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NOTES TO CONTRIBUTORS

The Springboard Journal of Al-Hikmah University, Ilorin, Nigeria, is an annual publication, which is devoted to research dissemination and exchange of knowledge and information in all aspects of humanities, management and social sciences. Articles/manuscripts submitted to the journal should be original contribution and where such manuscripts/articles are under consideration by another publication, the author(s) should clearly indicate this at the time of submission. Neither the Editorial Board, the Editorial Advisory Board nor the University necessarily share the authors' views in this journal.

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Assessment of Work Motivation and Staff Output among Library Personnel in Kwara State Colleges of Education

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ABSTRACT

This study carried out an assessment on motivation and staff output among library personnel in Kwara State Colleges of Education. The study was anchored on the theories of Hierarchy of needs and Motivational – hygiene Process. The study employed a descriptive research of a survey type of design. The population consists of 76 library personnel in three Kwara State Government-owned Colleges of Education, while the Total Enumeration method was adopted in selecting the sample. Data for the study was collected with a structured, validated and pretested (reliability index of 0.81) questionnaire. Mean score and standard deviation were used to analyse the data obtained. The findings of the study revealed that: the level of economic-focused motivation among library personnel was low (average mean = 2.28), while the level of work-focused (average mean = 2.75) and collegiate-focused motivation (average mean = 3.07) were moderate, respectively. Findings also showed that the level of motivation (grand mean score = 2.70) and staff output (grand mean score = 2.55) among library personnel in Kwara State Colleges of Education was moderate. Findings further revealed that: adequate and timely payment of salaries, arrears, allowances and benefits; and ensuring library work environment congeniality and professionalism, with mean values 3.91 and 3.66, respectively are the most rated measures that can be used to enhance the motivational level of library personnel. Based on the findings, the study recommended that the provision of economic-focused indices of work motivation should be tremendously improved upon by the government. Likewise, Library Managers should also remediate on the work-focused and collegiate-focused indices of motivation, so that personnel will not deviate from the standard operating procedures of the library.

Key Words: Collegiate-focused, Economic-focused, Measures, Motivation, Staff Output, Work-focused

Introduction

The academic library is an indispensable instrument for repository of knowledge and intellectual development, being a store house of information, which provides access to prospective and existing user's information needs through the acquisition, processing, organization,

preservation and creation of access to those information resources to the potential users. This is because they provide information resources for supporting teaching, learning and research activities, in the overall realisation of the objectives of colleges of education. Specifically, the functions of academic libraries in the Kwara State Colleges of Education are to provide information needs to the Colleges academic communities, select materials to be acquired and their procurement by various methods, organise procured resources through the processes of cataloguing, classification and shelving, provide lending services appropriate to different types of users, make accessible online information resources to the academic community, and act as a link with the world of books and libraries and draw upon the special resources of other libraries and institutions (Uzoigwe, 2017).

The quality and effective delivery of all these functions and services are deeply contingent on the library work force who, to an expansive degree, works with the clients when they come to use the library resources. Mallaiah and Yadapadithaya's (2009) observation concur with this assertion, when they stated that library personnel are indispensable in the attainment of library goals and objectives either positively or negatively, as they determine the quality of library services rendered to the community of users. This underpins the important role library personnel play in providing information services that support teaching, learning and research. To perform this role effectively, every library personnel must be professionally oriented, involved and well motivated. This implies that library personnel can only play their role effectively and efficiently when they are motivated to work.

Motivation is seen as all the methods, strategies and activities used by the College Management, Librarian and/or Head of Units for the purpose of providing a conducive atmosphere to the various needs of personnel so that they may become satisfied, committed and effective in the discharge of their assigned tasks and responsibilities (Abdulraheem, 2018). From this point of view, motivation encompasses those rewards, both tangible and psychological, which help energise an individual to give his/her best towards his/her job/and or work environment, as well as goal attainment of the organisation where he/she is working. On this basis, Idiegbeyan-Ose (2017) affirmed that, work motivation is an important tool for staff and institutional effectiveness. This is because professionally motivated library personnel possess a friendly attitude, greater enthusiasm and a higher value pattern and as such, contribute immensely towards the delivery of prompt and quality services to library clientele; are more committed to their heads of institutions; and are more productive.

Whereas an unmotivated staff is generally found to be irritable, depressed, hostile and neurotic in his/her attitude and often makes a simple work process an uphill task, thereby causing a great harm to the library as well as to the institution (College of Education) at large. This position is engrossed in most state-owned Colleges of Education, as studies carried out have confirmed job demotivation (Ntui, Adu, & Usang, 2014; Upev, Chorun & Idachaba, 2015). As staff who are expected to assist researchers and students in effective and efficient use of the library are found idle, loitering and gossiping about during work hours. It is also observed that some staff are not only not excited to attend to library clientele, then even display lukewarm attitude in the performance of their statutory duties. At times, the staff are not even found in their duty post and, even when found in their duty post, they are either sleeping or engrossed in discussion among themselves. Most of their discussions were found to centre more on their salary issues, work load, reward system, College working environment, users' behaviour, bad governance, treatment of staff, recognition for work done, professional development opportunities and working condition.

This situation shows that something is wrong somewhere, which suggest to us that, there must be a missing link between the staff, College Management and the work itself. In order to proffer solutions to this state of affairs, different strategies that will enhance their motivation level like opportunities for staff development and training, participatory decision making, good working conditions, styles of management, being held in high esteem, having job security, receiving punishment for wrongdoing, receiving praise and recognition, earning a sufficient salary, promotion as at when due, conducive working environment among others have been proffered and found adopted by library managers in research literature (Akinfolarin & Ehinola, 2014; Lawson, 2018; Yusuf, 2015). Despite this, it is sad to note that the issue of lack of motivation still occurs in most tertiary institutions, especially Colleges of Education, which leads to industrial agitations by library workers over the years. This state of affaire informs the present study.

Statement of the problem

In the Libraries in Kwara State Colleges of Education, the motivational state of its personnel is a source of concern, considering the dwindling revenue of the State Government as a result of the present economic downturn, which has made many civil servants work under harsh conditions. Buttressing this observation, Ajie, Soyemi and Omotunde (2015) and Upev, Chorun and Idachaba (2015) observed that most

library personnel in Nigeria were unhappy, frustrated, uninspired and unmotivated. Recent developments in most state-owned Colleges of Education, especially in Kwara State, affirmed that most library personnel make do with the little available outdated materials at their disposal, while remaining stagnant on a position/cadre for long without promotion, accepting promotion without corresponding payment, study leave without pay, College Managers forcing personnel to come to work under the 'no-work-no-pay rule'. Likewise, a large number of staff find it difficult to come to work as a result of irregular payment of salaries, arrears and entitlements. Even when they were paid, it was paid in percentages.

Some Library personnel are even left with no option than to choose when to come to work and when not to discharge their statutory duties. Yet Government and College Management want the College Library to deliver quality service but fail to pay attention to their welfare. Notably, the effect of this, no doubt, would translate into low morale as well as withdrawal behaviour such as boredom, psychological breakdown, lateness, absenteeism, loitering, gossiping, divided loyalty, indolence, misconduct, negligence of duty, and brain drain in the library profession. In view of the foregoing, this study focuses on the poor state and level of motivation and staff output in the Kwara State Colleges of Education Libraries, so as to suggest solutions to them.

Objectives of the Study

The main objective of this study is to explore motivation and staff output among library personnel in Kwara State Colleges of Education, Nigeria. Specifically, the study seeks to determine the level of work motivation and staff output among library personnel in Kwara State Colleges of Education, and explore the measures that can be taken to enhance work motivation and staff output among library personnel in Kwara State Colleges of Education.

Research Questions

In addressing the problem of this study, the following research questions are raised

1. What is the level of work motivation and staff output among library personnel in Kwara State Colleges of Education?

2. What measures can be taken to enhance the level of work motivation and staff output among library personnel in Kwara State Colleges of Education?

Significance of the study

This study comes at a time when the government is seeking ways of solving the problem of incessant industrial agitations as a result of perceived unmet needs of staff in most state-owned Colleges of Education. It is therefore intended that the outcome of this study will have great impact on improving library service delivery in Nigeria. It is also hoped that the findings will be beneficial to College Management and policy makers in various Colleges of Education in Kwara States and other states of the federation in finding better ways of motivating their staff. Furthermore, the findings of this study will also contribute to the already existing literature and also bring out the motivational forces or ingredients that to can be used to design intervention strategies for reducing ill-motivated behaviour, thereby enhancing the achievement of library goals and objectives.

Scope and delimitation of the study

The researchers were concerned with three main indices of motivation, namely economic-focused motivation, work-focused motivation and collegiate-focused motivation. The study also covers the predisposing factors as well as measures that can be used to enhance motivation. The study is limited to the library personnel in the state-owned government Colleges of Education in the three Senatorial Districts in Kwara State, that is, Kwara Central, Kwara North and Kwara South, while private Colleges of Education are excluded. For the purpose of this research, College of Education, Ilorin, College of Education, Oro and College of Education (Technical), Lafiagi are studied. This choice was because they were established under the same edict, operate under the same conditions of service, and also witnessed frequent industrial actions due to alleged poor condition of service.

Literature Review

The concept motivation is, literally, a derivative of the word "motive", which connotes desires, needs and wishes of a group of individuals (Mullins, 2010; Chaudhary & Sharma, 2012; Lawson, 2018). According to Mullins (2010), the underlying tenet of motivation is some driving force within individuals by which they attempt to achieve some goal in order to

fulfill some need or expectation. Olajo and Oyeboade (2016) defined motivation as a human psychological characteristic that contributes to a person's degree of commitment to work. Olajo and Oyeboade (2016) added that motivation includes the factors that cause, channel and sustain human behaviour in a particular committed direction. Yaya (2018) conceptualised staff motivation as those factors which energize, direct, and sustain human behaviour; the drive and stimulation which enable individuals to perform their work in an organization; and the intention of achieving a goal, leading to goal-directed behaviour. Similarly, Robins (cited in Adetoro and Sule, 2018), described motivation as the willingness to exert high levels of efforts towards organizational goals, conditioned by the ability to satisfy some individual needs. This concept gives rise to the observation by Yaya (2018) that, the process of motivation consists of three stages: first, a felt need; second, an incentive in which needs have to be aroused; and third, when needs are satisfied, the satisfaction or achievement of goals. It can be noted here that motivation is an emotional fact that means that the needs and wants of an employee are tackled by framing both the internal and external reward plans.

In view of this, scholars like Araga (2015), Tachie-Donkor Filson and Adzobu (2016), Bamgbose and Ladipo (2017), Adetoro and Sule (2018), Mayo, Torres and Nieto (2018), Idiegbeyan-Ose, Aregbesola and Eyiolorunshe (2019), amongst others, broadly categorised motivation into two main types, according to various needs and expectations of the worker. These are extrinsic motivation and intrinsic motivation. Extrinsic motivation, as noted by Araga (2015) is related to 'tangible' rewards such as salary and fringe benefits, security, promotion, contract of service, the work environment and conditions of work. Such tangible rewards are often determined at the organisational level and may be largely outside the control of individual Managers (Tachie-Donkor Filson & Adzobu, 2016). Intrinsic motivation, on the other hand, is related to 'psychological' rewards such as the opportunity to use one's ability, a sense of challenge and achievement, receiving appreciation, positive recognition and being treated in a caring and considerate manner (Bamgbose & Ladipo, 2017; Yusuf, 2015). The psychological rewards, as noted by Idiegbeyan-Ose, Aregbesola and Eyiolorunshe (2019), are those that can usually be determined by the actions and behaviour of individual Managers.

The present study adopts the classification of motivation to work into three, namely; economic-focused motivation, work-focused motivation and collegiate-focused motivation. Economic focused motivation includes such motivators like pay, fringe benefits, pension rights, material goods

and security (Upev, Chorun & Idachaba, 2015). This is an instrumental orientation to work and it is concerned with 'other things'. The work-focused motivation is derived from the nature of the work itself, interest in the job, and personal growth and development. This is a personal orientation to work and it is concerned with 'oneself' (Araga, 2015). While, the collegiate-focused is concerned with the ability of the Library Managers to harness both the social needs of personnel and achieving the goals of the Library. In this aspect of motivation, the Library personnel are treated as professional colleagues by their Managers. The Library Managers also deal with their subordinates openly, freely, and in a friendly manner. Nonetheless, the expectation and standards of performance are clearly set.

Staff output has been defined in varied capacity by numerous authors, scholars and researchers. In general terms, staff output is seen the accomplishment of the task that makes up an individual's job. Fabunmi (2013) defined output as the achievement of specified task measured against predetermined or identified standards of accuracy, completeness, cost and speed. This implies that staff output involves quantity and quality of outcomes from lecturer(s) effort attainment (Bello, 2015). Alabi (2015) maintained that staff output is the outcome of a discharged responsibility, consequences or the result of behaviours or action. Thus, staff output tends to be multidimensional, a situation whereby for any specific-type of job, there tends to be a number of substantive output components that are distinguished in terms of their intercorrelations and patterns on co-variation with other variables. Luthans (2014) however, reported that the measurement of staff output is based on three interacting systems: (a) the goals established by the organization; (b) the behaviours demonstrated by the person being assessed (rate); and (C) the evaluator's ability to accurately interpret and rate behaviour in relation to organizational goals. On this note, scholars like Upev, Chorun and Idachaba (2015) and Tachie- Donkor, Filson and Adzobu (2016) argued that, in measuring the work output of library personnel, the indicators such as effectiveness and efficiency on the job, innovation, ability to work with co-workers, punctuality at work, ability to attend promptly to request from clients, work relationships, communication, decision-making and overall contribution to library development, must be considered. Iroaganachi and Nkiko (2016) identified regularity to work, commitment to duty, ability to work without close supervision, punctuality, regularity in location/duty post, readiness to accept corrections, respect for superior officers and peers, ability to achieve during team work, outstanding and motivation skills and neatness as standard indicators for staff output.

Several studies have been conducted on workplace motivation and work output among employees (especially the library workforce) in varying capacities as well as research settings in both developed and developing countries. For example, results from an Indian study (Maharana, Murmu & Majhi, 2012) conducted among 60 library personnel in 18 Engineering College Libraries in Bhubaneswar, Orissa, found out that 53% of respondents feel that salary increases are decided on a fair manner in their institutions, 75% indicated it is true that the staff of EC libraries are promoted in a fair and honest way, while 71% indicate that they receive constructive criticisms about their work. Similarly, 68% indicated that they get credit for what they do, 82% of the respondents feel their job is of value to their department, and 77% are of the opinion that their job consist of varieties of work. Another important finding by Maharana, Murmu & Majhi, 2012) is that 37% of the respondents indicated that they are allowed to take part in decision making.

In an African study, Machara and Jain (2016), adopting the triangulation approach to research, surveyed the factors affecting staff motivation in three selected public libraries in Botswana. The study revealed that factors that de-motivate librarians include: job security, interpersonal relations at work, policies and procedures, working environment, benefits, and supervision. In a cross-sectional survey conducted in Ghana, Lawson (2018) explored the extent to which employee motivation and job satisfaction promote productivity among 184 library staff of both Sam Jonah and Osagyefo Libraries and the various strategies adopted by the Management of both Libraries to provide motivational packages in their workplaces. Results showed that, the various categories of staff of the two libraries were highly motivated by or satisfied with their salary, working conditions, level of supervision, policies, job security, personal relationships and fringe benefits, which affect promoted their productivity positively.

In a study conducted in Zambia, Siamuzwe (2012) enquired the extent that 90 sampled librarians in tertiary and research institutions in Zambia were motivated. Findings from the study showed that librarians were motivated in their current job positions owing to the favorable conditions of service obtaining in their places of work. The authors further discovered that librarians were motivated by the responsibilities performed, good relationship with colleagues, work environment, financial incentives, good supervision and promotion prospects. On the contrary the study findings established that some librarians were de-motivated due to factors, which centered on poor working conditions,

poor physical work conditions in some libraries, poor remunerations, unfair staff training policies, accommodation problems, lack of promotion prospects, and poor funding to the libraries. The study concludes that librarians in tertiary and research institutions in Zambia are motivated and this had a significant effect on their performance level.

A survey conducted among 361 library staff in the private university libraries in South-West Nigeria, Idiegbeyan-Ose, Aregbesola and Eyiolorunshe (2019) reported that the level of motivation of library staff in private university libraries in South-West Nigeria was high (average mean = 2.96). The authors further confirm that, intrinsic motivation was high (average mean = 3.11), compare with extrinsic motivation (average mean = 2.81). This implies that the library staff in the private university libraries investigated were more motivated intrinsically than extrinsically. Yaya, (2018) examined the essentials of motivation in enhancing the effectiveness of librarians in Nigerian public universities. The sample consisted of 923 randomly selected librarians in public university libraries in Nigeria. The study revealed that contrary to general belief, motivation level of librarians in university libraries was high. Findings from another Nigerian study (Dina & Olowosoke, 2018) conducted among 120 library personnel in university libraries using University of Benin library, Benin, Ambrose Alli University Library, Ekpoma and Samuel Adegboyega University Library, Ogori, showed that the problem of inefficiency would be encountered if staff were not motivated and that the most popular means of motivation was the financial method. Reward systems that include job enlargement, job enrichment, promotions, awards, monetary and non-monetary compensation were considered.

In a survey conducted among 322 library staff in four selected academic libraries in Lagos State, Bamgbose and Ladipo (2017) reported that various forms of motivation like job security, wages and salary, relationship with colleagues, staff appraisal, financial incentives, and reward were available to the library employees, and that most of the motivational parameters had influence on the performance of the library employees to a very great extent. The study showed that many staff were uncertain about the future of their career, while there was also lack of complete Senior Management commitment and support. Ajie, Soyemi and Omotunde (2015) explored the relationship between personnel motivation and organisational commitment in academic libraries in Lagos State. A survey research design was used. The findings revealed that on the overall, library personnel motivation was at an average level (mean=2.95).

Yusuf, Baba and Suleiman (2015) also conducted a survey among 418 para-professional library staff in five selected tertiary institutions' libraries in Kaduna State. Findings from the study showed that the main strategies used for motivating para-professional library staff were fixed regular payments, job design, job rotation, job enlargement, job enrichment, promotion, and education and training. It was also revealed that most of the motivational strategies in place (recognition, performance management, salaries, loans and welfare facilities) were not adequate. Katamba and Abdulsalam (2014) assessed the levels of job motivation and satisfaction as predictors of job performance of library personnel in government and privately-owned universities in North-Central Nigeria. Survey research method was employed. Findings showed moderate level of motivation and job satisfaction, respectively. Idiegbeyan-Ose and Idahosa (2011) examined motivational factors that affect library personnel performance in Benson Idahosa University. Survey research design was adopted for the study. The findings revealed that inner satisfaction on the job, careful placement on the job, payment of allowance and over time work compensation of the personnel and timely promotion are all the factors that motivate library personnel to perform better and improve their productivity.

Most of the studies reviewed were conducted in libraries cited in Public and Private Universities and Polytechnics, not Colleges of Education owned by the state governments. Also, these studies were carried out outside the geographical scope, as well as some of the contextual scope, of this study. In view of this apparent gap, this study is carried out with the hope that the findings would make significant empirical contributions to library administration in Nigeria.

Theoretical approach

Theories have been postulated to help us understand the role of motivation in human organizations. Among a host of motivational theories, the Process Theory of Abraham Maslow's Hierarchy of needs theory and Frederick Herzberg's Motivational – hygiene theory form the basic theoretical positions for the present study. The reason is that each of the theories laid emphasis on the importance of identifying workers' needs, that is, their physiological, social, safety and psychological needs, which must be highly considered for job motivation in the educational and library practice.

Abraham Maslow, in 1943, formulated his theory of needs. He explained motivation as a contingent "series of ascending urges", from the basic

physical needs through safety and social needs to self esteem and self-actualization. According to Maslow (1954), as cited by Out (2012), human needs occur in hierarchy, which is in graded levels of importance. The basic human needs essential to sustain life are physiological needs such as food, shelter and clothing. Until these basic needs are satisfied to a considerable degree, the majority of a person's activities will tend to be at this level and the other levels will provide him with little motivation. Idiegbeyan-Ose (2017) reiterated that as soon as the physiological needs are satisfied, other levels of need become important and these motivate and dominate the behaviour of the individual. When these needs are somewhat satisfied, other needs emerge, and so will the need with highest strength become dominant.

Herzberg's two-dimensional theory of motivators and dissatisfiers, which was published in 1958, is another theory which has received enough publicity in the area of motivation. These two-factor theories have often been called "motivation maintenance theory", "motivation-hygiene theory", or "dual factor theory" (Luthans, 2014). Herzberg (1959), as cited by Adepoju (2011), noted that the hygiene factors, which are in the work environment, are sources of dissatisfaction in workers. Librarians are to be aware of these and rectify them. These factors include workers pay, fringe benefits, working conditions, quality supervision and administrative policies (Abdulraheem, 2018). On the other hand, there are motivators which Management should undertake to encourage the workers. These are needs for recognition, advancement, achievement, personal growth and self-fulfillment (Lawson, 2018). It is pertinent to note that needs are in a continuum. The Herzberg model, therefore, lends itself very much to library administration practice, despite its value loaded connotations.

In as much as these two theories have some striking similarities, they somewhat differ. For instance, Araga (2015) and Mullins (2010) are of the opinion 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 (Oyedeji, 2017).

Methodology

The descriptive research of a survey method was adopted for this study because this form of research design is often used to assess thoughts, opinions, attitudes and feelings about something through the use of questionnaire in a systematic and accurate fashion (Atunde, 2011). The

study was carried out in Kwara State-owned Colleges of Education which are geographically sited in Ilorin, Lafiagi and Oro, respectively. Thus, the study is targeted at all the 78 library personnel (Librarians, Library Officers and Assistants) in the three state government owned Colleges of Education in Kwara State. Specifically, the study targets the 31 library personnel in College of Education, Ilorin, 29 library personnel, 20 in College of Education, Lafiagi and 26 in College of Education, Oro. The source of data are the Offices of the Registrars of each College through field Survey. Furthermore, the census method was used for the study. That is, all the 78 library staff in the three Colleges of Education in Kwara State were used for the study. The choice of this technique was informed by the relative size of the population, which was manageable, and it enables the researchers to have an intensive study of the population with a high degree of accuracy in data collection, while at the same time it eliminates errors and bias in sampling (Idiegbeyan-Ose, 2017).

The research instrument used in this study is a structured questionnaire titled "Library Personnel Motivation and Staff Output Questionnaire" (LPMSOQ), to gather information from the respondents. The questionnaire was made up of four sections: A, B, C and D. Section "A" consists of items seeking demographic information of the respondents, while section "B" of the questionnaire consists of items on level of motivation among library personnel. Section "C" contains items in relation to the level of staff output. Section D contains questions in relation to the measures for enhancing work motivation and staff output level among library personnel; Sections B, C and D constitute a close ended form of questionnaire based on a four point Likert-type Scale, ranging from Strongly Agree (SA) = 4 points, Agree (A) = 3 points, Disagree (D) = 2 points and Strongly Disagree (SD) = 1 point.

For validity, the research instrument (TMQ) was subjected to both content and face validation by three experts, that is, one each from Library and Information Management, Educational Psychology as well as Measurement and Evaluation. The observations and comments made independently by these experts helped the researchers to modify and produce the final instruments used. In determining the reliability of the instruments, a pilot test was conducted on 20 respondents, which were not included in the real study. The outcome was calculated using Cronbach's Alpha Reliability method based on their responses. The alpha value obtained was 0.81. The researchers administered 76 copies of LPMQ on the respondents to gather information with the use of direct delivery technique. The copies of questionnaire were retrieved on the spot. This gave a 100% response rate. In addition, data collected were

analysed using descriptive statistics, such as mean and standard deviation.

Results and Discussion

Data for the study were analysed and presented based on the research questions that guided the study. Thereafter, the results of the study were discussed.

Research Question 1: What is the level of work motivation and staff output among Library personnel in Kwara State Colleges of Education? In analysing research question 1, mean and standard deviations were used and a cut-off point of 2.50 was considered. This implies that if Mean > 2.5, the item is accepted and if the Mean < 2.5, the item is rejected.

Table 2a.

Mean ratings on the level of work motivation among Library personnel in Kwara State Colleges of Education

S/N	Questionnaire Items	$\bar{X}$	Std Deviation	Decision
Economic-focused motivation				
1	My salary is attractive, paid regularly and I am sometimes granted salary advance on request.	2.03	0.96	LLM
2	Our allowances, arrears and bonuses are paid as and when due	2.19	1.12	LLM
3	Promoted staff are paid fully from the commencement date of promotion.	2.41	0.96	LLM
4	Fringe benefits like housing loans, car loans, transportation allowance etc are given to staff.	2.56	0.85	MLM
5	The retirement benefits (pension and gratuity) for library personnel are good and paid on time to retirees.	2.21	0.92	LLM
	Average mean	2.28	0.96	LLM
Work-focused motivation				
6	The working hours in the library is flexible.	3.51	0.63	HLM
7	I am being allowed to go on leave (sabbatical, annual, maternity etc).	3.75	0.58	HLM
8	I am being provided with	3.09	0.66	MLM

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	necessary facilities and equipment to carry out my duties.			
9	I have been regularly availed of expanded professional development opportunities, like higher degrees, workshops and conferences.	2.47	1.02	LLM
10	I am regularly appraised of promotion, and upgraded as and when due.	2.51	0.99	MLM
	Average mean	3.07	0.78	MLM
	Collegiate-Focused Motivation			
11	The College Management/Librarian is friendly, approachable and cooperative.	2.59	0.81	MLM
12	There is effective communication or information flow in the Library.	2.99	0.89	MLM
13	Our personal problems and welfare are being catered for.	2.21	0.92	LLM
14	The Library Management puts valuable suggestions made by its personnel into operation.	3.34	0.82	HLM
15	I always receive professional support from superiors and colleagues at work.	2.63	0.77	MLM
	Average mean	2.75	0.84	MLM
	GRAND MEAN	2.70	0.86	Moderate Level Motivation

Key: X = Mean, S. D = Standard Deviation

Key:

3.25 - 4.00 = High Level Motivation (HLM),

2.50 - 3.24 = Moderate Level Motivation (MLM)

0.01 - 2.49 = Low Level Motivation (LLM).

Analysis from Table 2 shows that the level of economic-focused motivation among Library personnel was low (average mean = 2.28), while the level of work-focused motivation (average mean = 2.75) and collegiate-focused motivation (average mean = 3.07) were moderate, respectively. On the overall, statistical results from Table 2 show that the level of motivation among Library personnel in Kwara State Colleges of Education was moderate (Grand Mean score of 2.70)

Level of Staff Output

Table 2b.

Mean ratings on the level of staff output among Library personnel in Kwara State Colleges of Education

S/ N	Items	$\bar{X}$	SD	Decision
	Library personnel:			
16	Displays great drive and determination.	2.54	0.94	Moderate
17	Consistent in duties performed.	2.63	0.87	Moderate
18	Exhibit virtually error proof work.	2.60	0.89	Moderate
19	Effective and efficient in dealing with library users/ clientele demand.	2.56	0.91	Moderate
20	Perform assigned duties competently without close supervision.	2.70	0.82	Moderate
21	Attain assigned tasks and duties within stipulated time frame.	2.59	0.90	Moderate
22	Maintain high work quality.	2.56	0.90	Moderate
23	Make contributions that improve the operations of the library.	2.22	1.08	Low
GRAND MEAN		2.55	0.91	MODERATE

Key: X = Mean, S. D = Standard Deviation

Key:

3.50-4.00 = High

2.50-3.49 = Moderate

0.01 -2.49 = Low

Findings from Table 2b revealed that the grand mean value of 2.55 is above the criterion limits of 2.50. This indicates that the level of staff output among library personnel in Kwara State Colleges of Education was moderate.

Research Question 2: What measures can be taken to enhance the level of work motivation among Library personnel in Kwara State Colleges of Education?

In analysing Research Question 2, mean and standard deviations were used and a cut-off point of 2.50 was considered. This implies that if Mean > 2.5, the item is accepted and when the Mean < 2.5, the item is rejected.

Table 3.

Mean ratings of the respondents with regard to the measures that can be taken to enhance the level of work motivation and staff output among Library personnel in Kwara State Colleges of Education

S/N	Questionnaire Item	$\bar{X}$	SD	Decision	Ranking Order
16	Adequate and timely payment of salaries, arrears, allowances and benefits	3.91	0.42	Accepted	1st
17	Regular upgrade/promotion with corresponding increase in salary/payment.	3.65	0.71	Accepted	5th
18	Prompt payment of pensions and gratuities of Library personnel retirees.	3.28	0.82	Accepted	9th
19	Improved conditions of service for Library personnel like in the Federal Colleges.	3.85	0.58	Accepted	2nd
20	Provision of job security.	2.90	0.86	Accepted	12th
21	Reducing alienating aspects of work.	2.53	0.69	Accepted	15th
22	Provision of adequate leave for Library personnel.	2.96	0.96	Accepted	10th
23	Adequate provision of needed operational facilities and equipment to effectively discharge assigned duties.	3.54	0.78	Accepted	6th
24	Regular appraisal and immediate feedback to prepare workers' promotion exercise.	3.50	0.88	Accepted	7th
25	Regular exposure of personnel to needed and contemporary professional development programmes like advance studies, workshops and conferences.	3.80	0.62	Accepted	3rd
26	Implementing reasonable equal opportunities for personal development.	2.92	0.88	Accepted	11th
27	Encouraging effective communication flow in the Library.	2.85	0.80	Accepted	13th
28	Exhibiting considerate attitude towards personal problems of staff	3.31	0.81	Accepted	8th
29	Creating avenue for staff's voice to be heard.	2.63	0.88	Accepted	14th
30	Ensuring library work environment congeniality and professionalism.	3.66	0.67	Accepted	4th

Key: $\bar{X}$ = Mean, S. D = Standard Deviation

Table 3 presents the mean ratings of the respondents with regard to the measures that can be taken to enhance the level of work motivation among Library personnel in Kwara State Colleges of Education. From the table above, it can be seen that the mean scores on items 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29 and 30, respectively were above the 2.50 criterion score. This indicates the level of agreement of the respondents with the items. However, items 16, 19, 25, 30, 17, 23 and 24 were highly ranked with mean values 3.91, 3.85, 3.80, 3.66, 3.65, 3.54 and 3.50, respectively. This implies that adequate and timely payment of salaries, arrears, allowances and benefits, improved condition of services for library personnel like in the Federal Colleges, regular exposure of personnel to needed and contemporary professional development programmes like advanced studies, workshops and conferences, ensuring library work environment congeniality and professionalism, regular upgrade/promotion with corresponding increase in salary/pay; adequate provision of needed operational facilities and equipment to effectively discharge assigned duties, and regular appraisal and immediate feedback to prepare workers' promotion exercise, are measures that can be taken to enhance the motivational level of Library personnel in Kwara State Colleges of Education.

Discussion of Findings

The first research question sought to determine the economic-focused, work-focused and collegiate-focused motivational levels among Library personnel in Kwara State Colleges of Education. Result reveals that, the level of economic-focused motivation was low, while that of work-focused and collegiate-focused motivation were at moderate levels, respectively. This finding might be attributed to the fact that both work-focused (work load, annual leave etc.) and collegiate-focused (effective communication, allowing suggestions etc.) motivational indicators are often determined at the internal or organizational level, and may be within the control of Library Managers. On the other hand, economic-focused motivation indices like pay, bonuses, fringe benefits and terminal benefits are often determined by the State Government, which may be largely outside the control of Library Managers. Also, the present study discovered that the level of motivation among Library personnel in Kwara State Colleges of Education was moderate. This finding contradicts that of Idiegbeyan-Ose, Aregbesola and Eyiolorunshe (2019) and Yaya, (2018) who reported high motivational level among librarians.

The present study also revealed that output of library personnel in Kwara State Colleges of Education was at moderate level. This moderate level of

productivity may be evidence of the findings in Table 2a as well as a result of the poor commitment of Library personnel, frequent strike action because of poor motivational factors and unconducive work environment amongst a host of other factors. This is because when a personnel is denied his salaries, deprived of fringe benefits, kept outside the decision-making process in the library and is dissatisfied with the general working conditions in his/her place of work, we shall expect nothing but low performance and sometimes antagonism from such personnel.

Result from the second research question showed that adequate and timely payment of salaries, arrears, allowances and benefits, improved condition of services for library personnel like in the Federal Colleges, regular exposure of personnel to needed contemporary professional development programmes like advanced studies, workshops and conferences, ensuring library work environment congeniality and professionalism, regular upgrade/promotion with corresponding increase in salary/payment, adequate provision of needed operational facilities and equipment to effectively discharge assigned duties, and regular appraisal and immediate feedback to prepare workers' promotion exercise, with mean values 3.91, 3.85, 3.80, 3.66, 3.65, 3.54 and 3.50, respectively, are measures that can be adopted in enhancing the motivational level of library personnel in Kwara State colleges of education. This finding validates why it is important for the Government, College Management and Librarians by coming up with incentives and strategies that will bring out the best in library personnel because effective motivational strategies is an outstanding technique that can change an otherwise mediocre group into a highly productive team.

Conclusion and Recommendations

The findings of this study have given an empirical evidence to prove the position and inevitability of effective motivation in the administration and management of academic libraries. From the research, Library personnel in Kwara State Colleges of Education were moderately motivated. In line with this, the level of economic-focused motivation was low, while that of work-focused and collegiate-focused motivation were moderate, respectively. Likewise, the level of staff output was low. This, therefore, substantiates the problem of economic reward-caused industrial agitations impeding both individual and organisational output and effectiveness in most State Government-owned Colleges of Education in Nigeria. Therefore, any credible analysis of enhancing staff output for effective delivery of quality library services in the Nigerian education

system should critically consider the role of a motivated library personnel. To cater for this, measures such as adequate and timely payment of salaries, arrears, allowances and benefits, improved condition of services for library personnel like in the Federal Colleges, regular exposure of personnel to needed contemporary professional development programmes and ensuring library work environment congeniality and professionalism were suggested.

Based on the findings of the study, it was recommended that:

1. the provision of economic-focused indices of work motivation should be tremendously improved upon by the government in order to curtail the reward-based incessant industrial agitations bedeviling most Colleges of Education Library staff;
2. likewise, Library Managers should remediate the work-focused and collegiate-focused indices of motivation, so that Library personnel will not deviate from the standard operating procedures of the Library; and
3. The Government and Library Managers should take note and implement those highly rated measures found in this study in order to enhance work motivation among Library personnel in Kwara State Colleges of Education and other state-owned Colleges in Nigeria.

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