MOTIVATIONAL FACTORS THAT AFFECT LIBRARY STAFF PERFORMANCE IN BENSON IDAHOSA UNIVERSITY, BENIN CITY, EDO STATE, NIGERIA

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ABSTRACT

This paper discussed motivational factors that affect library staff performance in Benson Idahosa University. Survey research design was adopted for the study. Structured questionnaire was designed and administered to Library Staff of Benson Idahosa University, Benin City in Edo State, Nigeria. Twenty- two copies of the questionnaire administered were all returned and found useful for analysis. The findings revealed that inner satisfaction on the job, careful placement on the job, payment of allowance and over time work compensation of staff and timely promotion are all the factors that motivate library staff to perform better and improve their productivity. Frequency count and simple percentage methods were used in analyzing the data. It was recommended among others that the organization should ensure that staff welfare is taken care of. Staff should be encouraged for in-service training. In addition, management should adopt participative style of management whereby the staff are involved in decision making process.
Keywords: Motivation, Staff Performance, Library services

INTRODUCTION

Motivation is the force that stimulates behaviour. That is, anything that urges one into action (Thebereme, 2006). According to Stoner, Freeman and Gilbert (2002) motivation is a human psychological characteristic that contributes to a person's degrees of commitment. It includes the factors that cause, channel and sustain human bahaviour in a particular committed direction. Igboeli (2000) states that motivation comes from the latin word *movere*, which means to move. It is a general term that refers to all those inner forces such as desires, drives or motives, wishes and so forth, which kindle, direct and sustain behaviour towards a goal. Harmer (2001) defines motivation as some kind of internal drive which pushes someone to do things in order to achieve something. According to Musa-Ohiwere (2009), motivation is the intensity of a person's desire to engage in some activity. Ifinedo (2003) states that a motivated worker is easy to spot by his or her agility, dedication, enthusiasm, forces, zeal and general productivity and contribution to organizational objective and goals. From the foregoing, it could be said that motivation is commonly assumed to influence

individual's behaviour and performance at work. This study considers that every motivational force applied would elicit the right type of performance within a pre-standardized setting as predictive of effectiveness. The purpose of this study is to investigate motivational factors that affect the performance of library staff in Benson Idahosa University, so that the Library management will take care of these factors and get the best performance from the staff.

Performance Appraisal and Staff Motivation

Staff performance appraisal is an important aspect of the organizational development and productivity measures. For a staff to perform well, he must receive feedback on what he is doing well and what areas need improvement (Igboeli, 2000). He stressed that an effective appraisal system should be linked with motivation. The reason for appraising the performance of staff is to motivate those who do more work with more compensation. When due recognition is given for high quality performance, it provides a powerful motivating force for staff. Motivation creates a learning experience that encourages staff to improve on their performance. According to Drucker (1999), organization needs staff performance and these can be achieved by encouraging, inducing and pushing staff into assuming responsibility. An organization can reach the goal of its responsible staff in four ways. These are:

a.   Careful placement of staff
b.   High standards of performance
c.   Providing staff with the information needed to control himself
d.   Opportunities for staff participation that will give him a managerial vision.

According to Musa-Ohiwere (2009) citing Muchinsky (2000) careful placement of staff is a prerequisite to high motivation. Nothing challenges staff so effectively to improved performance as a job that makes high demands on them. To focus on the minimum required is always to destroy staff's motivation, but to focus on the best that can just be reached by constant effort and ability always builds motivation.

Benson Idahosa University Library Staff Intrinsic Motivation and Performance

Intrinsically motivated behaviour is defined as behaviour driver by the satisfaction and pleasure received from engaging in a particular activity (Cokley, 2001). Intrinsic motivation is a psychological reward that is experienced directly by an individual. An example of intrinsically motivated behaviour is when library staff experience increased self-esteem and the satisfaction of developing new skills, pleasure or satisfaction in answering users (Stoner, Freeman and Gilbert, 2002). Intrinsic motivation is often characterized by self-determined behaviour (Cokley, 2001), when library staff are given choices about what tasks in which to engage and how much time to allot to each task, they are more intrinsically motivated than those who are assigned the tasks and time. According to Eruanga, Okosun and Jerome, as at 2006, Benson Idahosa University Library has a stock of over 40,000 volumes of textbooks and reference books, current journal titles, and digital library and with library management software

known as SLAM to meet its users need. They stressed further that the university library has about 22 staff (5 professionals, 4 paraprofessionals, 1 Confidential Secretary and 12 library assistants) that render services to users.

Benson Idahosa University Staff's Extrinsic Motivation and Performance

Extrinsically motivated behaviours are not performed due to an intense interest to engage in a particular activity. Motivation is instrumental in nature and is considered a means to an end (Cokley, 2001). Extrinsic motivation is the process of satisfying one's need, which is related to performance, but is not satisfied by the performance itself. Shotwell's (1999) study on why some students are motivated and others are not, found that the chasing of a grade or other extrinsic measures of achievement can motivate student. Smith (2007) sees extrinsic motivation as reward such as bonuses, promotion that is provided by an outside agent, such as supervisor or work group. He stresses that a single level of performance may be associated with a combination of intrinsic and extrinsic outcomes, each having its own valence.

Ingredients of Motivation

According to Stoner, Freeman and Gilbert (2002) recommendations, managers must pay attention simultaneously to a number of factors in dealing with their employees. These factors serve as ingredients of motivation.

a   Determine the rewards valued by each employee. Managers can determine what rewards their employees seek by observing their reactions in different situations and by asking them what rewards they desire.

b   Determine the performance you desire. Managers must identify what performance level or behaviour they want so they can tell employees what they must do to be rewarded.

c   Make the performance level attainable. If employees feel the goal they are being asked to pursue is too difficult or impossible, their motivation will be low.

d   Link rewards to performance. To maintain motivation, the appropriate reward must be clearly associated within a short period of time with successful performance.

e   Analyze what factors might counteract the effectiveness of the reward. For example, if the employee's work group favours low productivity, an above-average reward may be required to motivate an employee to high productivity.

f   Make sure the reward is adequate. Minor rewards will be minor motivators.

METHODOLOGY

The researchers used survey research method for this study. All the 22 members of staff of Benson Idahosa University Library were used. Structured questionnaire was drawn and administered to all Library staff and the entire 22 questionnaire were returned. That is 100% response rate. Descriptive statistics such as as frequency count and simple percentage were used for data analysis.

RESULTS AND DISCUSSION

Table 1

Sex	Frequency	Percentage
Male	10	45.5
Female	12	54.5
Total	22	100

Source: Fieldwork, 2011

Table 2

Status	Frequency	Percentage
Academic Staff	6	27.3
Senior Academic Staff	5	22.7
Junior Staff	11	50
Total	22	100

Source: Fieldwork, 2011

Table 3: Inner satisfaction on the job

Responses	Frequency	Percentage
Yes	17	77.3
No	5	22.7
Total	22	100

Source: Fieldwork, 2011

Table 4: Carefully place in the job

Respondents	Frequency	Percentage
Yes	20	90.9
No	2	9.1
Total	22	100

Source: Fieldwork, 2011

Table 5: Allowances been paid as at when due

Respondents	Frequency	Percentage
Yes	21	95.5
No	1	4.5
Total	22	100

Source: Fieldwork, 2011

Table 6: Staff Promotion

Respondent	Frequency	Percentage
Yes	22	100%
No	0	-
Total	22	100

Source: Fieldwork, 2011

Table 7: Staff enrollment for in-services programme

Respondent	Frequency	Percentage
Yes	15	68.2
No	7	31.8
Total	22	100

Source: Fieldwork, 2011

Table 8: Conducive working Environment

Respondent	Frequency	Percentage
Yes	22	68.2
No	0	-
Total	100	100

Source: Fieldwork, 2011

Table 9: Commendation of Staff ability and potential to work

Respondent	Frequency	Percentage
Yes	18	81.8
No	4	18.2
Total	22	100

Source: Fieldwork, 2011

The findings revealed that inner satisfaction on the job such as desire, drive, wishes motivate staff to perform better. It also revealed that careful placement on the job that is the certificate staff posses are used to upgrade them will motivate them. This corresponds with Musa-Ohiwere (2009) citing Muchinsky (2000) who emphasized that careful placement of staff is prerequisite to high motivation. It was also discovered that payment of allowances and over time work compensation also motivate staff to perform better and improve their productivity. This finding supports Igboeli (2000), who submits that staff that did more work should be compensated. Staff promotion was find out to be a motivational factor that drives staff to perform better in an organization. This study also reveals that conducive working environment and commendation of staff for job well done motivate them as well. This also agrees with Igboeli (2000), who stresses that due recognition should be given to staff for high quality performance. The findings of this research work revealed that the following factors can motivate library staff to perform better on their job.

a. Inner satisfaction on the job.
b. Careful placement on the job.
c. Allowances being paid as at when due.
d. Promotion of staff as at when due, if possible accelerated promotion.
e. Staff are allow to enroll for in-services training.

CONCLUSION AND RECOMMENDATIONS

This study investigated the motivational factors that affect the performance of library staff in Benson Idahosa University. Based on the findings, it recommends that:

a. The organization should ensure that staff welfare is taken care of.
b. The management should use participative style of management by involving staff in decision making as such would motivate them to work.
c. Delegation of power and authorities to staff in the course of performing their duty would also motivate them to perform better.

d.　The management should ensure that staff are promoted based on their qualifications and hardwork as such enhances their performance.

e.　The organization should ensure that staff who work overtime are compensated financially.

f.　The management should encourage staff to register for in-service training programmes.

g.　Better condition of service should be provided for staff as it will motivate them to put in their best.

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