MOTIVATION STRATEGIES FOR IMPROVED LIBRARY SERVICES IN FESTUS AGHAGBO NWAKO LIBRARY

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Abstract

This paper sought to address the place of motivation in the work performance of both professional and paraprofessional staff of Festus Aghagbo Nwako Library. Clearly, motivation is the driving force in a person that makes him to do something willingly. It is aimed at inspiring people to work, individually or in groups in ways such as to produce best results. The paper discussed the concept of motivation and also x-rayed the various theories of motivation. It highlighted the benefits of motivation as well as what happens when the workforce is not motivated in the library. Finally, the paper recommended several motivation strategies that could enhance library services if adopted in Festus Aghagbo Nwako Library.

Keywords: Motivation Strategies, Motivation Theories, Motivated Workforce, Festus Aghagbo Nwako Library.

Introduction

Prof. Festus Aghagbo Nwako library is the university library of Nnamdi Azikiwe University, Awka. It was named after the pioneer Vice Chancellor of the University when Federal Government of Nigeria took over the university in 1992. The main University library is situated at Awka with two campuses at College of Health Sciences Nnewi and Pharmaceutical Sciences at Agulu. There are also faculty libraries at the Faculties of Law and Management Sciences. The Staff strength of the library is over 100 employees comprising of professional staff, para professionals and general duty staff. The library service is structured according to the various library operations that currently exist in the library system. These departments/units include acquisition, cataloguing, circulation, reference services, serials, digital library, institutional repository as well as faculty libraries in Faculty of Law, Health Sciences, Pharmaceutical Sciences and Management Sciences.

Expectedly, Prof. Festus Nwako library as a university library is the academic nerve centre of Nnamdi Azikiwe University. Both

the mission and vision of Nnamdi Azikiwe University is tailored to make the University become one of the finest universities in the world. The university aims to use teaching, research and public service to solve societal problems it hopes to achieve this through the re-orientation of staff attitude to effect pragmatic teaching and development, output mix, research, good governance and management. Part of the re-orientation of staff attitude to effect pragmatic teaching and development is to work through a motivated workforce in the various arms of the university including the library. The heart of an organisation is its people (the human resources) and one critical part of getting work done in an organisation is attracting and retaining effective employees. The subject of our discussion in this seminar is staff motivation.

Concept of Motivation

Motivation is derived from the Latin word *movere* which means to move.

According to Sharma (2011) motivation is the inner force that moves the people to work.

Motivation is concerned with why people choose a particular course of action in preference to others and why they continue with a chosen action, often over a long period and in the face of difficulties and problems (Mullin, 1996). It is thus the driving force in a person that makes him to do something willingly. The underlying concept of motivation is some driving force within individuals by which they attempt to achieve some goal in order to fulfill some need or expectation (Sharma, 2011). Satisfaction occurs when the set target bring the anticipated rewards. Dissatisfaction on the other hand occurs when the rewards are either not forthcoming or do not meet expectations (Pettinger, 1996).

Motivation is of utmost importance in human resource management. In the opinion of Shuah and Shuah (2015) motivation is aimed at inspiring people to work, individually or in groups in the ways such as to produce best results. It is the willingness to exert high levels of effort towards organizational goals conditioned by the efforts and ability to satisfy some individual need. In other words, motivation is getting somebody to do something because they want to do it. Chand (2015) observed that issuance of well conceived instructions and orders do not mean that they will be followed. A manager has to make proper use of motivation to inspire the employees to follow them. Effective motivation succeeds not only in having an order accepted but also in gaining a determination to see that it is done efficiently and effectively.

An employee is said to have a good or high morale when he does his work not merely for the sake of emolument attached to it but because he feels a sense of self fulfillment and satisfaction in doing it. An employee can only develop such an attitude if he believes in the worthwhileness of his work, its importance to the community and its significance in the context of a larger whole. According to Sharma et al (2011) the more an employee is able to understand the purpose of the organisation to which he belongs and the more he is able to sympathize with it and identify himself with it, the higher will be his morale.

Theories Of Motivation

There are up to ten theories of motivation in literature viz:

1. Abraham Maslow Hierarchy of Needs Theory
2. Frederick Herzberg Two Factor Theory
3. Douglas McGregor Theory X and Theory Y
4. David McClelland's Achievement Motivation Theory
5. Clayton Alderfer's ERG Theory
6. Victor Vroom Expectancy Theory
7. Adams Smith Equity Theory
8. Edwin Lock Goal Setting Theory
9. Fritz Heider Attribution Theory
10. B.F. Skinner Reinforcement Theory

For the purpose of this seminar, only a few of them that made so much impact in understanding employee motivation shall be highlighted. The theories of motivation can be grouped into two categories namely content theory and process theory. The content approach to motivation is concerned with what motivates people to behave in a certain way (Ezeani, 2006). The theories that have generated so much interest are Maslow's Hierarchy of Needs Theory, Herzberg Two Factor Theory, McClelland's Achievement Motivation Theory and McGregor's Theory X

and Theory Y. While the process approach to motivation is concerned with how people are motivated. Prominent theories in this category are V.H. Vroom's Expectancy Theory and Adam Smith Equity Theory.

Maslow's Hierarchy of Needs Theory

Maslow's Hierarchy of Needs Theory believes that people are motivated by a sequence of needs that are arranged in hierarchy of importance. The urgency of each of these needs may however vary. Abraham Maslow identified these needs as follows:

- **Physiological Needs:** This comprise of the need for basic amenities of life such as air, water, food, clothing and shelter.
- **Safety or Security Needs:** These include the need to be free from physical danger and the fear of loss of job, property, food, clothing or shelter (Koontz et al, 1983).
- **Belongingness/Love Needs:** This is third in the hierarchy of needs and can only become a motivational factor when the other two lower order needs have been met. Belongingness needs include the need for love and affection and the need to be accepted by one's peers.
- **Esteem Needs:** Comprises of two different sets of needs: the need for a positive self image and self respect and the need for recognition and respect from others. (recognition, power, status, attention and admiration).
- **Self Actualization Needs:** They involve realizing one's potential for continued growth; the urge to become what one is capable of becoming or have the potential to become (growth and self contentment). Self actualization needs are never fully satiable. As an individual grows psychologically, opportunities keep coming up for continual growth. One can rise from one dream position to another.

Maslow believes that individuals are motivated by unsatisfied needs. As each of these needs which are hierarchically arranged in order of importance is met, it ceases to be a motivator. Workers can only be motivated by a higher need. Maslow further categorized these needs into higher order needs and lower order needs. Lower order needs comprise of the physiological and safety needs. While higher order needs are social/belongingness, self esteem and self actualization.

Physiological needs. In practice, physiological needs are met through adequate wages/salary, well equipped officers with proper ventilation, good housing facilities (staff quarters, housing loan) etc.

Safety Needs: The management can motivate its workers through job security facilities such as retirement package, health insurance scheme, grievance setting mechanism etc.

Social/Belongingness Needs: These needs can be provided through team work, work place associations, social interaction, welfare package, identifying with staff in times of joy and distress (making allowance for absenteeism etc).

Esteem Needs can be met through job titles, spacious offices, job challenging assignments and other opportunities which will foster a sense of accomplishment.

Self actualization needs can be met when the library management creates opportunities that will enable its staff to grow and attain desired

height.

The Two Factor Theory

This theory was developed by Fredrick Herzberg in the 1950s by interviewing 200 accountants and engineers in Pittsburg. During the interview each individual was asked to describe events which had made him feel "exceptionally good or exceptionally bad" at work (Ezeani, 2006). From the result of the study, Herzberg developed his two groups of factors which he classified as satisfiers or motivators and hygiene or maintenance factors.

According to him, events at work which made workers feel exceptionally good or satisfied are:

1. Achievement
2. Recognition
3. Work itself
4. Responsibility
5. Advancement

These factors have direct bearing on the job content or nature of the job itself. While events in the work place which made workers feel 'exceptionally bad' or dissatisfied include:

1. Company policy or administration
2. Supervision
3. Work itself
4. Responsibility
5. Advancement

These he identified as hygiene or maintenance factors. According to him, if these factors are in existence in reasonable quantity in a workplace, it will prevent job dissatisfaction.

In practice, if the library management desires to have a motivated work force, it can only do so through job enrichment. Job enrichment allows the subordinates to exercise autonomy and responsibility in handling official tasks. Thus no amount of environmental (hygiene factors) improvement can compensate for task achievement. This theory is however criticized for the following:

- Being theory bound (not statistically correct)
- His two groups of factors are not mutually exclusive as Herzberg suggested. In other words, the motivators may cause dissatisfaction while the hygiene factors may sometimes serve as motivators or satisfiers

Relationship between Maslow's Theory and Herzberg Theory of Motivation

Maslow's Need Hierarchy	Herzberg Two Factor Theory
Self Actualization	- Challenging work - Achievement - Growth in the job - Responsibility
Esteem or Status	- Advancement - Recognition - Status
Affiliation or Acceptance	- Interpersonal Relations - Company Policy and Administration - Quality of Supervision
Security or Safety	- Quality of Supervision - Working conditions - Job security

Source: (Koontz et al 1983)

In as much as these two theories have some striking similarities, they somewhat differ. For instance Soliman, (1970) and others are of the opinion that evidence abound which shows that when both motivational and hygiene factors are reasonably well met by organizations, the motivators are more powerful sources of satisfaction. Equally when they are not well met, hygiene factors are the more powerful source, thus tending to substantiate Maslow's hierarchical concept (Flippo, 1980).

Theory X and Theory Y

Douglas McGregor formulated Theory X and Theory Y in the 1960's. According to him, employees in an organization can be managed using two different approaches. The first

approach which presents a pessimistic view of workers in an organization is Theory X, while Theory Y represents a positive perception of workers. He arrived at this conclusion after viewing the way managers dealt with their employees.

The assumption under Theory X

- The average human being has an inherent dislike of work and will avoid it if he can
- Because of this human characteristic of disliking work, most people must be coerced, directed or threatened with punishment to get them to put forth adequate effort toward the achievement of organizational objectives.
- Employees display little ambition and can only be motivated to higher productivity through financial incentive.
- Average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition and wants job security above all. (Ezeani, 2005).

It is pertinent to note that this management style can only thrive where promotion is infrequent (not regular), unlikely or even impossible and where workers perform repetitive tasks (Wikipedia, 2015).

Theory Y managers have a different view of employees. Their own perception is that:

- The expenditure of physical and mental effort to work is as natural as play or rest.
- External control and the threat of punishment are not the only means for bringing about effort toward organizations objectives. Man will exercise self direction and self control in the service of objectives to which he is committed.
- Commitment to objectives is a function of the rewards associated with their achievement.
- The average human being learns, under proper conditions, not only to accept but to seek responsibility.
- The capacity to exercise a relatively high degree of imagination, ingenuity and creativity in the solution of organizational problems is widely not narrowly, distributed in the population.
- Under the conditions of modern industrial life, the intellectual potentials of the average human beings are only partially utilized.

In the opinion of Bederan, 1986 managers holding Theory X assumptions are likely to be autocratic leaders. They use coercion, discipline and penalties to achieve enterprise objectives. Theory Y managers are likely to be democratic leaders. Such mangers emphasize self management and openly encourage their subordinates to seek responsibility and participate in the decision making process of the enterprise.

When applied to library setting, these two theories have implication for the type of management style which supervisors may adopt to motivate their staff.

Theory X (Carrot and Stick) may be adopted for staff who exhibit high level of irresponsibility, indiscipline and in extreme cases insubordination. Theory Y assumption is more worker friendly and modern in outlook. McGregor in these two theories is saying that supervisors are largely influenced in their leadership style based on the assumption they have about their subordinates.

McClelland's Needs Theory of Motivation

This theory which was formulated by David McClelland stated that human behavior is affected by three needs. These needs are Need for Power, Need for Achievement and Need for Affiliation. Individuals with these kinds according to Ezeani (2005) have the following characteristics:

- **Need for Power.** Such people like to exercise influence and control, seek position of leadership, enjoy teaching and public speaking, enjoy taking decisions, have good ideas and are forceful, outspoken, hard headed and demanding and also use their initiative.

- **Need for Affiliation**
  Derive pleasure from being loved, enjoy being a member of a team or club, loyal, like to share decisions, conform to group norms and values, good at communicating with others, like to maintain pleasant social relationships, always ready to console and help others in trouble.
- **Need for Achievement**
  Enjoy taking risks, like initiative, have intense desire for success and failure, restless, work for long hours, like to be challenged, set difficult but challenging goals, assumes personal relationship to get a job done and tend to like to run their own shows.

This theory is criticized for lack of empirical support as well as for not stating how these needs interact with other organizational factors.

V.H. Vroom Expectancy Theory

Vroom's Expectancy theory is a prominent theory in the category of process theory of motivation. In this theory, Vroom argued that what was crucial to motivation at work was the perception of a link between effort and reward. Perceiving this link could be thought of as a process in which individuals calculated first whether there was a connection between their effort and their performance (expectance), then the probability that valued rewards (valences) would follow from high performance (instrumentality). The motivational forces of a job can be calculated if the expectancy, instrumentality and valence values are known (Sharma, Sadana&Kaur, 2011).

Valence is the value or anticipated satisfaction from outcome. For instance, a worker may place considerable value on pay increase or promotion and attach high positive value to the outcome. Same goes for a staff that may place high value on avoiding an outcome like termination of service. In this case he may place high negative value to the incident. The major contribution of this theory to motivation is that it recognizes individual differences in the prediction of motivation behaviour.

Equity Theory of Adam Smith

Equity theory focuses on people's feeling of how fairly they have been treated in comparison with the treatment received by others.

Equity theory is based on exchange theory-people's feeling of how fairly they have been treated in comparison with the treatment others received. That is to say that people expect certain outcomes in exchange for certain contributions or input. People working in an organization expect justice, balance and fair treatment. The equity theory postulates that when workers feel they are not fairly treated commensurate to the effort they have put in, it affects their motivation and productivity. The equity theory of motivation helps in understanding both the cause and the likely consequences of feelings of inequitable

treatment among organization members. (Chabra, 2000).

The two important variables in this theory are input (effort, skill) and output (rewards). When a worker feels he is not fairly treated, feeling of inequity results and this may lead the staff to take a number of actions in order to assuage this inequity. But when he feels he is fairly treated, he feels satisfied and motivated and he will be committed to the goals of the organization. Feelings of inequity may lead the staff to either change input, change outcome, change perceptions of inputs and outcomes, leave the job, convince fellow workers to rebel etc.

Thus this theory lays emphasis on the fact that equity and fairness play important part in staff motivation. Supervisor should bear this in mind. For rewards to motivate employees, the employees must perceive them as being equitable and fair. When rewards are equitable satisfaction will result.

Benefits Inherent In A Motivated Workforce

A motivated work force will result in the following:

1. Willingness to work
2. Employee morale is raised
3. Productivity is geared towards organization, goals and objective
4. Optimal performance as employees improves on their skill .
5. Less stress in supervision
6. The rate of labour turn over is reduced
7. The rate of absenteeism is also reduced
8. Number of complaint and grievances is reduced
9. Accident rate will also reduce
10. Increase in productivity and reduction in production cost
11. Reduces industrial action

When A Workforce Is Not Motivated

When employees of the library are not motivated, the following may result;

1. Frustration
2. Low productivity
3. Hostility towards the library management and library users
4. Dissatisfaction
5. Inefficiency
6. High rate of labour turnover
7. Excessive complaint and grievances
8. Excessive absenteeism
9. Friction among the staff
10. Strikes and work stoppages
11. Affects user patronage

Strategies for Effective Motivation

1. **Collaborative Goal Setting:** This can be achieved through performance appraisal. In performance appraisal, supervisor and subordinates collaborate in setting goals for the subordinate and at the end of a specified time period, actual achievement is used as the basis for performance appraisal. Compensation packages may include bonuses, high salary rates, extra benefits, allowances and so on. The criteria used in performance appraisal are based on merit rather than seniority. Through evaluating performance of employees, a person's efficiency can be determined if the set target is achieved. This very well motivates a person for better job and helps him to improve his performance in the future. Performance appraisal is employed to determine who needs what training and who will be promoted denoted or fired. The performance appraisal can be used to aid library workers motivation through the use of reward systems.

2. **Reward Achievement:** Experience has shown that only very few people are willing to work for nothing. A good reward system is equally an effective motivation tool because a labourer deserves his wages. Compensation includes not only wages or salary but also a variety of benefits. These benefits may be health, life or retirement benefits, paid vacation (leave allowance, holiday trips) study grants etc. A good reward system according to Griffin (1984) must have the following characteristics:
   - Must meet the needs of the individual for food, shelter and other basic necessities.
   - Should compare favourably with those offered by other organizations. Unfavourable comparisons with people in other settings could result in feelings of inequity
   - Thirdly, the distribution of rewards with the organization must also be equitable. That is to say that the reward system has to be graduated in such a way that there is no questionable margin between the junior and the senior members of staff.
   - The reward system must recognize that different people have different needs and choose different paths to satisfy those needs. A variety of rewards and a variety of methods for achieving them should be made available to staff. You can reward your staff with small gifts, time off, join them sometimes to do their work.

3. **Behaviour Modification:** Ideally this should commence immediately a staff resumes duty in the university. This may take the form of orientation whereby a newly employed staff is given an induction which will enable him to socialize with the system practices. Subsequently, the library can organize periodic short term training sessions to inculcate desired behavior/work ethics which is aimed at achieving the library goals and objectives.

4. **Work Redesign:** Various forms of work redesign can be adopted by the library to motivate its workforce. This includes job rotation, job enlargement, job enrichment (add more challenging and meaningful tasks) and job redesign. The whole essence is to introduce variety, novelty and minimize boredom mostly in certain duties that are routine in nature.

5. **Modified /Flexible Work Hours:** Staff of the library should be given the opportunity to choose work hours that will enable them to attain goals they have set for themselves. In some cases a staff may be allowed to work from his home. The number of hours expected from a staff in a day is however not changed. What may be altered is the timing. Flexible work hours give employees more freedom to direct their own actions and to fulfil several needs simultaneously.

6. **Collaborative Research:** Supervisor/Superior officers may initiate and supervise research. Peer reviewed writing is also encouraged. In this case they may be playing the role of a coach in order to encourage others. Peer reviewed writing is also encouraged.

7. **Mentoring:** Simply this is a process whereby an experienced librarian consciously grooms staff under his supervision

with the sole aim of producing his kind over a period of time. Staff who pass through the process are usually motivated when they know that their superior officer is interested in their career progress. Also be their role model in action and in conduct.

8. **Give Staff Opportunity to Learn.** Opportunities should be given to library staff to develop their skills and competences. Such facilities include in-service training, study grants, attendance to seminars, conferences, workshops etc.

9. **Team Spirit:** Team building exercise is another great way to improve the skills of staff and helps to develop stronger working relationships. Allow the subordinates to make use of their initiative in performing certain tasks.

10. **Develop and Encourage Creativity.** Organise brainstorming sessions and harvest ideas generated during such interactions. Focus more on what staff contributes and not necessarily how they do it. By this you are giving them the opportunity to exercise their initiative.

11. **Be Supportive of Your Staff Non-work Life**. Identify with them both in times of joy and times of distress. Give counseling where necessary.
12. **Praise Publicly and Reprimand Privately**. Acknowledge your staff on their achievement. Staff who have made outstanding achievement should be acknowledged in the library bulletin, newsletter or other official publication of the university.
13. **Be Familiar with Your Staff**. Acquaint yourself with them. Learn to smile and shake hands with them. Help them to build trust in you. Try as much as you can to know them by name.

14. **Joint Consultation**: The library management should take its staff into confidence on matters of common concern and when it wants to introduce new policies. By so doing mutual understanding is achieved and maintained. This is also an essential feature of good work relationship.

15. **Proper Working Conditions**: Good welfare package like security of tenure, reasonable opportunity for promotion, good office accommodation and equipment, satisfactory retirement benefit etc are good motivators. Some of these welfare packages are within the reach of the library. Even those ones beyond the library can be recommended to the university management.

16. **Ask for Feedback**: Occasionally organize meetings to sample the opinion of library staff on how they feel about their work and the library. At such meetings allow them to air their view on the general performance of the library. The suggestions they make at such meetings may provide useful insight on how to improve library services. Through such meetings, supervisors may also gain insight on how best to motivate their staff.

17. **Introduce and Encourage Stress Management Techniques**: The library management should from time to time organize training sessions on stress management. This may include heath talk,

sports programmes, etc. Serve food at such meeting if possible. Give staff opportunity to relax their nerves.

18. **Nurture Good Vision**: Library management/supervisors should not stifle good ideas (from the subordinates) more especially ideas which will move the library forward. Be a good listener. The management should also encourage suggestion scheme.
19. **Ensure Effective Time Management.** The library management should plan its daily routine properly to suit both staff and students. It should observe 'closed time' and 'open time' technique. 'Closed time' is the time when there is no interruption in the discharge of one's duty. This is to allow maximum concentration. Supervisors should make out time for one on one session with their subordinates during the open time. Staff are motivated when they receive maximum attention from their superior officer.

Conclusion

This paper has tried to discuss the important role motivation plays in the attainment of goals set by the library and every other formal organization. Clearly it can be seen that Prof. Festus AghagboNwako library cannot serve effectively as the academic nerve centre of Nnamdi Azikiwe University if its workforce fails to play its own part. Expectedly, positive motivators encourage and induce the workers to work harder and increase productivity whereas negative motivators are counterproductive. The paper equally x-rayed various motivation strategies the library management can adopt to empower its staff. Some motivators are financial whereas others are non financial. Financial motivators include wages, salaries, bonuses, allowances, fringe benefits etc. Non-financial motivators include praise, recognition, incentives, job enrichment, opportunity for growth, collaborative goal setting etc. It is pertinent to note that staff motivation is a continuous process. The whole essence of this seminar I believe is to sensitize the library management and its staff on how to motivate both the professionals, para-professionals and the general duty staff of Prof. Festus AghagboNwako library to greater productivity and to achieve job satisfaction while in this university.

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