study was restricted to selected tertiary institutions in Central and Copperbelt Provinces because that is where a huge concentration of the targeted population is found. This therefore limits the generalization of the findings to only these areas. It is also worth noting that all librarians working in these academic libraries were included in the study because the population was manageable and also to increase representativeness of the research out come. This means that only those librarians with qualifications ranging from certificate and above were be selected to provide information as

respondents. However, the limitation was that due to financial and time constraints, it was not possible to include librarians from other universities in Zambia.

Because of this, limitation, it was difficult to have a generalized view of factors affecting motivation among librarians in Zambia. However, the findings presented in this study are considered very useful as they relate to three major university libraries in Zambia which are government funded.

1.9 Significance of the Study

It is hoped that the survey of factors affecting motivation among librarians in Zambia will have great potential for improving library service delivery in Zambia. It is also hoped that the findings will be beneficial to management and policy makers in various tertiary institutions of learning to find better ways of motivating their staff. It is further hoped that the findings of this research will be useful when it comes to issues such as staff recruitment, retention as well as training and development of valuable human resource. Furthermore, the findings of this study will also add knowledge to the already existing literature on factors affecting motivation of librarians.

1.10 Delimitation of the Study

The target population for this study was librarians working in three academic libraries located in the Central and Copperbelt Provinces of Zambia. This is because these libraries are located along the line of rail and that is also where a large number of the targeted population is also concentrated.

1.12 Operational Definition of Terms

Academic library: Is a library that is attached to an higher education institution which serves two complementary purposes to support the school's curriculum and to support the research of the university faculty and students. Definitions and Translations (2014:1).

Job Satisfaction: Attitudes and feelings people have about their work.

Armstrong (2006:264).

Information: Is data which has been processed in such a way that it is meaningful and also useful to the one who receives it. Libati (2010:1)

Librarians: Are people who select, store, display and deploy books and other communication media in libraries. Burrell (1969:21)

Motivation: Is a goal directed behaviour and it is concerned with how behaviour is initiated, energised, sustained, directed and stopped. Mwanalushi (1992:13).

Productivity: This is the output of goods and services per unit of input resources used in the production processes. Ivancevich (2013:36).

1.13 Summary

This chapter has established that motivation of librarians is very important if libraries have to operate effectively. And also that motivation of staff is dependent on various factors. This is the reason why further research into motivation of librarians is justified so as to establish more factors which motivates them in order to work hard in their work.

CHAPTER TWO: LITERATURE REVIEW

2.0 Overview

This chapter provides an insight into the literature of the studies conducted by various scholars that were reviewed in relation to the topic of this study. The purpose of literature review is that it provides the background to this research study by explaining how the subject has been studied in the past.

The chapter is divided into eight sections. The first section introduces the chapter. The second section looks at the concept of motivation. The third section deals with theories of motivation and the fourth section focuses on effects of motivation on librarians' commitment to their work. The fifth section looks at factors influencing motivation of librarians towards their work while section six looks at the impact of communication, training and development on motivation of staff. Section seven looks at training and development as a motivating and productive tool among workers. Section eight looks at communication in libraries as a motivating factor and section nine gives a summary of the chapter.

2.1 The Concept of Motivation

The concept of motivation is something which is very important at the workplace hence needs serious attention by authorities or managers if efficiency and effectiveness has to be attained in the delivery of quality services to clients. Stoner (2002:203) suggested that "Motivation is essential to organizational effectiveness and is a predictor for performance of employees." Armstrong (1999:99) postulates that "employees of any organization come to work aiming at achieving personal and private goals". This implies that library managers must always endeavour to ensure that both the needs of the organization and staff are considered when planning. In so doing the staff will be motivated leading to attainment of organizational goals and objectives. Hoy and Miskel (1991:168) defined motivation as "a combination of factors that start and maintain work-related behaviour towards the achievement of goals." This shows that motivation is also perceived as an inspiration that sets things to happen. Mullins (1996) cited in Ugah and Okpara (2008:2) defines 'motivation' as "some driving force within an individual by which they attempt to achieve some goal in order to fulfil some needs or expectation." Appleby (1994) argued that motivation is the way urges aspirations and needs of human beings direct or control or explain their behaviour. Marx (1981:44) was of the view that "motivation is the spark that leads to action and so determines the direction as well as the success of human action/activity."

Owen (1995) stated that motivation was the same as dealing with explanation of why people do things the way they do. For instance, why some librarians are full of energy, never absent and execute their work effectively while others do the opposite. There is a perception that workers do get dissatisfied if their work mostly comprises of routine activities. In the same vein Ugah and Okpara (2008) noted that employees work morale becomes low thus leading to poor performance and productivity. In order to explain the importance of motivating Librarians concentration was focused on some major motivation theories. Thereafter analysis of the theories based on their relevance to the subject under study followed by highlighting their strengths and weaknesses.

2.2 Theories of Motivation

This section discusses some of the key theories of motivation used in this study. The three motivational theories included in the study are: Abraham Maslow's Hierarchy of Needs Theory, Victor Vroom's Expectancy Theory, and McClelland's Acquired Needs Theory.

2.2.1 Abraham Maslow's Hierarchy of Needs Theory

Cascio and Jones (2002) argue that the most known motivation theory of Abraham Maslow postulates that human needs are not of equal strength and that these needs transpire in an unambiguous arrangement. According to Armstrong (2006:225), Needs theory was developed originally by Maslow (1954), who postulated the concept of a hierarchy of needs which he believed was fundamental to the personality. According to the hierarchy of needs, every person has to pass through to the next stage after satisfying the previous one and that this leads to better employee performance. "This theory also explains that managers should devise programmes which are aimed at satisfying unmet needs. Maslow's theory developed a hierarchy of human needs (level approach) which can be divided into lower and higher-order needs. Once a lower level need is satisfied, it results in the next level need to be activated and this process continues until one reaches self actualization which is the highest level of needs.

Below is an explanation of Maslow's five basic hierarchies of needs or levels.

Level 1: Physiological Needs.

This level is also known as survival or basic needs. The survival needs consists of needs required for one to sustain life or to exist. Such needs include things like air, water, shelter, clothing, food and sex. According to Fojt (1995) these needs can be met in work places by creating a comfortable environment, providing ample leisure and a comfortable salary. However, a satisfied need ceases to motivate behaviour and this consequently results into emergence of Safety needs.

Level 2: Safety and Security Needs

Once physiological needs have been satisfied one's attention turns to safety and security so as to be free from both physical and psychological harm and threat within the environment. Such needs may be fulfilled by one living in a safe area, job security, financial reserves and medical insurance. Olorunsola and Bamijoko (2005) observed that an organization could react to these needs by providing a safe and healthy environment in compliance with the legislative and regulatory framework. This level represents stability and includes financial security of an individual.

Level 3: Social Needs

These needs have to do with one's desire for affiliation and interaction with others. They include such things as friendship, receiving and giving love and belonging to a group. To be accepted by peers at the work place is something which is important to every employee. This is why both the managers and employees should attach value to feedback because they confirm one's sense of belonging.

Level 4: Esteem Needs

Esteem needs can be categorized into two groups namely internal and external motivators. Internally motivating esteem needs are those such as self-esteem, accomplishment and self respect. While external esteem needs includes needs like social status, reputation and recognition. Organizations like a library can meet these needs by coming up with programs which promote positive reinforcement among employees. This is in line with Voelck (1995) who intimated that sentiments that an organization could address these needs by among others through utilizing positive-reinforcement programmes, provide symbols for recognition

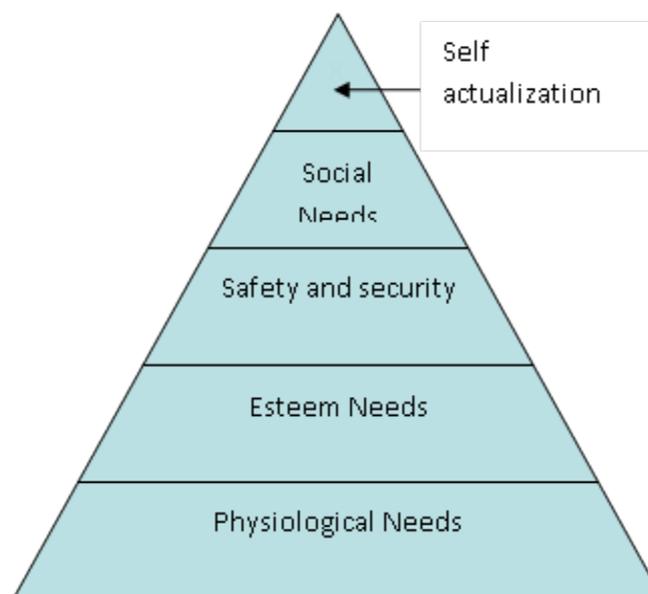
and include lower-level employees in strategic processes. Satisfaction of these needs would lead to self-confidence and a sense of gratification which eventually leads to the highest level of need known as self-actualization.

Level 5: Self-Actualization

This is the stage at which an individual human being reaches peak performance or full potential in life. Rowley (1996:5) states that “According to Maslow, self-actualization is the need a person has to fulfil his or her capabilities and potential, that is, his or her desire for growth.” On the other hand, Ludlow (2002) argued that individuals who are at this level of motivation strive for truth, beauty, justice, individuality meaningfulness and perfection. However, only few people manage to reach this highest level of needs known as self-actualization.

Below is Abraham Maslow’s diagrammatical pyramid showing human needs in hierarchical arrangement starting with the lower level needs and ascending up to the higher level needs.

Figure 2.1 Abraham Maslow’s Hierarchical Needs



Source (Calvin1998:15)

However, Abraham Maslow’s Hierarchy of Needs Theory has now got some additional levels of needs. Originally there were only five levels of needs as shown in the pyramid in figure 2.1 but now there are eight levels. The current levels of Maslow Hierarchy of Needs in

ascending order are the Physiological needs, the Need for safety and security needs, Need for love and belonging, Esteem needs, Cognitive needs, Aesthetic needs, Self-Actualisation and Transcendence needs.

2.2.2 Strengths and weaknesses of Hierarchy of Needs Theory

The Hierarchy of needs theory is a famous theory because of the value people attach to it. Ugah and Okpara (2008:2) noted that “Maslow’s hierarchy has had wide spread acceptance since it was introduced.” Further, Roser (2012) asserted that “Maslow (1970) produced a hierarchy of needs which forms one of the most widely known theories used in management since it was first presented in the 1950s.” This theory of hierarchy of needs is also perceived to employees like librarians to be important because it guides them in terms of fulfilling their needs in a systematic order. Armstrong (2006:258) argues that “Maslow’s theory of motivation states that when a lower need is satisfied, the next highest becomes dominant and is turned to satisfying this higher need.” This theory has become famous because it assists managers to understand what factors motivates staff and that unfulfilled needs are more motivating than fulfilled ones. Wilson (1993) postulates that Maslow’s theory has resulted in being very popular among managers because of simplicity, providing clear conditions in which employee’s lower-level can be satisfied so that they are motivated to reach their full potential as a pathway to self-actualization.

However, this theory has not been perfect as it has received criticism due to some weaknesses it exhibits. Wahba and Bridwell (1983) noted that Manslow’s theory presents an interesting paradox that although widely published; it does not show much research evidence to support it and they however, conclude that, whereas no research has validated the theory, this does not invalidate it since it is untestable. In the same vein Koontz, O’donnell and Welhrich (1986) argued that the theory was not adequately sustainable. This theory has been criticized also because of it’s belief in human basic needs being fulfilled in a strict order. Cole (2002:97) posit a view that “The major difficult associated with Manslow’s model lies in it’s apparent rigidity.” Armstrong (2006), stressed that the theory has not been verified by empirical research and it has been criticized for it’s apparent rigidity, different people may have different priorities and it is difficult to accept that people’s needs progress steadily up the hierarchy. Human needs do sometimes overlap, for instance it is not always true to say that fulfilment of all needs is done in a systematic order. Cole (2002:97) stated that “While few people would deny that there are lower-level and higher-level needs, many would dispute that people tend to satisfy their needs in a relatively systematic way from the bottom to the

top as it were.” There is also a perception that the theory of needs hierarchy is artificial and simplistic hence does not represent or address the real issues hence may not be much reliable when applied in a workplace like a library. Armstrong (2006:258) stressed that “In fact Manslow himself expressed doubts about the validity of a strictly ordered hierarchy.”

2.3 Victor Vroom’s Expectancy Theory

Armstrong (2006:207) intimated that “the Expectancy theory is said to have been developed by Victor Vroom.” In the same vein Miyamoto (2007:207) argued that “Expectancy theory which was developed by Victor Vroom states that motivation is the function of an individual’s expectancy that effort will lead to performance, instrumentality, judgment, that performance will lead to certain outcome, and valence of outcomes.” This view was shared also by Ugah and Okpara (2008:4) who stressed that “If employees believe that effort will be rewarded, there will be motivated effort, and that is, they will decide to work harder to receive a reward.” An explanation on how this theory views individuals was done by Mosley (2008:192) who argued that the Victor Vroom’s Expectancy theory “views an individual’s motivation as a more conscious effort involving the interplay of three variables: Expectancy that effort will lead to a given performance results; (2) probability of reward associated with the performance results; and (3) the value of the reward to the individual.”

Further, Beech (1995) explained that if people expect that the expenditure of work will lead to good work performance and generate a satisfactory outcome in terms of intrinsic rewards which are valued and such expectations are realized in practice then productive effort is likely to be forth coming in future. Mosley (2008:193) postulated that “expectancy theory states that most work behaviour can be explained by the fact that employees determine in advance what their behaviour may accomplish and the value they place on alternative possible accomplishments or outcomes.

2.3.1 Strengths and Weaknesses of the Expectancy Theory

Vroom’s Expectancy theory has attracted a lot of people’s attention as noted by Cole (2002:100) who argued that “Vroom’s ideas have been pursued by numerous other theorists to the extent that in his review of motivation theory, Guest (1991) concluded that ‘Expectancy theory continues to provide the dominant framework for understanding motivation at work.’” Writing in support of the expectancy theory, Quick (1988:30) argued that “The strength of expectancy theory is that it is practical, simple, and easy to apply and most importantly is that the theory works.”

Library managers can use expectancy theory to solve some of the staff problems. Mosley (2008:194) stressed that, “supervisors can do a number of things to apply the principles of expectancy theory, here are the three basic ways: (1) they can help employees reach desired performance levels through training and coaching (the Effort – Performance link); (2) they can deliver on their commitments (the Performance – reward link); and (3) they can reward performance in ways that are meaningful to employees (the reward).”

To amplify this, Ugah and Okpara (2008:5) stressed that “Expectancy theory can be used in the development of Human Resources in the libraries.” This showed that librarians can also benefit from the use of the expectancy theory. Further, Ugah and Okpara (2008:5) explained that “Expectancy can be influenced by selecting individuals with particular skills and abilities, providing training, and providing support to achieve a particular level of performance.” The Expectancy theory however has its own weaknesses. Ferris, Beehr and Gilmore (1978:342) stated that “The weakness of expectancy theories is that the relationship between effort and performance will not be perfect since it is moderated by one’s skills and knowledge and by the difficulty of the task.” It is true that skilled staff like librarians are more knowledgeable hence can accomplish their job tasks diligently. It has however, been noted that staff have different levels of skills, knowledge and experience; this is why determination of how difficult the job is can only be done by the staff themselves. In view of this, managers should not take it for granted that job tasks which are easier for one staff will be equally easy to execute by the other members of staff.

A study by Connolly (1976:39) showed that, “The weakness of the expectancy theory is that the specification of an outcome from some choice of job behaviour is more complex and open ended.” It has also been noted that although the expectancy theory may have some strength based on an individual’s past experience, this is not a guarantee because once such a person is exposed to new environment and situations, challenges may arise. Armstrong (2006:259) stressed that, “The strength of expectations may be based on past experiences (reinforcement), but individuals are frequently presented with new situations a change in job, payment system, or working conditions imposed by management –where past experience is not an adequate guide to the implications of the change.” This situation usually leads to lowering employee motivation.

2.4 McClelland's Acquired Needs Theory

The proponent of the Acquired Needs Theory is McClelland 1965. In this theory he stressed that people learn their needs from their cultural background, this was a view shared by Beardwell and Claydon (2007:495), who argued that “McClelland’s theory suggests that individuals learn needs from culture.” In line with this, Wood et al (2004:146) noted that “McClelland proposed that an individual’s particular needs are obtained over time as a result of life experiences.”

Most of McClelland’s needs are classified into three categories. Beardwell, (2007:495), observed that, “The three primary needs are first, the need for affiliation (n Aff), characterized as a desire to establish social relationships with others. Second, the need for power (n POW), reflects the desire to control one’s environment and influence others. Finally, the need for achievement (n Ach) is associated with a desire to take responsibility, set challenging goals, and obtain performance feedback.”The three needs are core to this theory and can be summarized as need for power, affiliation and achievement. The need for power by managers such as librarians is said to be crucial for success. Wagner and Swanson (1979:66) argued that, “Managers who have strong power of needs are more successful than those with lower power needs.” Lyden (1976:201) came to the conclusion that “The Acquired Needs Theory suggests that there are two types of power managers in any workplace such as a library.” Lyden further observed that “McClelland and Bumham identified two types of power managers: those who seek personal power and those who seek institutional power.”Out of the two types of power it has been noticed that those who seek for institutional power are better as they are able to create a great sense of responsibility and better work environment for staff, hence are successful. Wagner and Swanson (1979:66) argued that “managers who seek for institutional power are more successful as they can create favourable conditions at work.” It is therefore important that managers such as librarians seek for institutional powers than personal powers because successful managers are associated with those who desire for institutional powers.

2.4.1 Strengths and Weaknesses of the Acquired Needs Theory

McClelland’s acquired need theory can be used in workplaces by library managers because it provides a clear picture for the organization and the managers to know which type of jobs are suitable for the employees and which types of people can make the organization more successful, Wood et al (2004). Further, it becomes easier for the manager to put staff in different work positions according to their categories. Further, the theory also proves to be

useful to supervisors because it helps them to have an understanding of how to deal with different situations employees find themselves in.

On the other hand some weaknesses were noted in this theory Lyden (1976:201) observed that “a major problem with affinitive managers is that due to the concern of the well being of subordinates’ he is willing to make exceptions to the company’s rule in responding to his employee’s needs in which the action violate one of the bureaucracy’s first principles, fairness.” Moreover, the acquired needs theory doesn’t seem to provide many solutions to staff in the public sector where there is only high affiliation and low in achievement as well as power. Job stability and security are not enough to motivate workers as shown by Jurkiewicz, Massey and Brown (1988:231) who pointed out that “Public sector employees are being motivated by job security and stability, teamwork and worthwhile service to society, while elsewhere monetary rewards, prestige and the desire for challenge and autonomy.”

2.5 Effects of Motivation on Librarians’ Commitment to Their Work.

Many organizations such as a library want their employees to put in their very best in terms of work performance; however motivation remains the difficult factor to manage. Mullins (1999) argued that employees’ aspirations and target do not always match with what their employers can provide. For instance although money is an important worker motivating factor, some libraries don’t pay a good salary due to a number of reasons a situation which results in employee dissatisfaction. Akintoye (2000) revealed in his study on worker motivational strategies that money still remains the most motivating factor.

Abifarin (1997) in a study of levels of motivation among librarians and paraprofessionals in Nigerian University libraries revealed a general dissatisfaction with training opportunities, professional development, work environment, sabbatical leave, communication and management style. When library managers ignore the importance of the above factors, workers performance is likely to be low. Tella (2007:4) asserted that “if organization participants feel that they are working much harder than others in the department but are receiving fewer rewards they will probably have a negative attitude towards the work, the boss and or coworkers.” In another study conducted by Robert (2005) on the relationship between motivational levels and work experience, it was noted that staff who worked in the library for less than five years were the least motivated and experienced lowest levels of job satisfaction. A similar study conducted on the relationship between gender and motivation by

Sousa (2003) showed that male respondents were more highly motivated than their female counterparts. Sousa (2003) further observed that male respondents were more likely to utilize their competences as compared to females who were more likely to be exposed to more sources of stress both at work place and home.

A study done by Line (1992) to find out factors which leads to worker de-motivation at workplaces showed that a number of factors needed to be avoided. Notable ones included rigid grading structures and hierarchies, ignoring staff, brushing aside suggestions, claiming credit for their ideas, showing no interest in staff as humans, criticizing but never appreciating them, confusing and patronizing staff, giving them unclear job descriptions, poor reporting lines, avoiding consultation, and also excluding them from any involvement in decision making. Once the above issues are left unattended to workers morale keep on dwindling leading to poor delivery of services to clients.

Another study that investigated the factors which affect workers motivation was by Vinokur and Jayrantine (1994). Their findings showed that poor supervision or management were a major source of de-motivation among employees in an organization. In addition, poor conditions of service and organizational policies also contributed to low productivity of employees. Further studies on the same topic but focused on staff in academic and research libraries were done by Nash and Carrol (2005). The results of their study showed that even though the worker was kept busy, the work he does was unnecessary or irrelevant due to lack of motivation.

According to Norse (2007) workers de-motivation or dissatisfaction results from low salary, routine work, absence of the staff training and development compounded with limited avenues for promotion. A study by Turner (1997) on job satisfaction for library paraprofessionals revealed that insufficient participation in organizational communication channels and few contingent rewards, especially in form of sincere and positive feedback constituted a source of job dissatisfaction for the paraprofessionals. In the same vein James (2011) in his study on effective motivation of paraprofessional staff in academic libraries in Nigeria showed that where employees are not motivated their performance produces negative results. The study also showed that poor motivation in the workplace predispose parties in a workplace to resort to behaviour such as strike, picketing, boycotts, intimidation, lockout, low team morale, lack of initiative, lack of energy, mistakes and high staff turnover. These have grim consequences on the productivity of organizations regardless of whether profit or

non-profit making. It was also asserted that where there is no motivation, employee commitment to work is almost absent.

2.6 Factors Influencing Motivation of Librarians towards Their Work

In any organization, employees play very important roles which leads to the attainment of goals. James (2011:1) stressed that librarians “have a major role to play in achieving the objectives of the library.” Motivation of staff is important for the objectives of any library to be achieved. Luthans (1998) intimated that motivation is the process that arouses, energizes, directs and sustains behaviour and performance. Rowley (1996:1) pointed out that “motivation then is the key in the establishment and further development of quality services.” She further asserted that “staff are a key resource and account for a significant component of the budget of libraries.” Rowley (1996:1) came to the conclusion that effective managers needed to recognize that different motivators are appropriate for different staff and that different staff will demonstrate differing inherent levels of motivation in setting their own targets and striving towards them.

In a study carried out to investigate the factors affecting motivation of librarians in 18 universities in Turkey by Dawha and Atimo (1999) it was noted that independent use of talents, physical working conditions, relations with colleagues, recognition of the work conducted, acquiring respect and social security had an influence on their motivation. Dawha and Atimo (1999) further revealed that librarians expressed their dissatisfaction regarding social status, social services, wages, promotion and lack of obtaining authority and responsibility. The findings by Dawha and Atimo (1999) indicated that librarians showed satisfaction with regard to library policies, practices and relationships with superiors and the job conducted.

Good relationship between employees and their supervisors is one such important factor which motivates librarians work output. According to a study by Prybil (2003) on factors affecting librarian work motivation, it was revealed that higher motivational levels of staff were associated with the democratic style of supervision, while low motivation levels were associated with authoritarian type of supervision.

Thapisa (1993) discovered that job content was one of the major issues which motivated employees at the workplace. He found out that in order to motivate employees such as librarians it was absolutely essential to study job content with the idea of enriching it. His

findings indicated preference for teamwork approach to bureaucratic management and introduced the triple-tier, dual concept organizational structure.

A study on motivation of staff in libraries by Rowley (1996:31) indicated that “motivation is central to a quality culture.” Rowley further asserted that as librarians become more sophisticated in their approach to ensure quality, self-motivation would become a central issue. He observed that the rational economic-model, the self-actualizing model and the complex model was a basis for reviewing motivation of staff. Environmental factors that had an impact on motivation included approaches to financial rewards, culture and the diversity of staff experience and roles. Another important factor which Rowley (1996) stressed had to do with diversity of staff experience and roles. He stated that it was important to recognize that staff are motivated by different factors which are dependent on a number of factors such as length of service, their other work experience, their age, their aspirations with respect to career development and the relative priorities that they attach to achievement and social factors such as their personal life and being accepted as a team member.

Chiu (1999) in a survey among library managers in Hong Kong indicated that there is a positive relationship between work motivation, pay equity and job satisfaction. Also a research by Locke and Lathan (2007) on motivation of librarians revealed that workers who experienced job satisfaction had high levels of endurance, achievement and believed in their ability to control their own success, action oriented and goal directed.

A research proposal on motivation in a workplace should reveal techniques for increasing employee motivation, Mastersthesiswriting.Com (2010). It indicates that satisfying the employees’ tangible needs for example if an organization provides employees with gift certificates to restaurants or large stores, it will boost their morale and therefore increase motivation and job satisfaction. The study postulates a number of techniques which increases employee motivation such as management by objective in which managers and employees collaborate in setting goals. This motivates employees to get more involved in their jobs and in the organization as a whole. In addition, other motivational factors included job enrichment and flexible time where employees are allowed to work more flexible hours it leads to more motivation as well as job satisfaction. Employee empowerment, self-managed work team and Employee Ownership were also seen as other influential factors which can increase motivation of employees. Employee ownership for instance encourages employees to be more productive in their work areas. This is done with the attempt to increase the

overall productivity of the organization and hence gains from its income directly. In this way employees are motivated to work and produce more for own benefit.

Kishore (2008) looked at employee motivation of librarians at Punjab University in India. His study focuses on Maslow's (1949) theory of hierarchy of needs as the basis of study. He used a sample which consisted of 240 respondents from twenty eight University libraries located in 19 places. The study hypothesizes three things that: a vocational growth process will precede the choice of library profession as a career. Further he asserts that people who are already in the library profession will be advising their children to adopt librarianship as a career. Eventually he observes that work efficiency will be related to both intrinsic and extrinsic motivating factors. When collecting data he uses the efficiency rating scale, Maslow's security-insecurity inventory and the structured interview schedule. The research results reveal that there is no support for the first and second hypotheses and shows that there is a strong correlation between motivational factors and work efficiency.

Brown and Sheppard (1997) conducted a study on work motivation among teacher-librarians. Their study results showed that motivation is paramount to workers performance and job satisfaction. Four major characteristics were examined notably knowledge base, technical skills, values and beliefs. Study results further revealed that respondents succeeded in meeting the challenges through being motivated by deep-held in values and beliefs regarding development of a shared vision. Another similar study by Delia (1999) on assessing the impact of workers motivation showed that motivational issues are fringe benefits, job security, physical surroundings, effective communication channels and safety.

Hosi (2005) undertook a study on motivation of employees in academic libraries in tough times. His findings suggest that organizational effectiveness is largely determined by the quality of the employees and also how they are developed by the organization. He further stressed that it is natural that high performing organizations try to recruit and retain the right people and provide them with training and professional opportunities. It was revealed by the study that managers face tough motivational challenges especially in economic downturns. Hence it seems helpful for them as supervisors to know key organizational behaviour studies' findings related to human motivation if they are to help employees to put in their best in the job. The study applied various motivation theories in order to dig deeper on motivation of staff in academic libraries. Study results revealed that rewarding excellent work is essential to reinforce and maintain employee motivation. He also intimated that intrinsic rewards such as

compliments, public recognition, professional and opportunities are motivators according to the content theory and can be as effective as extrinsic rewards such as monetary rewards and gifts, which might motivate employees to win the reward rather than to focus on the work itself.

Other studies have shown that there are a number of factors which contribute to workers being motivated or demotivated at the workplace. Chandrasekar (2011:4) postulated that “it is the quality of employee’s workplace environment that most impacts on their level of motivation and subsequent performance.” He went on to state that besides environmental, other factors include goal setting, performance feedback, role congruity, defined processes, workplace incentives, supervisor support, mentoring/coaching, opportunity to apply job aids, and physical factors. These factors need to be taken into considerations especially by managers if their staff like librarians has to be motivated.

Further, Chandrasekar (2011) noted that when workers are involved in goal setting of their organization, they develop a sense of commitment and belonging hence their work output is likely to increase. Performance feedback at the workplace is also important because it enhances transparency and regulates performance. According to Chandrasekar (2011:5) Performance feedback “Consists of both positive feedbacks on what the employee is doing right as well as feedback on what requires improvement.” Employee’s roles in the organization such as a library are very important and have to be in line with the duties they were employed for as opposed to doing different job tasks for this can be a source of dissatisfaction. In addition, factors like defined processes, workplace incentives as well as supervisor support can also form a source of worker motivation if handled properly. He postulated that failure to do so will be like denying workers the much needed job aids, thus leading to lowering employee work morale.

Chandrasekar (2011) further argued that the quality of staff at the workplace is something which can either enhance or lower work performance. Skilled employees are important because they also help others to improve their work output as they act as mentors. He stressed that because of this other staff had the opportunity to apply their newly acquired skills. Physical and environmental factors are also crucial at the workplace hence needs serious consideration too. He also hinted that organizational work environment should be enabling or conducive so as to motivate staff. The whole context of the work environment involving physical and non-physical factors should be favourable for staff to put in their best the in

work. It was also stated that the physical factors in the workplace such as poor layout or overcrowding can lead to common types of accidents such as tripping and striking against objects.

Armstrong (2006) stressed that the greatest single asset for any organization are the people. This is why employees should be looked after well if they have to contribute positively to the success of the organization. He stated that the question of what motivates workers to perform effectively is not an easy one to answer. He said this was so because the researchers involved have to make assumptions about the motives for behaviour that they record or observe. This shows that there is always an element of subjectivism in the way people perceive what motivates employees to work hard. However, Armstrong (2006:252) argued that “The organization as a whole can provide the context within which high levels of motivation can be achieved by providing incentives and rewards, satisfying work, and opportunities for learning and growth.” In addition, he revealed that the key feature of motivation was that it determined the extent to which an individual desired to place his or her knowledge and skills at the disposal of others and more than that to shrug off the effects of obstacles and difficulties in so doing.

Evans (1986) stressed that although motivation influences performance, high levels of productivity if followed by reward also has the potential to influence motivation. Knowledge of how to handle such factors especially by managers is very important in the workplace in order to enhance worker motivation. Other studies on job satisfaction and wages have revealed that a relationship exists between the two factors. Philips (1994) studied the career attitudes of 109 master level librarians and relationship between age, career satisfaction and career identity. The study results showed that over time librarians become happier with their profession and more committed to their line of work.

A similar study was done to investigate effective motivation of paraprofessional staff in academic libraries in Nigeria by James (2011) who used Maslow’s theory to investigate strategies for motivation of paraprofessional library staff. He asserted that all organizations regardless of size, sector or industry require motivated employees to function effectively. The study revealed that motivated employees are contented, dedicated and work enthusiastically.

Ugah and Okpara (2008) carried out an investigation on motivation and productivity in the library. They argued that employee motivation is important in libraries as in any other organization. The study used two types of motivational theories notably content and process

theories. They asserted that content theories are concerned with identifying what factors in an individual or the work environment that energize and sustain behaviour. As for the process theories they first attempt to define variables in choice, such as should I work hard? (Choice) How hard do I work (persistence)? Under content theory Maslow states that if all needs are unsatisfied at a particular time, satisfaction of the predominant need is most pressing. It was also revealed that those that come first must be satisfied before a higher-level need comes into play. Vroom (1966) Expectancy theory asserted that employees are motivated to make choices which influence their behaviour towards work. Further, he stressed that if employees' believe that effort will be rewarded, there will be motivation effort, which will make them decide to work harder to receive a reward.

Ugah and Okpara (2008) did a study on motivation and productivity in the library. For high productivity and quality work to be done, library employees have to be motivated. Herzberg and Synderman (1968) contributed the theory of job enrichment as a motivational technique. Study findings revealed that job enrichment provided employees with an opportunity to grow psychologically and mature in their job hence gathering more experience which results in quality work performance. It was also indicated that the money which employees receive is actually a package of salary and benefits and this has influence on their work effort. Finally the research results revealed that flexible work scheduling can be motivational in that job satisfaction is improved and absenteeism reduced. Pierce (1989).

Abifarin (1997) investigated levels of motivation among librarians and paraprofessional staff in Nigerian university libraries. The study used a sample of 300 respondents and questionnaire method to collect the required data. The survey examined the following areas of motivating library staff; training opportunities, frequency of deployment, sabbatical leave, promotion, work environment, communication and style of management. The study showed that out of the six major variables examined, librarians were generally more satisfied with training opportunities. It was argued that if university libraries were to be very effective in delivery of services to their clients, it is important that the library managers applied good management skills in order to motivate their staff in various ways.

The study came up with recommendations which can help enhance staff motivation in libraries. It was mentioned that modern accessories be provided in the staff's offices in order to create a favourable working environment and staff sabbatical leave should be made automatic. Management style as well as communication between library managers and staff

should be improved. Where possible library managers should consult staff on certain policy issues before major decisions are made, this creates a sense of belonging and commitment to the organization among employees. Abifarin (1997) further stated that University librarians have crucial role in motivating staff and should remember that staff is the most important resource which can lead to attainment of organizational goals. He argued that a University librarian who took much interest in the affairs of his staff and honestly thanked them for accomplishing their job tasks and gave them support was most likely to gain success.

2.7 The Impact of Communication, Training and Development on Motivation of Staff

This section discusses key human resource management processes that affect motivation such as communication, training and development.

2.7.1 Training and Development as a Motivating and Productive Tool among Workers

Training and development of personnel is considered to be one the strategies for staff motivation in an organization. It is a means for developing capable supervisors, for acquainting employees with institutional or the organization's goals and for imparting necessary skills to equip staff members for promotion. Quincy and Rogers (1990) posited that taking a new employee around the library and introducing him to the key staff members is orientation in a most practical and valuable sense as it boosts his morale. It also motivates him towards hard work, feeling a sense of being loved or liked by his superior. Although training can be considered time-consuming process, a well-conceived programme can do much to strengthen the organization. Properly viewed, training and development of staff members is an investment which should pay dividends in better performance, improved inter-departmental understanding, fewer personnel problems, and a stronger corps of supervisors, (Quincy and Rogers, 1990).

Wilson (1993) studied the performance of library trainees and concluded that the range of duties they undertake can induce libraries to seek a way of increasing their paraprofessional staff. This means that their contribution in terms of work performance is really appreciated and recognized. Fojt (1995) postulated that anything that is recognized gets done again in a much better way than before. Recognition and appreciation of work input of paraprofessional staff by library managers makes them to continue working hard and this leads to work improvement. This is because as paraprofessional staff performs their job tasks they tend to perfect their work as a result of continuous exposure and learning. Continuation of

professional education as reported by Dawha and Atimo (1999) is very important and is a right support to professionalism.

Tan (2004) did a survey of library paraprofessional staff in southern Nigeria on motivation for in-service training. The findings revealed that they were eager to take such opportunities, believing that in-service training would positively affect the prospect of their professional development. Staff development was generally considered a positive source of staff motivation, for it added to their curriculum vitae and thus facilitated their job mobility. The institutions also had a lot to gain as paraprofessional staff helped to provide essential library services. In the same vein, Tan (2004) further explains that a committed paraprofessional with required skills will be able to take on the challenges and excel to the level of expertise in librarianship.

Jones and Johnson (2000) saw people as the most valuable asset in the library profession only when there is willingness to share their talents and creativity which will provide needed services in a flexible manner. The findings of the above survey clearly indicated that the paraprofessional staff believed that staff development or opportunity for further education was highly a motivating force that enhanced productivity. This did not only improve their output but also raised their morale in the system. Training is usually accompanied by a certificate issued. These certificates are considered during the promotion process, which justifies for the necessity of such training.

Afful and Antwi (2001) did a survey of factors affecting motivation and productivity among library staff in academic libraries in Ghana. The survey results revealed that staff training was one of the key factors leading to employee motivation and high levels of productivity. They further report that no matter how well automated a library may be, high productivity depended upon the level of motivation and the effectiveness of the work force. They further state that staff training is an indispensable strategy for motivating workers. They further went on to suggest that library organisations must have good training programmes as a way of motivating employees. By so doing, this would give information professionals opportunities for self-improvement and development of new techniques of performing a task.

Guest (1991) explained that employees do not just need to be motivated but also need to possess the ability of acquiring necessary skills, training and development in order to enhance productivity. Hence, a highly motivated employee would still need to possess the core competencies for the job in order to deliver against the key performance areas of the job. In

the same way, competent employees (those with the expertise, knowledge, skills and behavioural attributes) would not necessarily do well while they experience de-motivation or are un-motivated.

A study conducted by Smith and Burgin (1991) also revealed that staff tended to be dissatisfied with opportunities for promotion and liked more training and development. The research findings further indicated that libraries that allowed its paraprofessional staff to engage in further education stood a better chance of gaining in the long run. These workers performed at a better rate and their morale up-lifted. Their performance always showed a difference as they tried to apply the techniques and knowledge they acquired. The major area where the effect of such training was visibly demonstrated was the area of information technology. The authors argued that it is easier to train paraprofessional staff to learn information technology needed for library operations. They concluded in their study by recommending that paraprofessional staff should not just be employed but properly integrated into the library system through training and re-training.

Similarly, Turner (1992) conducted a survey of Knust Library staff to ascertain the benefits of training and development programme. The findings revealed that majority 71.3% of the respondents indicated having benefited from the staff development programme. The study further indicated that staff development programme was considered as a motivating factor especially to subordinate Knust library staff. The study concluded by indicating that library staff should be encouraged to pursue further education to enhance their career prospects and to make them display more commitment and devotion to duty.

Rockman (1985) did a study on motivation among paraprofessionals and findings revealed that there is a relationship between staff development and high levels of productivity. He further stated that productivity of paraprofessionals is paramount in every aspect. The results further indicated that employee's contribution in an organization could be appreciated by giving them more opportunity for further training and development. Still on the value of investment on human development, Lynch and Verdin (1983:9) also explains that "employees will perform at a better rate if they are allowed to undertake further training as they try to apply the techniques and knowledge they have acquired."

2.7.2 Communication in Libraries as a Motivating Factor

This is interchange of thoughts and information. When management or supervisors communicate with subordinates, the exchange is very much a part of other activities that are

taken such as planning, organizing and controlling. Communicating cuts across all managerial areas. No managerial activity can occur without communicating. To explain to subordinate staff how they ought to do something, a group, to write a memo for a job all involve communicating Lulsegg and Nwankwo (2001).

Communication breakdown at a workplace can be perceived to be a great barrier to productivity and delivery of quality services. Poor communication within an organization could also be the major source leading to lack of motivation among staff members in an organisation. Without communication there can be no organisation, for there will be no possibility of the group influencing the behaviour of the individual. Not only is communication absolutely essential to organisation, but the availability of particular techniques of communication will in large part determine the way in which decisions-making functions can and should be distributed throughout the organization Presley (2005) and Robert (2005). Voclcck (1995:16) also noted that “insufficient participation in organizational communication and few contingent rewards, particularly in form of sincere and positive feedback, constitute a source of job dissatisfaction for the paraprofessional staff.” He further argued that this can easily destroy an organization due to absence of job dissatisfaction among employees.

Roodt and Odendal (2003) pointed out that employees in an organization do not need to be told about their system from outside; otherwise they feel neglected, unimportant and fail to develop a sense of belonging. They would want to know about themselves before other people. The authors further argued that employees would be motivated if supervisors and the library management intimate with their subordinates with decisions taken either within or from outside the organization. Issues such as people getting promoted, internal advertisements, recreational facilities available, and so on, should be properly communicated to them via appropriate medium of information transfer such as the notice boards, staff mail boxes, staff bulletins, hand outs, etc. By so doing, this is likely to motivate the workers in that they will believe to have confidence in their supervisors and management and this would lead to greater performance.

Nzotta (2000) supported the view that an effective communication system is very essential to the successful running of administration of any organization. He examined the traditional two- way methods of communication which involve the downward, that is, from superior to subordinate and the upward method, that is from the subordinate to the superior and which he

emphasizes is necessary as a feedback tool. The third tier of communication also examined was the horizontal approach which supervisors of equivalent authority use to consult freely among themselves for effective cooperation and coordination of activities. It is important in this regard to note that free flow of information results in the necessary information reaching everyone in the organization for effective performance.

Olajide (2000) undertook a study on getting the best out of employees in a developing economy. His study revealed that availability of information and communications are the major factors managers could stimulate motivation among workers. The study findings further indicated that availability of information bring about a powerful peer pressure, where two or more people running together will run faster than when running alone or running without awareness of the pace of the other runners. The study concluded by suggesting that there should be effective flow of information in an organisation through communication, collaboration, and cooperation with one another.

Meyer and Allen (1997) also report that effective communication is vital for the successful functioning of an organization. Moreover, it was further stressed that good communication underlines effective relationships and enhances the general quality of working life by improving on organizational commitment, motivation, and therefore output. The authors' also noted that participative communication helps to build up confidence in supervisors by subordinates because there is mutual respect among members of staff.

2.8 Summary of Literature Reviewed

The literature consulted revealed a number of issues such as motivating of library staff being the catalyst for attainment of an efficient and effective organization. The quality of workplace environment and level of communication between librarians and the managers were also noticed to have potential to either raise or lower motivation to perform. Literature also showed that motivating staff was one of the challenges facing library managers. However, managers need to be knowledgeable or acquire skills on how to motivate staff for this is crucial for any library to attain goals. Motivated staff is usually more committed to work as they put in more work effort. While demotivated staff results in lower work productivity. Looking at the various motivational theories discussed, Maslow's theory of hierarchy of needs is perceived to be one of the best models which suits this study because of simplistic approach in explaining motivation of staff.

Going by the literature consulted, it has also been reviewed that a lot of studies on motivation of workers especially librarians have been conducted in various parts of the world. Notable examples are Rowley (1996), Abifarin (1997), Chiu (1999), Maslow (1970), Hosi (2005), Ugah and Okpara (2008), and Kishore (2008). However, even though these research studies have been carried out there is no evidence of any study done specifically to investigate factors which motivate librarians in Zambia. This is the gap which this study intended to fill after investigating the said factors of motivation of librarians in Zambia. The study fits well into Maslow's hierarchy of needs model because librarians need to be motivated in their work if they have to perform well. Like the hierarchy of needs theory postulates that, the needs of these librarians have to be fulfilled systematically from the lower to the higher level and in the same manner motivation also increases.

CHAPTER THREE : METHODOLOGY

3.0 Overview

This chapter deals with the methods and procedures that were adopted in conducting this study. According to Creswell (2003:365) “research methodology refers to the set of procedures used to conduct research.” Methodology can therefore be said to be a guide to the researcher on how to conduct a research. This study used a survey approach for its methodology. The chapter covers the research design, population, sampling method, data gathering instruments (questionnaire and interview schedule), data analysis procedures, validity and reliability of the research instruments, and ethical considerations.

3.1 Research Design

In order to do a research, a research design is necessary. According to Yin (2003:20) a research design “is a logical plan for getting from **here** to **there**, where **here** may be defined as the initial set of questions to be answered, and there is some set of conclusion (answers) about these questions.” This research used a survey method. According to Punch (2006:156) a survey is a strategy involving the collecting of data from a range of respondents (usually a sample drawn from a population); may be qualitative, quantitative or mixed methods depending on the nature of the data...” According to Neuman (2006) “in a survey, a researcher asks people questions in a questionnaire or interview where answers are recorded.” This method is more appropriate to the study because of its deeper coverage of the research under study. In addition, combined use of questionnaires and interviews to collect data helps to derive maximum benefits to the research environment than using only one instrument. Sincero (2012) observed that the high representativeness which is brought about by the survey method usually makes it easier to find statistically or quantitative oriented results than using other data gathering methods. She further observed that multiple variables can also be effectively analysed using surveys.

This study used a descriptive survey so as to collect information from respondents on their attitudes, perceptions and opinions on factors affecting their work motivation. The purpose of descriptive surveys is to collect detailed and factual information that describes an existing phenomenon Ezeani (1998). Data was obtained from both primary and secondary sources. Primary data was sourced through questionnaires and interviews while secondary data was obtained from internet, books, published and unpublished reports, journals and periodicals.

3.2 Location and Population of the Study

The study was conducted at Mulungushi University Library, Nkrumah College of Education Library, and the Copperbelt University Library located in Central and Copperbelt provinces of Zambia.

A population refers to a body of people or to any other collection of item under consideration for research purposes, Collins and Hurssey (2003). Also Best (1981) explained that a research population has the specific pool of cases, individuals or groups of individuals which the researcher wishes to investigate. For this study, the population comprised of librarians drawn from Mulungushi University, Nkrumah College of Education, and the Copperbelt University located in Central and Copperbelt provinces of Zambia respectively. This is because these libraries are conveniently located along the line of rail.

3.3 Data Collection

This study used the whole population of 100 librarians as respondents found in the three libraries under study namely Copperbelt University library, Mulungushi University library and Nkrumah College of Education library to collect data. The population consisted of 3 head librarians, 3 sub-librarians, 1 librarian, 18 assistant librarians, 6 documentalists, 23 senior library assistants, 36 library assistants, and 10 library officers with qualifications ranging from certificate in library studies and above. The justification for using the whole population of librarians in collecting data is that the number involved is manageable and also to increase the level of representativeness of the final research outcome.

The study also purposefully selected 3 Head librarians (HODs) who were interviewed so as to collect specific information.

3.4 Sampling Procedures

The study involved the whole population of librarians as respondents in the study. The respondents consisted of librarians notably Heads of Department (HODs), Sub-librarians, Assistant librarians, Documentalists, Senior library assistants, library assistants, and library officers. The justification for using the whole population of librarians in collecting data is that the number was manageable and the other reason was to increase the level of representativeness of the final research results. This is in agreement with O’Leary (2007:102) who stressed that “Now by far the best way to research any population is to gather data from every element within it.”

3.5 Data Collection Instruments

This study employed namely interviews, questionnaires and documentary reviews because they were used by other researchers on related studies and produced good results. The approach of using several data collection instruments is called triangulation. Each of the above mentioned data collection instrument is further clarified below:

3.5.1 Questionnaires

This study used questionnaires to gather information from the respondents. According to Bryman (2008:697), a questionnaire is “A collection of questions administered to respondents.” The respondent is expected to react to these questions usually in writing. The justification for using questionnaires is that all the respondents involved in the study were literate. Questionnaires also help the researcher to gather large volumes of information within a short space of time. The questionnaire included both open ended and closed questions. This had an advantage in that closed ended questions facilitated speed while open ended questions enabled participants to express their views with fewer restrictions. Questionnaires are categorised into closed and open-ended questionnaires. In closed questionnaires the respondents are provided with alternative answers from which they select the answer(s) on the other hand open-ended questionnaires allow free responses from participants. A closed questionnaire is one that “limits the respondents to alternatives determined in advance by the questionnaire’s designer” Mc Burney and White (2010:246). In other words closed questionnaires are questions with answers which are already predetermined. The advantage of using closed questions is that they serve on time because respondents already have answers to choose from. According to Tuchman, (n. d) as cited by White (2005:253), open ended questions allow the respondents to give their responses in whatever format they choose. In this way the respondent has freedom to give answers according to the way they think and this is the advantage they have.

However, the researcher was also mindful of the weaknesses associated with the use of a questionnaire as a method of collecting data. Some of the weaknesses of a questionnaire include elements of being reactive and lacking some probing power that interviews have. The other weakness is that respondents take time to respond and also unclear questions that need explanations are not answered. Other limitations of using questionnaires include the issue of negative reaction of the general public towards questionnaires.

The researcher used both open-end and closed questionnaires to collect data from the librarians. In this study (see appendix 1) collection of questionnaires were done after two weeks from the time of issue. Questionnaires were given out and administered to all librarians who were involved in the study. Collection of questionnaires was done after two weeks from the time of issue.

3.5.2 Interviews

“An interview is a data collection technique delivered in an oral question-and-answer format which usually employs the same questions in a systematic and structured way with all the participants,” Payne and Payne (2004:129). Interviews can be structured or unstructured. In structured interview, the questions to be asked are listed in what is called an interview schedule and thus, the interviewer adheres strictly to the questions listed in the schedule. But in unstructured interview, the interviewer can ask questions he/she deems fit so long as they are relevant to the topic. Semi-structured interviews were used to collect data on motivation of librarians from the Heads of the three libraries (See Appendix 2). Data was collected using semi-structured interviews in the same period when questionnaires were administered.

3.5.3 Documentary Review

The researcher also examined published documents as another way of collecting data. The study used both book and journal literature by various researchers such as “Motivating staff in Nigerian university libraries” by Abifarin (1997) and “Influences on the professional development choices of library staff” by Roser (2012). Also books like “Human Resource Management Practice by Armstrong” (2006) as well as “Research design: qualitative, quantitative and mixed methods approaches” by Creswell (2003). In addition, published and unpublished reports, articles and the internet proved useful sources of data for this research.

3.6 Administration of Data Collection Instruments

Data was collected through primary sources by means of individual questionnaires and one-on-one semi structured interview. Secondary data were obtained from internet, published and unpublished journals, reports and books.

Before distributing the data collection instruments the researcher obtained an official approval letter from the respective library administrations to introduce the researcher where the research was conducted (See Appendix 3). The questionnaires were distributed personally to respondents and a period of two weeks was allocated in which answering and collection was done. As for the interviews, before they were conducted prior appointment was done

knowing that the respective officers were people who are usually busy and that sometimes go to work outside the office on official assignments. The three Head librarians were interviewed in their offices. The researcher conducted the interviews during the same period questionnaires were administered to the other respondents.

At every stage of data collection, the information gathered was highly treated with confidentiality. The actual names of institutions and all respondents were have not been revealed.

However, the researcher encountered a number of challenges in the process of data collection such as some questionnaires not completed on time because respondents were busy with work. This made the researcher to make more journeys than was planned according to the budget thus spending more. The other challenge was that despite making appointments with head librarians not all of them were found at the time the interview was to be done. This disturbed the time schedule arrangement as new appointments had to be done.

3.7 Data Analysis and Interpretation

Data analysis refers to examining the coded data critically and making inferences. Kombo and Tromp (2006:111). Data collected from self- administered questionnaires was subjected to statistical analysis using Statistical Package for Social Sciences (SPSS) software. Data collected was edited, coded and then entered into SPSS data editor. SPSS was used to make summaries of data in a way that provided answers to research questions. The software also provided assistance in the generation of tables, frequencies and percentages. Analysis of data from open-ended responses involved the process of restructuring data into a form that allowed patterns to be identified. Data collected through interviews was analysed by categorizing themes according to respondents' description of their experiences. Themes were coded, classified and then data was grouped in line with objectives and questions so as to interpret it. This was done using content analysis in excel. This strategy (content analysis) involved grouping the respondent's answers into related themes. Data analysed from questionnaires and interviews was later used as sections and sub-sections during report writing. The findings from the analysis helped to determine factors affecting motivation of librarians in Central and the Copperbelt provinces of Zambia.

3.8 Reliability and Validity

The actual distribution of data collection instruments was preceded by a pilot study in order to check the effectiveness of the instruments. As urged by Bell (2005:147) that "all data-

gathering instruments should be piloted to test how long it takes to complete them, to check that all questions and instructions are clear and to enable one remove any item which does not yield usable data.” This is a view supported by Aina (2002:81) who stated that “pre-test is an opportunity to identify questionnaire items that tend to be misunderstood by the participants or do not obtain the needed information.”

Reliability refers to dependability or consistency while validity means being truthful, Neuman (2006:196). Reliability has to do with the accuracy and precision of a measurement procedure. Measurement is reliable to the degree that it supplies consistent results. Validity is the extent to which research results can be accurately interpreted and generalised to other populations.

Neuman gave a view that validity and reliability are necessary to get distinctive results in a research. Validity and reliability are usually complementary concepts, yet reliability is easiest to achieve when the measure is precise and observable Neuman (2006:197). The validity of the data collection instruments which were used to collect data were measured by deriving all the research questions from the study’s objectives. Validity was also determined through supervision which ensured that the researcher adhered to the research topic and checked that what was intended to be achieved was measured. Because both reliability and validity are important, this research endeavoured to stick to these so that at the end of the day the research produced reliable and valid results on motivation of librarians in Central and Copperbelt Provinces of Zambia. In order to achieve this, instruments of data collection namely questionnaires and interview schedules were piloted at Kabwe Municipal Council (KMC) Library because staff who work there are similar to those in the three libraries under study. It is further urged that if possible the pilot study should be done to a group similar to the one that will form the population of your study Aina (2002) and Bell (2010).

The people who participated in the piloting exercise were 10 librarians ranking from the lowest position to the highest at Kabwe Municipal Council Library. Piloting of the data collection instruments also helped to sharpen and enabled them gather the intended data. This was because the comments raised after piloting were taken into consideration and incorporated into the data collection instruments. However, the researcher identified a number of challenges in the process such as some librarians not having enough time to complete answering the questionnaires as well as to be interviewed due to work commitments.

3.9 Ethical Considerations

According to Neuman (2006:129), “the researcher has a moral and professional obligation to be ethical, even when the research subjects are unaware of or unconcerned about ethics.” Therefore in this study the researcher endeavoured to ensure that ethical issues were taken care of for instance by obtaining informed consent from respondents. Creswell (2003) asserts that participants should not be coerced into taking part but rather their consent has to be sought. The participants were informed of their right not to participate or withdraw from the study without compromise if necessary. Confidentiality was guaranteed by the use of identification codes instead of names and the respondents’ details were not revealed to third parties. A survey and interview guide was submitted to the promoters for clearance before being administered.

3.10 Summary

The chapter has described and discussed the research design, location where the study was done as well as the population which was involved. Data collection instruments used, the procedures are also covered and administration has been explained how. The means of analysing data collected through Statistical Package for Social Sciences (SPSS) and content analysis in Excel has also been covered. Issues of validity and reliability to test the effectiveness of data collection instruments as well as ensuring observation of ethics in research have also been taken care of in this chapter.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION.

4.0 Findings of the Study

This chapter presents findings of the study on Motivation of librarians in selected university libraries in Central and Copperbelt Provinces of Zambia. The findings are based on the data collected through questionnaires and interviews. Quantitative data are presented in percentages, tables and graphs while qualitative data are summarised using narrative reports. The findings are presented strictly according to the study objectives. The broad objective of the study was to assess the factors which affect motivation of librarians in Central and Copperbelt Provinces of Zambia.

4.1 Response Rate

The target population as indicated in Chapter three was 103 respondents. Out of 100 questionnaires which were distributed, 99 were completed and returned successfully representing a return rate of 99%. The response rate is considered adequate for the study. As stated by Babbie and Mouton (2001:261) “the consensus in survey research was that the response rate of 50% was considered adequate for analysis, while 60% was good and 70% was considered very good.”

There were a number of challenges experienced during the period of data collection. Notably among these was the fact that some respondents misplaced the questionnaires a move which forced the researcher to re-distribute some more questionnaires. In addition, despite making appointments with Head Librarians to interview them on the agreed dates some of them were not available as they were out on other assignments. However, in an effort to ensure that Head librarians were interviewed the researcher had to make extra journeys and this resulted in extra costs than was budgeted for.

4.2 Findings of the Study from Questionnaires

The findings presented in this section are from 99 respondents who are all working in the library. These respondents comprised of Head Librarians, Librarians, Sub-Librarians, Assistant Librarians, and Senior Library Assistants. Others included documentalists, Library Assistants as well as Library Officers.

4.2.1 Description of Respondents by Gender

Respondents were asked to indicate their gender and the findings are presented in Table 4.1.

Table 4.1: Gender

Gender	Number	Percentage
Male	52	52%
Female	47	47%
Total	99	99%

As can be seen from Table 4.1 above, the respondents consisted of 52(52%) males and 47(47%) were females. It can be said that the majority of the people working in the library are males. However, more research is needed in order to understand this phenomenon.

4.2.1.2 Professional Qualifications of Librarians

Guest (1991) posited that employees do not just need to be motivated but also need to possess the ability of acquiring necessary skills, training and development in order to enhance productivity. Qualifications are important because they equip individuals with various skills which enable them to perform their work competently. It is in view of this background that library managers must take seriously the use of staff development if attainment of organizational goals were to be achieved. Hosi (2005) in his research study on motivation of staff in academic libraries revealed that organizational effectiveness is largely determined by the quality of employees as well as how they are developed by the organization. This is the reason why this study endeavoured to investigate further on the issue of professional qualifications for the librarians. The findings to this aspect are summarised in table 4.2 below.

Table 4.2: Professional Qualifications for librarians

2. QUALIFICATION OF STAFF	MALE	FEMALE	TOTAL (%)
CERTIFICATE in library studies	19(36.5%)	15(32.6%)	34 (34.0%)
DIPLOMA in library studies	13(25.0%)	19(39.0%)	32 (32.0%)
BACHELOR of arts with library studies	12(23.5%)	6(13.6%)	18 (18.1%)
MASTER of library & information science	1 (2.1%)	2(4.5%)	3 (3.3%)
OTHER	6(13.0%)	6(13.6%)	12 (13.3%)
TOTAL	51	48	99

As can be seen from Table 4.2 above, respondents with Master’s Degree are the least in number with a total of only 3(3.3%) and Bachelor of Arts with library studies were about 18(18.1%). Further data revealed that the majority of the respondents have a Diploma and Certificates accounting for 32(32.0%) and 34(34.0%) respondents respectively. However, others who had different qualifications were only 12(13.3%).

4.2.1.3 Current Positions of Respondents

Respondents were asked to indicate their positions. It was important to know their positions in order to establish whether they correlated with their qualifications for this has a bearing on performance. The findings are summarised in Table 4.3 below.

Table 4.3: Positions of librarians

Current Positions	Male	Female	Total (%)
Head Librarian	1(2.1%)	2(4.5%)	3(3.2%)
Librarian	1(2.1%)	0(0%)	1(1.0%)
Sub-Librarian	1 (2.1%)	2(4.5%)	3 (3.0%)
Assistant Librarian	13 (27.6%)	5(11.3%)	18 (18.1%)
Senior Library Assistant	10(19.6%)	13(27.6%)	23(23.2%)
Documentalists	4 (8.5%)	2(4.5%)	39(42.8%)
Library Assistant	15(29.4)%	21(43.7%)	6(36.3%)
Library Officer	6 (11.3%)	3 (6.3%)	9 (9.0%)
Total	51	48	99

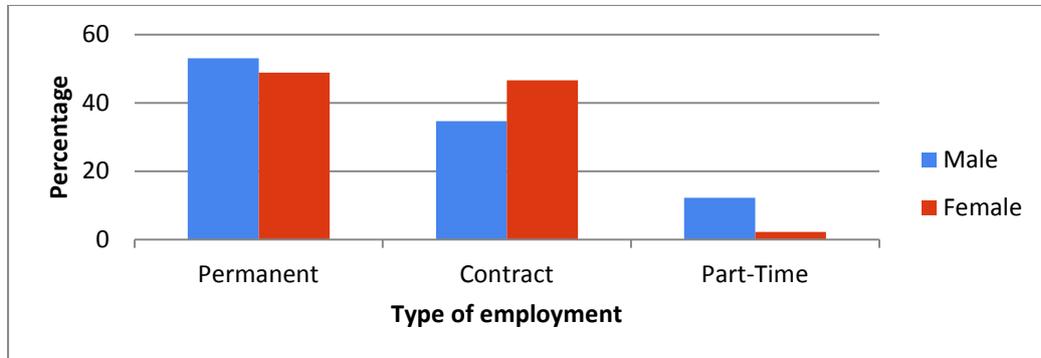
According to the findings given in Table 4.3, there are more workers working in the library as Library Assistants 36(36.3%) and Senior Library Assistants 23(23.2%). The percentage reduces further in the following order Assistant Librarians 18(18.1%), Document lists 6(6.0%), Sub Librarian 3(3.0%), Head Librarians 3(3.2%) and Library officer 9(9.0%) each and lastly Librarian 1(1%). From gender perspective the data above clearly shows that there were more male librarians than female librarians hence the need to encourage balancing of gender when employing staff.

4.2.1.4 Status of Employment

The status of job engagement of staff can determine how stable or secure someone's job is. For instance employees whose jobs are under contract and part-time terms are said to be more unstable as compared to those who are employed permanently. However, not everyone who is employed under permanent conditions is motivated because to some the most important thing is how much money they get as a salary. Jurkiewicz, Massey and Brown (1988:231) in their study stressed that "Public sector employees are motivated by job security and stability, team work and worthwhile service to society, while elsewhere monetary rewards, prestige

and the desire for challenge and autonomy.” In line with this, the study sought to investigate more on this matter and the results are shown in Figure 4.1

Figure 4.1: Type of employment

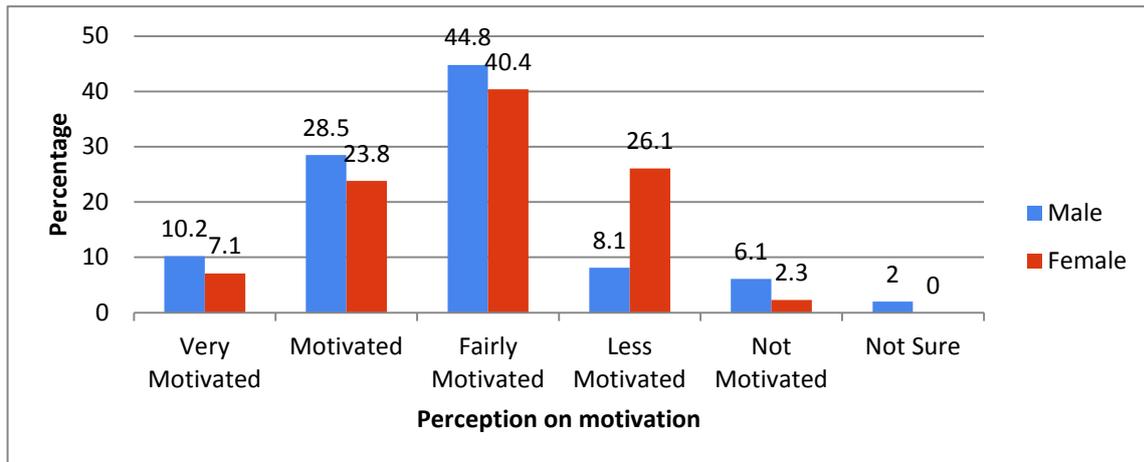


The above findings reveals that there were more people serving under permanent conditions followed by those on contract and lastly the ones on part-time. However, the graph further shows that more males 26(53.0%) were employed on permanent conditions than females 23(48.8%) but on the other hand there were more females 21(46.6%) serving on contract than males 17(34.6%). The results also indicated that there were more males 6(12.2%) than females 1(2.2%) who worked on part-time basis in the libraries where the study was done. Since the majority of the staff was employed on permanent basis, it means that there was stability in employment status of most librarians. This is important because it can lead to employees developing a sense of belonging to the organization and increased productivity.

4.2.2: Extent of Librarian Motivation

All organizations have goals which they have to achieve. For this to be done there is a need to have a motivated workforce. Hoy and Miskel (1991:168) defined motivation as “a combination of factors that starts and maintain work-related behaviour towards the achievement of goals.” Stoner (2002:203) also argued that, “Motivation is essential to organizational effectiveness and is a predictor for performance of employees.” It is because of this reason that the first objective of this study sought to find out the extent of work motivation among librarians. The findings to this aspect are summarised in Figure 4.2 below.

Figure 4.2: Motivation of staff



The study findings in Figure 4.2 above reveals that most of the respondents were fairly motivated however, in this category there were more males (44.8%) than females (40.4%). The second group were for those who were motivated and similarly here there were more males (28.5%) who were motivated than females (23.8%). The study also shows that there were more males (10.2%) than females (7.1%) who were very motivated. Among those who were less motivated were males (8.1%) and females (26.1%). In the category of those who were not motivated, there were more males (6.1%) than females (2.3%). Further, the findings also revealed that there were (2.0%) males who were not sure and none of the females fell in this category.

Interviews with the three Head librarians revealed that librarians were highly motivated in their work. The reasons attributed to this motivation are that staff enjoyed good conditions of service such as good salary, allowances, career progression and other rewards such as bonus.

4.2.2.1 Factors Which Motivate Staff in Current Job

Motivation of employees is a vital component for improved productivity at the work place. This is why it is important to identify factors which contribute to staff motivation with the aim of maintaining them. A number of studies on this subject have shown that there are various factors which motivate staff in their work. For instance a study on librarians at various universities in Turkey by Dawha and Atimo (1999) showed that the independent use of talents, physical working conditions, relations with colleagues, recognition of work conducted, acquiring respect and social security had an influence on the motivation.” On the same note Chandrasekhar (2011:4) stressed that “It is the quality of employee’s workplace environment that most impacts on their level of motivation and subsequent performance.”

Based on this, respondents were asked to state factors which motivate them in their current job. The results are shown in Table 4.4 below.

Table 4.4: Factors which motivate staff in current job

motivation on the job	Male	Female	Total (%)
Responsibilities	36(66.6%)	23(51.1%)	59(59.5%)
Recognition	2(4.0%)	5(11.1%)	7 (7.0%)
Promotion	2(3.7%)	2(4.4%)	4(4.0%)
Achievement	3(5.5%)	6(13.3%)	9(9.0%)
Good Salary	5(9.2%)	2(4.4%)	7(7.0%)
Power & Authority	1(1.8%)	0(0)	1(1.0%)
Supervision	0(0)	2 (4.4%)	2(2.1%)
Work Environment	2(4.0%)	0(0)	2(2.0%)
Relation with Colleagues	1(1.8%)	3(6.6%)	4(4.0%)
Passion for Profession	0(0)	2(4.4%)	2(2.1%)
Job Security	3(3.7%)	0(0)	2(2.0%)
Total	54	45	99

As shown in Table 4.4 above the most dominant factor which motivated staff were Responsibilities 59(59.5%), Achievement 9(9.0%), Good Salary and Recognition 7(7.0%) each. Other factors shown were Relationship with colleagues 4(4.0%), Promotion 4(4.0%), Supervision, Work environment and Passion for the profession 2(2.0%) each and lastly Power and Authority at 1(1.0%). Clearly, the above data shows that employees are more motivated when they are given responsibilities. In this way they can contribute more effectively in their work.

In the interviews conducted, results showed that two of the Head librarians had a similar view that staff working conditions were good. However, results also revealed that one Head librarian said that staff conditions of service were just average.

4.2.2.2 Staff Recognition by the Employer

Staff recognition by employers in their work forms an important ingredient in improving work output. Employees who feel recognised by their employers usually become self-motivated and are likely to perform much better in their work. Fojt (1995) was of the view that anything that is recognized gets done again in a much better way than before. This study, therefore, investigated the matter on staff recognition by employers by asking library staff in the surveyed institutions to give their own views with regard to the above issue. The results are summarised in Table 4.5 below.

Table 4.5 Recognition of staff by Employer

Recognition by employer	Male	Female	Total (%)
Always	4(7.6%)	4(8.5%)	8(8.0%)
Usually	7(13.4%)	7(14.8%)	14(14.1%)
Sometimes	21(40.3%)	22(46.8%)	43(43.4%)
Rarely	9(16.9%)	9(19.1%)	18(18.1%)
Not Sure	11(21.1%)	5(10.6%)	16(16.1%)
Total	52	47	99

The study findings presented in Table 4.5 above reveals that 8(8.0%) of the employees indicated that the employer always recognises them, 14(14.1%) said usually and most of them 43(43.4%) stated that only sometimes. Further investigations showed that 18(18.1%) said they were rarely recognised while 16(16.1%) were not sure.

4.2.2.3 Motivated To See Your Library Succeed

Prevailing conditions at the work place can either motivate or de-motivate staff in contributing towards the success of the library. Where employees are happy they become more committed to work and hence contributes more to the success of the institution in this case the library. In his study on career attitudes of staff Philips (1994) noted that over time librarians become happier with their profession and more committed to their line of work. In this way some staff would put in the best in their job to ensure success of their libraries. For this reason, respondents were asked to indicate how they felt about seeing their libraries succeed. Table 4.8 below provides a summary of the results to the above issue.

Table 4.8: Motivated to see Library succeed

Motivated by library conditions	Male	Female	Total (%)
Definitely	44(84.6%)	41(87.2%)	85(85.8%)
Probably	6(11.5%)	4(8.5%)	10(10.1%)
Probably Not	2(3.8%)	1(2.1%)	3(3.0%)
Not Sure	0(0%)	1(2.1%)	1(1.0%)
Total	52	47	99

As indicated in Table 4.8, most librarians 85(85.8%) are definitely motivated to see the library succeed, 10(10.1%) are only probably motivated to see the success of the library, 3(3.0%) of the librarians were probably not motivated to see the library succeed and only 1(1.0%) were not sure.

4.2.2.4 Employer Rewards to the Staff.

Giving of rewards to staff is one way managers employ to increase productivity. In some cases employers give many different rewards to their employees basing on how hard working someone is. This is one way of arousing and maintaining staff motivation in organizations. Managers needs to know that employees are very important and must be motivated if they have to contribute to achievement of organizational goals. Abifarin (1997) stressed that University librarians have a crucial role to play in motivating staff and should remember that

staff is the most important resource which can lead to attainment of organizational goals. These results are reflected in Table 4.6 below.

Table 4.6: Employer Award to the Staff

Employer award of staff	Male	Female	Total (%)
Yes	20(39.2%)	22(45.8%)	42(42.4%)
No	31(60.7%)	26(54.1%)	57(57.5%)
Total	51	48	99

The above findings show that 42(42.4%) of the employees agreed that they are awarded by their Employer while more 57(57.5%) said they are not. This shows that more staff was not happy because they are not rewarded in their job a situation which could lead to low productivity in the work.

4.2.2.5 Types of Rewards given by Employers

Rewarding staff who are hard working is very important because it motivates them to perform much better. Failure to reward hard working staff leads to low morale in work. Tella (2007:4) postulates that “if organization participants feel that they are working much harder than others in the department but are receiving fewer rewards they will probably have a negative attitude towards the work, the boss and or co-workers.” In the light of the above information, respondents were asked to state how they are rewarded by employers. The findings are as shown in Table 4.7 below.

Table 4.7: Types of Rewards given to Employees

Reward for hard work	Male	Female	Total (%)
Promotion	3(6.25%)	3(5.8%)	6(6.0%)
Salary Increment	2(4.1%)	5(9.8%)	7(7.0%)
Merit Increment	15(31.2%)	3(5.8%)	8(8.0%)
Bonus	22(45.8%)	24(47.0%)	46(46.4%)
No Reward	6(12.5%)	16(31.3%)	22(22.2%)
Total	48	51	99

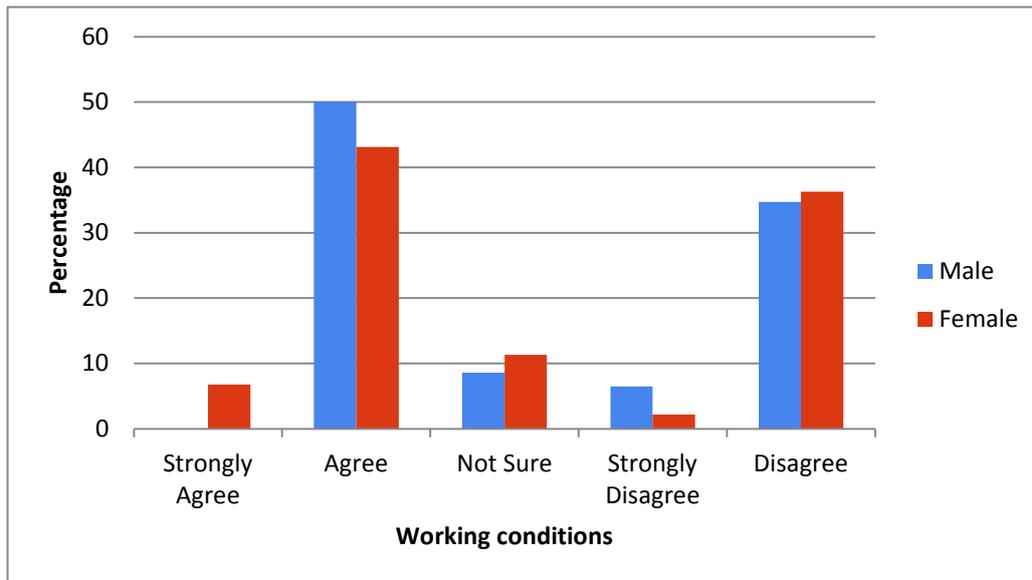
As shown in Table 7 above, the results indicated that 6(6.0%) of the employees agreed that their employer rewarded them with promotions, 7(7.0%) salary increment, 18(18.8%) through merit increment, 46(46.4%) through bonus and 22(22.2%) said there were no rewards. The data in the table shows that there were few rewards given to employees by the employers, this may translate into de-motivation among staff.

4.2.3 Factors Influencing Motivation of Librarians

The state or conditions of the physical working environment of a place can either contribute to increasing or lowering productivity at the work place. Good physical work environment is a source of motivation for staff. For example, good physical working environment may include such things as better infrastructure, furniture and equipment such as computers to name a few. Evans (1986) noted that although motivation influences performance, a high

level of productivity if followed by reward also has the potential to influence motivation. It was in view of the above that this part of the study focused on finding out the factors which influence motivation of librarians with regard to the physical working conditions at the work place. The findings are shown in Figure 4.3.

FIGURE 4.3: State of Physical Working Conditions



As can be seen in Figure 4.3, a small number of male librarians strongly agreed that physical working conditions were good. However, most librarians both male and female agreed that good physical working conditions existed at their workplace. On the other hand, few librarians strongly disagreed while a big number of librarians disagreed.

4.2.3.2 Working Relationships with Fellow Employees

Managers who create conducive work environment for staff helps to enhance staff motivation which leads to increased productivity. For instance, where there is participatory type of management staff are more likely to develop a sense of belonging to the organization and this makes staff to be more committed to work. Chandrasekar (2011) intimated that when workers are more involved in goal setting of their organization, they develop a sense of commitment and belonging hence their work output is likely to increase. For this reason, respondents were asked to express their feelings regarding working relationships with other employees at their workplace. Table 4.9 provides a summary of the responses which were given by the respondents.

Table 4.9: Working relationships with fellow employees

Part of family in the library	Male	Female	Total (%)
Strongly Agree	8(16.0%)	14(28.5%)	22(22.2%)
Agree	36(72.0%)	30(61.2%)	66(66.6%)
Not Sure	4(8.0%)	2(4.0%)	7(7.0%)
Strongly Disagree	1(2.0%)	1(2.0%)	2(2.0%)
Disagree	1(2.0%)	2(4.0%)	3(3.0%)
Total	50	49	99

As can be seen from Table 4.9, 22(22.2%) of librarians strongly agreed that they felt part and parcel of the family at their work place and similarly most of them 66(66.6%) agreed. Those who strongly disagreed represented 2(2.0%) and 3(3.0%) disagreed while 7(7.0%) were not sure. Clearly one can deduce from the data in this study that staff was comfortable at the workplace as they felt part of their institutions.

4.2.3.3 Feeling Strong Sense of Commitment to Current Job

If employees are committed to work productivity and provision of quality services are likely to be achieved. However, for workers to become more committed to work they have to be motivated. They need to be exposed to favourable working conditions for example advancing in career development and promotion prospects will lead to job commitment. This was echoed by Turner (1992) who revealed that library staff should be encouraged to pursue further education to enhance their career prospects and this makes them to become more devoted and committed to work. Based on the above, respondents were asked to express their views on how committed they were to work and Table 4.10 shows their responses.

Table 4.10: Feeling sense of commitment to current job

Sense of commitment	Male	Female	Total (%)
Strongly Agree	13(25.0%)	14(29.7%)	27(27.2%)
Agree	33(63.4%)	31(65.9%)	64(64.6%)
Not Sure	4(7.6%)	2(4.2%)	6(6.0%)
Disagree	2(3.8%)	0	2(12.0%)
Total	52	47	99

The findings in Table 4.10 above clearly reveal that 27(27.2%) of the librarians strongly agreed that they feel a strong sense of commitment to their current job while most of them 64(64.6%) agreed. However, 6(6.0%) were not sure and only 2(2.0%) disagreed to the above statement.

4.2.3.4 Factors Which Discourage Staff from Hard Work

Motivating staff is an important task for library managers which they should never forget to do or it will lower work output from employees. This was echoed by Turner (1997) who revealed that insufficient participation in organizational communication channels and few contingent rewards more especially in the form of sincere and positive feedback constitute a source of job dissatisfaction for the paraprofessionals. Norse (2007) also expressed the fact that workers de-motivation or dissatisfaction results from low salary, routine work, absence of the staff training and development compounded with limited avenues for promotion. Based on the above, this study sought to determine the factors which discourage librarians from the selected universities from working hard. Table 4.11 shows factors which discourage librarians from working hard in the surveyed libraries.

Table 4.11 Factors which discourage librarians from hard work

Factors which discourage hard working	Male	Female	Total (%)
Supervisor does not work hard	8(15.0%)	3(6.5%)	11(11.1%)
No Promotion Prospects	26(49.0%)	20(43.4%)	46(46.4%)
Poor Condition of Service	6(11.3%)	16(34.7%)	22(22.0%)
No Recognition for Hard work	8(15.0%)	5(10.8%)	13(13.1%)
Inadequate Salary & Other Incentives	4(7.5%)	2(4.3%)	6(6.0%)
Other Reasons	1(1.8%)	0	1(1.0%)
Total	53	46	99

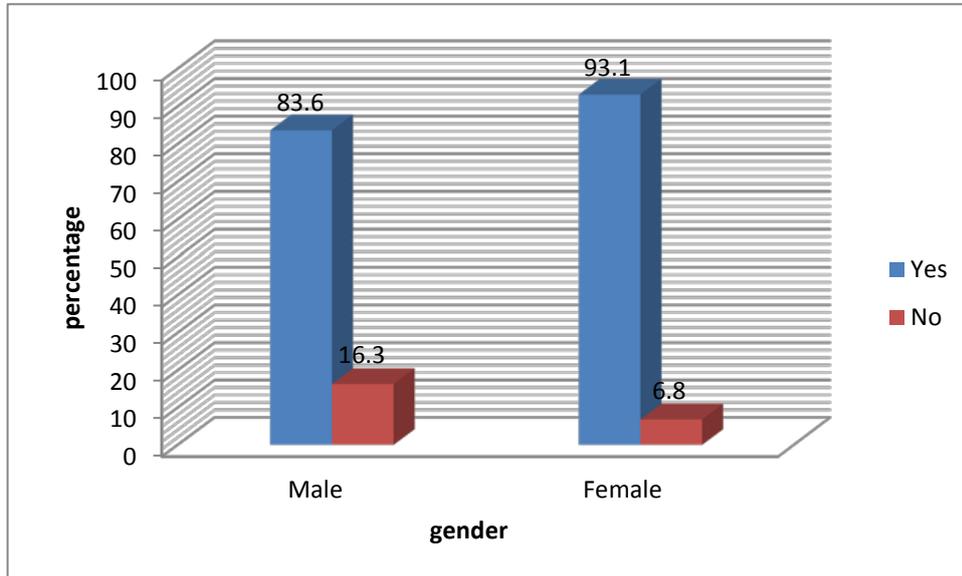
As shown in Table 4.11, 11(11.1%) of the respondents indicated that supervisors do not work hard and the majority 46(46.4%) said lack of promotion prospects as well as poor conditions of service 22(22.2%) discouraged staff from working hard. Further, the study also showed that 13(13.1%) respondents mentioned lack of recognition for hard work, 6(11.0%) said inadequate salary and other incentives, while 1(1.0%) gave other reasons like the job being too demanding and routine. Based on the above findings, it is evident that most of the librarians were affected by the little chances of promotions and poor conditions of service at their place of work.

4.2.3.5 Enjoyment of Work

Where employees enjoy their work it clearly shows that there is motivation. This kind of scenario needs to be sustained because it usually leads to increased productivity. In the same vein, Lawler, (2003) postulates that any employee who is motivated, rewarded and feels recognized would feel at least moderately satisfied leading to greater job satisfaction, increased individual and organizational performance. In the light of the above, this study endeavoured to establish the issue of staff work enjoyment. Respondents were therefore

requested to state whether they enjoyed their work and their responses are shown in Figure 4.4 below.

Figure 4.4 Enjoyment of work



The findings in Figure 4.4 clearly show that most male employees (83.6%) enjoyed their work, while (16.3%) did not. In the category of female employees the pattern was similar to males where (93.1%) of the female respondents enjoyed work and only (6.8%) indicated that they did not.

4.2.3.5 Reasons for Enjoying Work by Librarians

Enjoyment of work by staff at a workplace is an indicator for job satisfaction. This is in conformity with a research study done by Dawha and Atimo (1999) which revealed that librarians were satisfied with library policies, practices and relationships with supervisors and the work done or tasks performed. In this study respondents gave various reasons why they enjoyed work as shown in table 4.12 below.

Table 4.12: Reasons for enjoying work by librarians

Reasons for enjoying work	Male	Female	Total (%)
Job is Challenging & Interesting	37(77.0%)	33(64.7%)	70(70.7%)
Kind and Cooperative Supervisor	7(14.5%)	10(19.6%)	17(17.1%)
Attractive Salary & Incentives	2(4.1%)	2(3.9%)	4(4.0%)
Good working environment & condition of services	2(4.1%)	1(1.9%)	3(3.0%)
Total	48	51	99

The above results shows that most of the respondents 70(70.7%) enjoyed their work because the job is challenging and interesting and 17(17.1%) said because of the kind and cooperative supervisors. Further, some respondents 4(4.0%) indicated attractive salary and incentives while 3(3.0%) said they enjoyed work because of the good working environment and conditions of service. Since most of the respondents indicated that the job is challenging and interesting, it means that they were motivated in doing their work.

4.2.3.6 Challenges Which Hinder Librarians from Enjoying Work

Nearly all employees at any given workplace face different challenges related to work. It is the duty of library managers to ensure that such challenges are either reduced or overcome in order to motivate librarians. Failure by library managers to handle staff work related challenges such as giving them a lot of tasks and poor work environment can lead to dissatisfaction among employees. Based on this observation, the respondents were thus asked to indicate the kind of work challenges they experience and their findings are as shown in Table 4.13.

Table 4.13: Challenges for enjoying work

Challenges for enjoying work	Male	Female	Total (%)
Routine, Boring, below Qualification	29(50.0%)	14(34.1%)	43(43.4%)
Heavy, demanding	8(13.7%)	11(26.8%)	19(19.1%)
Not challenging	20(48.7%)	12(29.2%)	32(32.3%)
Other reasons	1(1.7%)	4(9.7%)	5(5.0%)
Total	58	41	99

The findings presented in Table 4.13 shows the various reasons given to explain challenges librarians faced with regard to enjoying work. 43(43.4%) indicated that the work was routine, boring, below qualifications and 19(19.1%) said the work was heavy and demanding. However, 32(32.3%) respondents stressed that the job was not challenging. While 5(5.0%) gave different reasons such as lack of incentives as well as poor communication between librarians and management.

4.2.3.7 Job Satisfaction

Dawha and Atimo (1999) indicated that good relationship between supervisors and their subordinates is an important factor which motivates a librarian's work output. This can only happen if employees are satisfied with their job. Similarly this study sought to find out the levels of satisfaction with which librarians were satisfied with their jobs. Table 4.14 gives the responses to the question.

Table 4.14: Librarian job satisfaction

Job satisfaction	Male	Female	Total (%)
Very satisfied	3(5.8%)	6(12.5%)	9(9.0%)
Satisfied	38(74.5%)	36(75.0%)	74(74.7%)
Not satisfied	8(15.6%)	4(8.3%)	12(12.1%)
Need for management change	2(3.9%)	2(4.1%)	4(4.0%)
Total	51	48	99

From the findings presented in Table 4.14 above, 9(9.0%) of the librarians were very satisfied with their jobs and the majority 74(74.7%) were satisfied. On the other hand 13(14.1%) respondents said they were not satisfied while only 4(4.0%) indicated the need for management change with the view that this may lead to their job satisfaction.

4.2.4.1 Staff Development Policy at Your Institution

Staff development is an important activity which deserves to be given attention in any organization because of a number of reasons. For instance upgrading of staff skills enables them to be motivated and perform much better than before and also because employees are never permanent hence can be replaced at any time. Staff development is an investment which helps the continuity of an organization. Quincy and Rogers (1990) urged that in as much as training can be seen to be time consuming; a well-conceived programme can do much to strengthen the organization. Further they postulated that a properly viewed, training and development of staff members is an investment which should pay dividends in better performance programme, improved inter-departmental understanding, fewer personnel problems and a stronger corps of supervisors. Also Lynch and Verdin (1983:9) noted that “employees will perform at a better rate if they are allowed to undertake further training as they try to apply the techniques and knowledge they have acquired.” In line with this, the study sought to find out more on staff development. The findings are summarised in Table 4.15.

Table 4.15: Staff development policy

Career path in the library	Male	Female	Total (%)
Strongly Agree	5(9.8%)	9(18.7%)	14(14.1%)
Agree	26(50.9%)	26(54.1%)	52(52.5%)
Not Sure	14(27.4%)	8(16.6%)	22(22.2%)
Disagree	6(11.7%)	5(10.4%)	11(11.1%)
Total	51	48	99

The results in Table 4.15 shows that 14(14.1%) of the respondents strongly agreed that their institutions had a staff development policy and the majority 52(52.5%) agreed. However, 22(22.2%) were not sure while 11(11.1%) disagreed that staff development policy existed at their work place.

Interviews with the Head librarians on career progression revealed that all the three Heads expressed similar sentiments that their libraries had staff development training policy. Further revelations indicated that the policy allowed staff to go for further studies in line with their profession and that it bonded them to work for the library for the equivalent number of years with training duration before they are allowed to resign.

4.2.4.2 Staff Meetings and Communication

Holding meetings at the workplace provides an opportunity for communication between management and staff. And communication enhances participation of employees in decision making as well as cultivates cooperation and a sense of belonging among staff. Voclcck, (1995:16) noted that “insufficient participation in organizational communication and few contingent rewards, particularly in form of sincere and positive feedback, constitute a source of job dissatisfaction for the paraprofessional staff.” Meyer and Allen (1997) intimated that participative communication helps to build up confidence in supervisors by subordinates because there is mutual respect among members of staff. Based on this observation, respondents were asked to indicate their views on communication and how often meetings are held at the workplace. The results obtained are presented in Table 4.16.

Table 4.16: Meetings and Communications done.

Frequency of staff meetings	Male	Female	Total (%)
<3 times	23(46.0%)	29(59.1%)	52(52.5%)
3-5 times	10(20.0%)	6(12.2%)	16(16.1%)
> 5 times	5(10.0%)	4(8.1%)	9(9.0%)
Never	12(24.0%)	10(20.4%)	22(22.2%)
Total	50	49	99

As shown in Table 4.16, the study findings established that most librarians 52(52.5%) indicated that they usually have less than 3 meetings in a year, while 16(16.1%) said meetings were held 3-5 times yearly. The findings further revealed that 9(9.0%) respondents held staff meetings more than 5 times in a year and 22(22.2%) said they never held any meetings.

The interviews with the Head librarians regarding communication with their subordinates revealed that they communicate their goals and objectives through meetings. The interview further showed that other channels of communication exist and these includes airing of grievances through supervisors, staff meetings and feedback to staff from management through memorandums and verbal means.

4.2.5 Recommended Measures to Enhance Motivation of Librarians

Having looked at the findings of the study, it is important that recommendations are made which can help to enhance motivation of librarians in their work as shown in Table 4.17 below.

Table 4.17: Measures to enhance Staff motivation

STAFF RECOMMENDATIONS FOR DEVELOPMENT	Male	Female	Total (%)
Improving conditions of service	24(47.0%)	20(41.6%)	44(44.4%)
Good working environment	1(1.9%)	2(4.1%)	3(3.0%)
Support staff development	14(27.4%)	12(25.0%)	26(26.2%)
Improvement on communication and holding staff meetings	12(23.5%)	14(29.1%)	26(26.2%)
Total	51	48	99

As shown in Table 4.17, 44(44.4%) respondents recommended the need to improve the conditions of service while 3(3.0%) stressed the importance of having a good working environment. Further the study showed that 26(26.2%) recommended support staff development and 27(27.2%) indicated the need for improving communication and holding of staff meetings.

In the interview with Head librarians in the surveyed libraries, study findings revealed that besides the existing conditions of service there was need to put in place more motivational factors for staff. The interview showed that Head librarians recommended the following measures as necessary to motivate librarians in their work; improving the conditions of service and recognition staff work effort. Other recommendations included need for staff development, good communication, encouraging participatory management and staff promotion.

4.3 Findings of the Study from Interviews

In this section of the research findings, summarised narrative reports were used to present qualitative data. Krathwol (1997:286) contends that “interviews are particularly useful in determining how individuals perceive their situation and significance for them.” Interviews were held with the Heads of the three libraries namely Copperbelt University library, Mulungushi University Library and Nkrumah College of Education Library under study and this section brings out their views.

4.3.1 Extent to Which Librarians Are Motivated

On the extent to which librarians are motivated in their work, all the three Heads agreed that staff were highly motivated. Various reasons attributed to staff motivation were given as good salaries, allowances and career progression. Further, the salary increment was cited as the major rewarding system at their work places. In the interview, one Head librarian indicated that Labour Day awards presented to staff annually forms part of the rewarding systems. She indicated further that during such award presentations, staff is given items such as refrigerators and television sets.

4.3.2 Staff Working Conditions

With regard to staff working conditions, two of the Head librarians intimated that they were good but one said they were just average. However, the interview also revealed that in some cases staff is de-motivated because they feel that they are not consulted when it comes to making major policy decisions by management.

4.3.3 Career Progression

Concerning Career progression, all the three Head librarians agreed that their Institutions had staff development training policy. It was also mentioned that staff are allowed to go for further studies basing on their Profession and usually are made to sign bonding document or agreement. This agreement they sign means they have to work for the Institution for a number of years before they can be allowed to go and join other Institutions/Organization.

4.3.4 Methods of Communicating With Subordinates

The head librarians stressed that they usually communicate their goals and objectives to their subordinates through meetings. The interview further revealed that the channels existed for staff to air their grievances and this is done through their supervisors. It was also discovered that staff meetings were held once or twice per year and management does give feedback to staff when need arises through Memorandums and verbal means.

4.3.5 Recommended Measures to Motivate Librarians

Head librarians further stated the recommendations needed to motivate librarians in their work such as improving conditions of service and recognising their work efforts. It was also revealed that staff development, good communication, encouraging participatory management and staff promotion were very important catalysts for motivating librarians.

4.4 Discussion of the Findings

This section discussed further the findings of the study from both library management and staff. Details of the discussion are as shown below.

4.4.1 What was the Extent of Librarians' Motivation?

The findings from the study carried out in the three libraries both from library staff and management generally showed that regardless of gender, most librarians were motivated in their job. The presences of good conditions of service such as good salary and career progression for staff as indicated by management were some of the factors which motivated librarians. Further, the study revealed that there were few librarians who were not motivated. The issue of low levels of motivation among librarians is something which raises concerns. This is because productivity and delivery of quality services cannot be easily attained if staff is not well motivated. This is in conformity with the findings by Luthans (1998) who asserted that motivation is the process that arouses, energizes, directs and sustains behaviour and performance. This means that when properly motivated librarians performance is likely to increase thus contributing to attainment of the goals of the library.

4.4.2 Factors Which Motivate Librarians

The findings show that there were many different factors which motivated librarians in their work. The ranked order of factors which motivates librarians were: (a) being entrusted with work responsibilities (b) work achievement (c) recognition and good salary (d) relationship with colleagues (e) promotion (f) supervision , work environment , passion for the profession and job security and (g) possessing power and authority.

Although the above stated factors are not the only ones which motivate workers, it is worth mentioning that they are important in that they form part of the major required ingredients which arouses and helps to maintain workers interest in their work. This sentiment appears to agree with Dawha and Atimo (1999) who did a study on factors affecting motivation of librarians in universities in Turkey. The study results showed that independent use of talents, physical working conditions, relation with colleagues, recognition of the work conducted,

acquired respect and social security had an influence on motivation .However, another study on the same topic by Prybil (2003) revealed that higher motivation levels of staff were associated with the democratic style of supervision, while low motivation levels were associated with authoritarian type of supervision. This shows that besides the above named motivation factors, the type of leadership style exhibited by management also has influence on either raising or lowering the motivation of staff.

4.4.3 Employer Reward to Staff

This study revealed that some librarians received rewards from their employers for working hard. Further, the study also showed that there was limited variety in terms of rewards received by staff. Of the few types of rewards offered, bonus was topping the list. Probably management found it much easier to give this to staff than the other type of rewards. It could be good to have a variety of rewards given to employees as opposed to a very limited number because it makes them happy. In support of this view, Rowley (1996) intimated that other motivation strategies for staff include development strategies like appraisal, managing dissatisfies, financial and social rewards.

Provision of few types of rewards to employees could defeat the intended purpose of motivating staff because it becomes monotonous, hence the need to provide more rewards. For instance as shown by the findings of this research, some employees said they never got any reward from their employers. Probably they felt so because each time they are rewarded they get almost the same types of rewards as indicated in the research findings. This scenario shows that to some extent it is not easy to stimulate motivation in librarians when they are usually given the same type of rewards most of the time. This is not a favourable arrangement for it is likely to lower motivation of librarians. In the light of the above data, it is worth noting that employers need to ensure that they provide a variety of rewards to librarians so as to enhance their motivation which is most likely going to lead to increased productivity.

4.4.4 Factors Influencing Motivation of Librarians

The factors influencing motivation of the librarians is something library managers need to be knowledgeable of so that they can know how well to manage their staff. Motivation of librarians may be influenced by various factors such as the physical working conditions in the library.

The study, findings revealed that most librarians were of the view that the physical working conditions were good. Further, the study also showed that few librarians were not of the same

view as they saw the physical working conditions as not being favourable. However, the fact that most librarians indicated that the physical working conditions were good suggests that the workplace had better infrastructure, furniture and computers to name a few. Good physical working conditions are an important ingredient to increased productivity at a work place such as a library.

Findings from the interviews revealed that two Head librarians were of the view that conditions of service for librarians were good while one said they were just on average. Further findings showed that leaving out staff in major decision making leads to de-motivation in work performance. It is therefore important for managers to always ensure that they provide better physical working conditions at the library. Chandrasekar (2011:4) asserted that “it is the quality of employee’s workplace environment that most impacts on their level of motivation and subsequent performance”.

4.4.5 Working Relationships with Fellow Employees

Sound working relationships among employees is very important because it acts as a catalyst for delivery of quality services to clients. This is because employees are an important asset in that they act as the engine which triggers and regulates the activities in the library. Armstrong (2006) stated that the greatest single assets for any organisation are the people. If the working relationships among staff are not good, there are higher chances of having poor work coordination. Once this happens, it creates negative impact in terms of delivery of quality services to clients such as library users.

This study looked at working relationships among employees and how committed they were to their work. The study results revealed that most employees were committed to their work. This also suggested that there were good working relationships among most employees in the library. This is something which library managers should encourage their subordinates to do so that there is good cooperation among staff at the work place. In this way there will be harmony and increased productivity in the library.

4.4.6 Factors Which Discourage Staff from Hard Work.

Besides knowing factors which influence motivation of librarians, library managers also need to be equipped with knowledge about factors which discourage staff from performing or putting in the best in their work. Knowledge of such factors helps managers to know how to handle situations where there is staff de-motivation.

The librarians surveyed in the study were asked to indicate the factors which discouraged them from working hard. They felt that there were many different types of factors which lead them not to work hard. Findings from the study indicated that most librarians were discouraged from putting in more effort in their work because there were no prospects for promotion and that the conditions of services were poor. Further, the findings of the study also showed that librarians were discouraged from working hard as they felt their work effort was not recognised and due to poor salaries and lack of incentives. The study outcome also indicated that some supervisors were relaxed in their work. A few number of librarians intimated that they were overloaded with work and had few off days for resting.

The above scenario gives a view that librarians were not happy because their work efforts went unappreciated. For instance regardless of how much hard working one is, there was less opportunity for him/her to get promoted. The presence of these factors usually leads to employee de-motivation. This is in agreement with sentiments made by Norse (2007) who said that workers de-motivation or dissatisfaction results from low salary, routine work, absence of the staff training and development compounded by limited avenues for promotion.

4.4.7 Challenges Which Hinder Librarians from Enjoying Work

From the findings, the major challenges which hindered librarians from enjoying work were identified. These were the work being routine, boring, below qualifications, heavy, demanding and not challenging. Other challenges identified were lack of incentives and poor communication between managers and staff. This is however, not to say that these were the only challenges which prevented librarians from enjoying work. There could be other challenges hindering librarians from enjoyment work because issues of motivation were quite pervasive and varied among different individuals and gender to name a few. To cement this issue, Abifarin (1997) revealed in his study on the levels of motivation among librarians and professionals in Nigerian university libraries that there was a general dissatisfaction with training opportunities, professional development, work environment, communication and management style.

In the light of the above, it appears that although staff was encouraged in doing the work, they still faced a number of challenges which prevented them from enjoying the work. These are some of the important issues which library managers need to endeavour to work on so as to either reduce or eradicate them. The purpose for this is that once librarians enjoyed their

work, they will be compelled to work very hard and improve delivery of quality services to clients.

4.4.8 Librarians Job Satisfaction

Job satisfaction is important in that where it is lacking staff tend to become de-motivated. This is a vital aspect which library managers need to work on so that staff is happy. Abifarin (1997) stressed that the university librarians have a role in motivating staff and should remember that staff is the most important resource which can lead to attainment of organisational goals.

This study looked at librarian job satisfaction. The findings showed that about 75% of the librarians were generally satisfied with their job. Further revelations of the study showed that other librarians felt there was no job satisfaction while a few indicated the need for change of management. The study finding suggests that though not very satisfied, most of the librarians were happy with their job. This also shows that they were motivated meaning that even their work performance was good. Further, it also appears that staff were dedicated to their work and served their clients well. These results are in agreement with the study findings by Brown and Sheppard (1997) on work motivation among teacher librarians. The findings showed that motivation is paramount to workers' performance and job satisfaction.

4.4.9 Staff Development Policy

For continuity, efficiency and provision of quality services to clients the library needs to develop staff continually. The findings by Hosi (2005) on motivation of employees in academic libraries revealed that organisational effectiveness is largely determined by the quality of the employees and also how they are developed by the organisation.

Librarians were asked to give their own views with regard to staff development policy at their work place. Study results showed that most of them agreed that they were aware of the existence of the policy on staff development at their institutions. However, a number of librarians were not sure and a small number of them did not agree. Study findings suggested that a good number of librarians had the opportunity of going for further studies to upgrade their professional qualifications.

Giving staff the opportunities to further their studies makes them become assets to the library because they acquire the new knowledge which equips them with more skills to perform better than before. It was because of this that Head librarians indicated that their libraries had

staff development policy in order to develop staff skills. This situation leads to increased productivity through provision of better quality services to clients thus contributing to the attainment of organisational goals. Afful and Antwi (2001) study findings on factors which affect motivation of librarians seems to conform to this statement. Their study results showed that training staff was one of the key factors leading to employee motivation and high levels of productivity.

4.4.10 Staff Meetings and Communication

Holding of staff meetings enhances communications and free flow of information at the work place. This in turn leads to harmony among staff. It reduces on suspicion and cultivates the sense of belonging in staff. This helps library managers to perform well in their administration. This is in line with Nzotta (2000) assertion that an effective communication system is very essential to the successful running of administration of any organisation.

Study findings show that staff meetings were held by librarians at workplace. However, the number of meetings held in a year appeared not to be adequate as some librarians indicated that they never held any. This shows that enhancement of good communication among librarians was not guaranteed. This presents a gruesome picture which library managers have to try to turn around in order to enhance communication among staff. Good communication at workplace is important because it facilitates high productivity and delivery of quality services. This is in conformity with the study findings by Meyer and Allen (1997) which revealed that good communication underline effective relation and enhances the general quality of working life by improving on organisational commitment, motivation, and therefore output.

Library managers also confirmed that communication was important if staff have to be motivated. Further, managers indicated that this was the reason why communication channels between managers and library staff were established such as airing grievances through their supervisors. Further, library managers also indicated that they communicated to staff through staff meetings, participatory management and giving of feedback to staff when need arises. This situation suggests that there was harmony among staff at the work place. These findings are in agreement with those by Olajide (2000) which showed that availability of information and communication are the major factors managers could stimulate motivation among workers.

4.5 Recommended Measures to Enhance Motivation and Staff Development

The mere possession of knowledge, skill and ability cannot ensure quality delivery of services because best performance usually depends on motivation as well. It is only when librarians are properly motivated that they will use their skills, knowledge, and ability to ensure provision of better services to their clients.

The librarians at the surveyed libraries were asked what could be done to enhance their work motivation. They indicated that there was need to improve their conditions of service. The study also showed that librarians wanted improvement on communication and holding staff meetings. Communication is important because it makes staff feel important and part and parcel of the system. Roodt and Odendal (2003) argued that staff becomes motivated when the library managers and supervisors intimate them with decisions taken either within or from outside the organisation. They further stressed that issues such as people getting promoted, internal advertisement, recreational facilities available, and so on should be properly communicated to them via appropriate medium of information transfer such as the notice board, staff mailboxes , staff bulletins', handouts etc. Staff also recommended for the need of developing support staff. From the data collected a sizeable number of librarians also stressed the need for good working environment.

Most of the recommendations made by library managers to enhance motivation of librarians were similar to the ones made by library staff. However, management also recommended the need to establish participatory management in which staff and managers should be involved in major decision making. This is likely to lead to creation of a conducive environment at the work place, a situation which is going to trigger motivation among librarians, delivery of quality services to clients and attainment of organizational goals.

4.6 Summary

The various views about factors which affect motivation of librarians have been presented here. The major factors which affect motivation of librarians have been undertaken. The following chapter goes on to discuss the collected data in an essence to analyse the major factors which affects motivation of librarians.

CHAPTER FIVE: SUMMARY FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter provides the summary findings, conclusions and recommendations. The main aim of this study was to investigate factors affecting motivation of librarians in Central and Copperbelt Provinces of Zambia. The specific objectives of the study were to:

1. Determine the extent to which librarians are motivated in their work in Central and Copperbelt Provinces of Zambia.
2. Find out factors that influence motivation among librarians in Central and Copperbelt Provinces of Zambia.
3. Assess the impact of communication and staff development on staff motivation in Central and Copperbelt Provinces of Zambia?
4. Determine the measures to be put in place to help library managers enhance staff motivation among librarians in Central and Copperbelt Provinces of Zambia.
5. Make recommendations aimed at improving the motivation levels of staff working in the three libraries in Central and Copperbelt Provinces of Zambia.

As indicated in Chapter Three, data for the study was collected through questionnaires and interviews with librarians and senior management in Central and Copperbelt Provinces of Zambia. The section below provides a summary of the key findings, conclusions and recommendations.

5.1 Summary Findings and Recommendations

The summary findings and recommendations are presented according to the research objectives of the study as shown below.

5.1.1 Extent of Librarians' Motivation

The first objective sought to determine the extent to which librarians are motivated in their work in Central and Copperbelt Provinces of Zambia. The findings from the study revealed that:

1. Most librarians were motivated in their job.
2. Factors such as good conditions of service, good salary and career progression had more influence on motivation of librarians.
3. Only few librarians felt not motivated in their job.

Research findings revealed that librarians working in the three libraries in Central and Copperbelt Provinces in Zambia were more motivated in their work and this shows that library managers were doing their best level to enhance staff motivation.

5.1.2 Factors Which Motivate Librarians

The second objective sought to establish the factors that influence motivation among librarians in Central and Copperbelt Provinces of Zambia. The findings show that in the three universities in Central and Copperbelt Provinces of Zambia, there were different factors which motivated librarians in their work. These factors include:

- (a) Being entrusted with work responsibilities
- (b) Work achievement (c) recognition and good salary
- (d) Relationship with colleagues
- (e) Promotion
- (f) Supervision
- (g) Work environment
- (h) Passion for the profession
- (I) Job security,
- (j) Possessing power and authority.

Further, the study results showed that independent use of talents, physical working conditions, relation with colleagues, recognition of the work conducted, acquired respect and social security had an influence on motivation of librarians.

The study also established that librarians from Central and Copperbelt Provinces of Zambia share the same motivation factors with librarians in various parts of the world. However, the only major difference noted in the study was that entrusting responsibilities on librarians had more impact on their motivation than other factors like money. This is a very unlikely situation as most people consider money to be the major motivator. This is in conformity with Akintoye (2000) who in his study asserted that money still remains the most motivating factor among employees in various workplaces.

5.1.3 Impact of Communication and Staff Development on Staff Motivation

The third objective sought to establish the impact of communication and staff development on staff motivation in Central and Copperbelt Provinces of Zambia. The study findings show that staff meetings were held by librarians' at least more than 3 times in a year. Others had meetings between 3-5 times yearly, while some said they never held any staff meetings. The study established that in the three universities under study there was communication between librarians and management based on the number of times staff meetings were held at their workplace.

5.1.4 Measures Needed to Enhance Staff Motivation by Library Managers

The fourth objective sought to establish the measures that should be put in place to help library managers enhance staff motivation among librarians in Central and Copperbelt Provinces of Zambia. The findings of the study show that:

1. Improving conditions of service will enhance librarian motivation.
2. There is need to establish a good working environment at workplace.
3. Development of support staff can also enhance staff motivation.
4. Improvement on communication and regular holding of staff meetings leads to increased staff motivation.

5.2 Conclusion

Having discussed the findings from this research study, it was established that librarians were motivated by various factors in their work. These factors are very important in that they helped staff to put in their very best in work and this eventually led to realisation of institutional goals. This is the reason why managers needs to endeavour to put in place the necessary work conditions so as to create a conducive work environment which would lead to increased staff motivation and productivity.

However, the study also revealed that although some librarians were motivated in work, arousing and sustaining their motivation was not an easy task for managers. In view of this, it is important that library managers be equipped with management skills which would enable them to adequately handle issues affecting motivation of librarians. In this way attainment of organizational goals would be certain.

5.3 Recommendations

Based on the above findings, this research study made the following recommendations;

1. **Extent of librarians' motivation:**

Based on the research findings, this study recommends that library managers should continue improving conditions of service, work environment as well as the salary and prospects for staff development. These conditions are important as they have more potential for motivating librarians which will lead to increased productivity. Chandrasekar (2011:11) postulated that, "it is the quality of employees environment that most impacts on their levels of motivation and subsequent performance."

2. **Factors which motivate librarians:**

With regard to study findings, the recommendation is that the identified motivational factors should be acted upon by library managers so as to increase the quality of work output by librarians.

3. **Improving communication and staff development.**

(a) Based on the above findings, this study recommends that Managers should continue to improve on communication among staff. This can be done by using various methods and tools like Information Communication Technologies (ICTs) and Small Message Systems (SMS). Nzotta, (2000) argued that an effective communication system is very essential to the successful running of administration of any organization.

(b) Since there were few librarians engaged in studies, the study recommends that library managers must put in place measures such as giving sponsorship and paid study leave to enable more librarians upgrade their professional skills. This view is supported by Guest (1991) who explained that employees do not only require being motivated but also need to possess the ability of acquiring necessary skills, training and development in order to enhance productivity.

4. **Measures to enhance motivation of librarians:**

Based on the findings the study recommends that;

(a) There is need to improve conditions of service for librarians and this should include a salary and allowances.

(b) Managers should establish a good working environment through improved communication and staff development so as to enhance staff motivation. Rowley (1996) demonstrated that effective managers needed to recognize that motivators are appropriate for different staff and that different staff require various levels of motivation in setting their own targets and striving towards them.

5.4 Areas for Further Research

Literature on the management of the motivation of librarians is abundant, though much of this is based on studies conducted in the West. This study has provided light on the factors that motivate librarians in Central and Copperbelt Provinces in Zambia. There is however, need to carry out a survey on the factors that motivate librarians in Zambian institutions of higher learning both private and public in order to determine more factors of librarian motivation and make recommendations to the Ministry of Education, Science, Vocational Training and early Education on how best to meet the needs of this particular group of employees in the country.

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APPENDIX: 1

QUESTIONNAIRE ON FACTORS AFFECTING MOTIVATION AMONG LIBRARIANS IN CENTRAL AND COPPERBELT PROVINCES OF ZAMBIA.

INSTRUCTIONS

Please, just tick [] your answer in the appropriate brackets provided. Where the space provided is not adequate, use a separate paper for your response.

SECTION A: Demographic Characteristics of respondents

1. Gender: a. Male [] b. Female []
2. Age: a. 18-23 years [] b. 24-29 years [] c. 30-35 years []
d. 36-41 years [] e. 42 years and above []
3. Highest professional qualification(s) obtained:
a. Certificate in Library Studies [] b. Diploma in Library Studies []
c. Bachelor of Arts with Library Studies []
d. Master of Library and Information Science [] e. None []
f. Any other (please specify).....
4. What is your current position?
5. How long have you been working in your current position at this institution?
a. Less than a year [] b. 1-5 years [] c. 6-10 years []
D. 11-15 years [] e. above 15 years []
6. What is your employment status?
a. Permanent [] b. Contract [] c. Part-time []

SECTION B: The extent to which librarians are motivated in their institutions

7. How motivated are you in your current job position?
- a. Very motivated [] b. Motivated [] c. fairly motivated []
D. less motivated [] e. Not motivated [] f. Not sure []
8. Which among the following factors motivates you in your current job position? (Tick as many as apply).
- a. Responsibilities [] b. Recognition [] c. Promotion []
d. Achievement [] e. Good salary []
f. Power and authority [] g. Supervision []
h. Work environment [] i. Relationship with colleagues []
j. Passion for the profession [] k. Job Security []
9. What motivates you most? (Please indicate).....
.....
10. What de-motivates you most (please indicate).....
.....
11. Do you feel that employees are recognized as individuals in the institution you are currently working?
- a. Always [] b. Usually [] c. Sometimes []
d. Rarely [] e. Never [] f. Not sure []
12. Are you motivated to see your library succeed?
- a. Definitely [] b. Probably [] c. probably not []
d. Definitely not [] e. Not sure []

SECTION C: Factors influencing motivation among librarians

13. The physical working conditions in your library (e.g. ventilation, space, cleanness,) are very good:
- a. Strongly agree [] b. Agree [] c. Not sure []
- d. Strongly disagree [] e. Disagree []
14. I feel part of the family in my present work place:
- a. Strongly agree [] b. Agree [] c. Not sure []
- d. Strongly disagree [] e. Disagree []
15. I feel a strong sense of commitment to my present work:
- a. Strongly agree [] b. Agree [] c. Not sure []
- d. Strongly disagree [] e. Disagree []
16. I do not feel emotionally attached to my present work:
- a. Strongly agree [] b. Agree [] c. Not sure []
- d. Strongly disagree [] e. Disagree []
17. I would be very happy to spend the rest of my career with the current employer:
- a. Strongly agree [] b. Agree [] c. Not sure []
- d. Strongly disagree [] e. Disagree []
18. Based on your job requirements, would you say that there are too many tasks?
- a. Strongly agree [] b. Agree [] c. Not sure [] d. Disagree []
- e. Strongly Disagree []
19. In your own opinion, how do you rate the following behavioral statements?
- (I). If I don't enjoy my job I would leave:
- a. Strongly agree [] b. Agree [] c. Not sure [] d. Disagree []

(ii). I would work harder if I know that my efforts could lead to a higher pay:

a. Strongly agree [] b. Agree [] c. Not sure [] d. Disagree []

(iii). When choosing a job, I would choose the one that pays the most:

a. Strongly agree [] b. Agree [] c. Not sure [] d. Disagree []

(iv). I consider myself to be a self-motivated person:

a. Strongly agree [] b. Agree [] c. Not sure [] d. Disagree []

20. How would you rate your current work conditions of service?

a. Excellent [] b. Very Good [] c. Good [] d. Fair []

e. Bad [] f. Very bad []

21. Does your employer reward you for hard working?

a. Yes [] b. No []

22. If your answer to question (22) is 'Yes,' how are you rewarded for hard working?

a. Promotion [] b. Salary increment [] c. Merit increment []

d. Bonus [] e. No reward []

23. Are there any factors discouraging you from working hard?

a. Yes [] b. No []

24. If your answer is Yes to question (24), which of the following factors discourages you from hard working? (You may tick more than one)

a. My supervisor does not work hard []

b. No promotion prospects []

c. Poor conditions of service []

d. Lack of recognition for the work done []

e. Inadequate salary and other incentives []

f. Any other reasons please indicate.....

.....

.....

25. How do you assess your supervisor's general attitude towards you? (You may tick more than one.)

a. Intimidating, revengeful, and discriminates against me []

b. Difficulty to please []

c. Very understanding, gentle, fair but firm []

d. Any other reason.....

.....

26. Do you enjoy your work?

a. Yes []

b. No []

27. If your answer is Yes to question (27), what would be the reasons among the following? (You may tick more than one).

a. The job is challenging and interesting. []

b. The supervisor is kind and cooperative. []

c. Salary and other incentives are attractive. []

d. Good working environment and conditions of service []

28. If you do not enjoy your work, is it because it is :(you may tick more than one)

a. Very routine, boring and below my qualification []

b. Too heavy and quite demanding []

c. Does not offer me challenges to incite my creative abilities []

d. Any other reason.....

.....
29. How satisfied are you with your library management?

- a. Very satisfied [] b. Satisfied [] c. Not satisfied []
d. Need for change of management []

SECTION D: The impact of communication, training and development on motivation among librarians

30. Does your institution have a staff development training policy in place?

- a. Yes [] b. No []

31. Are you currently engaged in any form of studies?

- a. Yes [] b. No []

32. If your answer is Yes to question (32) indicate below the nature of the programme being pursued?

33. How would you rate your library in each of the following areas?

(i). I have a clear path for career advancement:

- a. Strongly agree [] b. Agree []
c. Not sure [] d. Disagree []

(ii). My job requirements are clear?

- a. Strongly agree [] b. Agree []
c. Not sure [] d. Disagree []

(iii). The library management clearly communicates its goals and strategies to me:

- a. Strongly agree [] b. Agree [] c. Not sure [] d. Disagree []

34. Are you normally consulted when decisions affecting your job are taken?

- a. Yes [] b. No []

35. How often do you hold staff meetings in your library in each given year?
 a. 0-3 times [] b. 3-5 times [] c. 5 and above [] d. Never []
36. How satisfied are you in terms of communication channels in your library?
 a. Very satisfied [] b. Satisfied [] c. Not satisfied []
 d. Need for improvement []

SECTION E: Measures to be recommended to enhance motivation among librarians

37. What recommendations would you suggest to ensure staff motivation and high level of productivity in your institution?
-
-
-

END

Thank You for Your Participation.

APPENDIX: 2

SEMI STRUCTURED INTERVIEW SCHEDULE FOR HEAD LIBRARIANS

IN THE CENTRAL AND COPPERBELT PROVINCES OF ZAMBIA

FACTORS AFFECTING MOTIVATION OF LIBRARIANS IN CENTRAL AND COPPERBELT PROVINCES OF ZAMBIA.

Instructions: Please answer all questions in the order in which they appear.

1. When did you join the librarian profession?

2. How long have you been a Head librarian?

3. How would you describe the current level of librarian motivation at your institution?

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4. According to your experience, what do you think are the major factors which contribute to poor motivation of librarians in Zambia?

.....
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.....
.....
.....
.....

5. The majority of librarians are.... **TICK** [] the appropriate answer.

1. highly motivated [] 2.fairly motivated [] 3.lowly motivated []

6. What are the effects of motivating librarians poorly with regard to work commitment?

List down five effects of poor librarian motivation

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

7. What do you think should be done to adequately motivate librarians in Central and Copperbelt Provinces?

.....
.....

8. What recommendations would you make to help library managers enhance staff motivation at Workplace?

.....
.....
.....

Thank You for Your Participation.

Appendix 3:

Cover Letter

Yolam Musonda
Department of Information Science
University of South Africa
Email: 48399280@mylife.unisa.ac.za
Mobile +260 977836261

Dear Respondent,

My name is Yolam Musonda a student doing postgraduate studies with UNISA. I am conducting a field research to “**Determine the Factors Affecting Motivation of Librarians in Central and Copperbelt Provinces of Zambia.**” I will therefore be very grateful if you could complete the attached questionnaire. Much as the results of the study will be used for my academic work, it is hoped that the findings of this study will be beneficial to libraries in Zambia.

Your confidentiality is assured and whatever information you provide will only be used for the purpose of this study. You are therefore urged not to include your name in the questionnaire.

Thanking you in advance for your participation in the study.

Yours truly,

Yolam Musonda