

**MOTIVATIONAL FACTORS AND EFFECTIVE SERVICE DELIVERY
AMONG UNIVERSITY LIBRARIES IN SOUTH –SOUTH, NIGERIA**

BY

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**A THESIS SUBMITTED TO THE DEPARTMENT OF LIBRARY AND
INFORMATION SCIENCE, FACULTY OF EDUCATION, UNIVERSITY OF
NIGERIA, NSUKKA**

**IN FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF
DOCTOR OF PHILOSOPHY (Ph.D.) IN LIBRARY AND INFORMATION
SCIENCE**

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MAY, 2019

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DEDICATION

This work is dedicated to God Almighty for His infinite love and mercy towards my family and I throughout my years of studies.

ACKNOWLEDGEMENTS

The researcher wishes to acknowledge God Almighty for all His care, protection and unmerited favor throughout the course of this work. The researcher is most grateful to his supervisor, Prof. N. E. Achebe, who is also the Head of Department and whose tireless efforts in correcting, directing and guidance made this work a success.

The researcher's appreciations go to Prof. (Mrs.) V. W. Dike, Prof. V. N. Nwachukwu, Prof. F.C. Ekere, Dr. A. J. C. Mole and all lecturers in the Department of Library and Information Science, Faculty of Education, University of Nigeria, Nsukka, for their valuable advice and encouragement toward the completion of this work. The researcher gives honour to all librarians and scholars whose works he consulted, and who over the years made librarianship a remarkable profession in Nigeria.

The researcher also appreciates Dr. W. O. Nkanu for his contribution and guidance towards the completion of this work. The researcher appreciates the warm reception and co-operation of all librarians of the University libraries he visited for their timely assistance in responding to his questionnaire.

The researcher's profound gratitude goes to his beloved wife, Elsie, and children, Stephen, Gods-Gift, Abraham, Rosemary, and Frederick (jr) for enduring his absence, love, care and inability to meet their social and economic demands during the course of this study.

The researcher also acknowledges all his family members, friends, colleagues, and course mates for their word of support and tolerance during the course of the study. To all the people mentioned and many others who contributed in one way or the other towards the fulfillment of this dream, he said may God bless you all and enlarge your coasts. Amen.

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TABLE OF CONTENTS

TITLE PAGE	i
APPROVAL PAGE	ii
CERTIFICATION PAGE	iii
DEDICATION	iv
ACKNOWLEDGEMENTS	v
TABLE OF CONTENTS	vi
LIST OF TABLES	ix
LIST OF FIGURES	xi
ABSTRACT	xii
CHAPTER ONE: INTRODUCTION	1
Background of the Study	1
Statement of the Problem	22
Purpose of the Study	23
Research Questions	24
Hypotheses	24
Significance of the Study	25
Scope of the Study	27
CHAPTER TWO: LITERATURE REVIEW	28
Conceptual Framework	29
University Libraries	29
Academic Librarians	32
Effective Service Delivery (job performance)	35
Motivation	41
➤ Salary as Motivational Factors	47
➤ Promotion as Motivational Factors	49
➤ Fringe benefits as Motivational Factors	52
➤ Good working conditions as Motivational Factors	55
➤ Staff development as Motivational Factors	58

Schema of Conceptual Framework	63
Theoretical Framework	64
Adam's equity theory 1963	64
Maslow Hierarchy of needs theory 1943	67
Vroom Expectancy theory 1964	71
Review of Related Empirical Studies	73
Motivation and Service Delivery (Job Performance)	73
Studies on Salary and Service Delivery (Job Performance)	80
Studies on Promotion and Service Delivery (Job Performance)	82
Studies on Fringe Benefit and Service Delivery (Job Performance)	84
Studies on Good working conditions and Service Delivery (Job Performance)	86
Studies on Staff Development and Service Delivery (Job Performance)	88
Studies on gender and service delivery (job performance)	92
Studies on Motivational Factors and Service Delivery base on Type of Institutions (Universities)	95
Summary of Literature Review	98
CHAPTER THREE: RESEARCH METHOD	100
Design of the Study	100
Area of the Study	100
Population of the Study	101
Sample and Sampling Technique	101
Instrument of Data Collection	101
Validation of the Instrument	102
Reliability of the Instrument	103
Method of Data Collection	103

Method of Data Analysis	103
CHAPTER FOUR: RESULTS AND FINDING	105
Summary of Findings	120
CHAPTER FIVE: DISCUSSION, RECOMMENDATIONS SUMMARY AND CONCLUSION	123
Discussion of Findings	123
Implications of the Findings	132
Recommendations	134
Limitations of the Study	136
Suggestions for further Studies	137
Conclusion	137
Summary of the Study	138
REFERENCES	141
APPENDICES	162
A. Questionnaire on Motivational Factors and Service Delivery among University Librarians	162
B. Cronbach Coefficient Alpha Reliability index output	166
C. Data analysis output	179
D. Motivational factors and effective service delivery among University Libraries in South-South Nigeria	185

LIST OF TABLES

Table		Page
1	Mean and Standard deviation of responses of academic librarians on relationship between salary and servicer delivery among university libraries in South-South Nigeria	105
2	Pearson Product Moment Correlation Coefficient analysis of the relationship between salary and service delivery of academic librarians	106
3	Mean and Standard deviation of responses of academic librarians on relationship between promotion and servicer delivery	106
4	Pearson Product Moment Correlation Coefficient of the relationship between Promotion and service delivery of academic librarians	107
5	Mean and Standard deviation of responses of academic librarians on relationship between fringe benefit and servicer delivery	108
6	Pearson Product Moment Correlation Coefficient of the relationship between fringe benefits and service delivery of academic librarians	109
7	Mean and Standard deviation of responses of academic librarians on relationship between good working condition and servicer delivery	109
8	Pearson Product Moment Correlation Coefficient of the relationship between good working conditions and service delivery of academic librarians	110
9	Mean and Standard deviation of responses of academic librarians on relationship staff development and servicer delivery	111
10	Pearson Product Moment Correlation Coefficient of the relationship between staff development and service delivery of academic librarians	112
11	Mean and Standard deviation of responses of academic librarians on relationship motivational factors and servicer delivery among university libraries in South- South Nigeria	112
12	Pearson Product Moment Correlation Coefficient of the relationship between Motivational factors and service delivery among academic librarians in university library	113
13	Mean and Standard deviation of responses of academic librarians on relationship gender and motivational factors among university libraries in South- South Nigeria	113

14	Pearson Product Moment Correlation Coefficient of the relationship between Gender and Motivational factors among academic librarians in university library	114
15	Mean and Standard deviation of responses of academic librarians on relationship between motivational factors and service delivery among academic librarians in university libraries in South-South, Nigeria base on type of university	114
16	Pearson Product Moment Correlation Coefficient of the relationship between motivational factors and service delivery among academic librarians in university libraries in South-South, Nigeria base on type of university	115
17	Regression analysis for relationship between salary and service delivery of academic librarians in University Libraries in South-South, Nigeria.	115
18	Regression analysis for relationship between promotion and service delivery of academic librarians in University Libraries in South-South, Nigeria.	116
19	Regression analysis for relationship between fringe benefits and service delivery of academic librarians in University Libraries in South-South, Nigeria	116
20	Regression analysis for relationship between good working conditions and service delivery of academic librarians in University Libraries in South-South, Nigeria.	117
21	Regression analysis for relationship between staff development and job performance of academic librarians in University Libraries in South-South, Nigeria.	118
22	Analyses of Variance for difference in motivational factors and service delivery among academic librarians in university libraries in South-South, Nigeria	118
23	Analyses of Variance for difference in gender service delivery due to motivational factors among academic librarians in university libraries in South-South, Nigeria.	119
24	Analyses of Variance table for difference in motivational factors and service delivery among academic librarians in university libraries in South-South, Nigeria base on type of university.	120

LIST OF FIGURES

1	Schematic representation of the conceptual framework	63
2	Maslow Hierarchy of needs theory	71
3	Basic Expectancy Model	73

ABSTRACT

This study investigated motivational factors and effective service delivery among university libraries in South –South, Nigeria. The main purpose of this study is to examine the relationship between motivational factors (such as salary, promotion, fringe benefits, good working conditions and staff development) and service delivery of academic librarians among university libraries South-South, Nigeria. The study was guided by eight research questions and eight hypotheses. Ex-post-facto research design was adopted. The population of the study comprises one hundred and seventy five (175) academic librarians working in public University Libraries in South-South, Nigeria. The entire population was used for the study. The instrument used for data collection was structured questionnaire titled “Motivational Factors and Service Delivery among University Libraries Questionnaire (MFSDELQ).. A total of 175 questionnaires were distributed to the respondents and all were returned, four (4) of the returned questionnaires were rejected because they were not completely filled. Therefore, a total of 171 questionnaires (98%) were used for the analysis. Pearson Product Moment Correlation Coefficient (r) was used to answer the research questions, Regression analysis was used to test hypotheses 1 - 5, while Analyses of Variance (ANOVA) was used to test hypotheses 6- 8. All the hypotheses were tested at 0.05 level of significance. The results of the analysis for the research questions show that, there is a relationship between motivational factors (salary, promotion, fringe benefits, good working condition and staff development) and service delivery of academic librarians among university libraries in South-South,, Nigeria. The result also showed that there is no relationship between gender and motivational factors among academic librarians in university libraries in South-South, Nigeria. Also the result showed that there is no relationship between motivational factors and service delivery among academic librarians in university libraries in South-South, Nigeria base on type of university. The results of the analysis also show that hypotheses 1 – 6 were rejected. This means that there is a significant relationship between motivational factors(salary, promotion, fringe benefits, good working condition and staff development) and service delivery of academic librarians among University Libraries in South –South Nigeria. While hypotheses 7 and 8 were retained. This means that there is no significant difference in gender service delivery due to motivational factors among academic librarians in university libraries in South-South, Nigeria. The result also showed that there is no significant difference in motivational factors and service delivery among university libraries base on type of institution (university) in South-South, Nigeria base on type of university. Based on the findings above, the study recommended, among others, that Management of universities in South – South, Nigeria, should offer an attractive salary and other monetary incentives to their academic librarians. That academic librarians should be given fair and prompt promotional opportunities. The University Management should provide fringe benefits for its academic librarians that could ultimately lead to better individual and organizational performance. The working conditions of the university libraries in the South – South, Nigeria, should be improved in order to make the working environment conducive. The more academic librarians benefit from development programs, the more they would become skillful, confident and above all interested in the library work itself. In conclusion, it is clear that the two variables: motivation and service delivery, are correlates to each other, whereby job performance which is dependent variables is cause by motivational factors such as salary, promotion, fringe benefits, good working conditions, and staff development which are independent variables among the academic librarians in the university libraries in South – South, Nigeria.

CHAPTER ONE

INTRODUCTION

Background of the study

In any university, the library is one of the most important service Departments through which the university, as a citadel of learning, achieves the main objective for its establishment. The library is an information resource center that serves the entire university community and the general public. Its primary objective is to support teaching, learning and research activities as well as provide recreational services in the university environment; an objective which is achieved through a systematic acquisition, storage, organization and dissemination of all forms of recorded and undocumented information for the purpose of reading, study, research and consultation in all fields relevant to the programmes of the university.

The university library is meant to serve the undergraduates, postgraduates, lecturers and other members of the university community. University library, according to Nkamnebe, Udem and Nkamnebe (2014), is a library established, administered and funded by a university to meet the information, research and curriculum needs of its students, faculty and staff. A university community library is regarded in the university as the heart of the intellectual life of the university (Ekere 2014). Ekere added that, the quality of a university is measured largely by the quality of its library because of its unique role in the university system. According to Nkanu (2016), the library is the hub of academic activities in educational institutions especially the universities. Nkanu (2016) went further to note that, the university library is a depository of knowledge, a large reservoir from which information can be tapped. As an information-based resource center within the knowledge communication system, the university library serves as a generating and depository mechanism for ideas (Nkanu, 2016).

University libraries are service institutions. They exist in order to enable users to make the most effective use of the resources and services of the library. These libraries allow access to their collections and provide services to their users. Ofodile and Ifijeh (2013) noted that the

university libraries are to convert potential users into habitual users. To this end, the objective of the university library is to increase access to resources and information materials in the library holding, and basic access is provided through selection, acquisition and organization of resources to support academic enquiry and discovery. University libraries, by their very nature, are to acquire process into retrievable form and make available the much needed information to the university community and the general public at large who may require them for their various teaching and research activities (Ofodile & Ifijeh 2013). The accomplishment of these functions, according to Uppev, Chorun and Idachaba (2015), depends on motivating academic librarians to perform their duties effectively as well as the availability of information resources in the university libraries. Nkanu (2016) identifies such information resources to include textbooks, journals, indexes and abstracts, monographs, theses, and dissertations, newspapers and magazines, government publications, research and technical reports, encyclopedias, manuscripts, publications of information organizations, patents and standards as well as microforms.

Apart from serving its primary purposes of providing information resources and services for teaching, learning, research and service, Aina (2004) observed that the university library also serves as a depository of the university's publications or in some cases, national publications as well, as was the case with the university of Ibadan Library, which performed the function of a National Library until 1970 when the National Library of Nigeria Decree was enacted replacing the National Library Act of 1964. University libraries are service -oriented; in order to ensure effective service delivery to its clients, those providing the services need to be motivated. Dodlova and Yudkevich (2009) noted that every organization whether public or private is goal oriented and all efforts are geared towards the successful attainment of those goals and objectives.

In the context of this study, the university library is defined as libraries attached to universities to provide information material to support teaching, learning, research and

recreational needs of students, staff and the entire university community. Therefore, for any university library to record any degree of meaningful success in the pursuit of its goals and aspirations, it must engage the services of professionally- trained academic librarians.

In the university library, there are different categories of staff ranging from nonprofessionals, paraprofessionals and the professionals who are the academic librarians. Academic librarians, who are the focus of this study, are seen by the Librarians' Registration Council of Nigeria (LRCN) Act 12, of 1995, as any person registered or deemed to be registered as such under the Act. Section 9 of the Act goes further to state that such a person must possess the requisite qualifications approved by the Council, the minimum of which is first or postgraduate degree in Library Science, Library and Information Science or its equivalent as determined by the Council. Ogundeji (2012), noted that the minimum academic qualification of librarians in Nigeria is a university degree in librarianship or a first degree in another field with a postgraduate degree in librarianship.

In addition to the degree in librarianship, the person is also expected to be certified by the Librarians' Registration Council of Nigeria as stated by the Act (LRCN, 1995). Ogundeji (2012) stated that academic librarians manage the affairs of the library as they constitute the Management staff of the library and carry out professional services in the library such as cataloguing and classification of library materials and teaching of the Use of Library course to new students in the university. They are part of the human resource in the library which is a vital aspect of the university library (Ogundeji, 2015). The success or failure of any organization depends to a large extent on the human capacity as posited by Moghaddam (2009) who noted that one of the vital elements of organization success and dynamism is specialized human resources. In support of this assertion, LaRue (2012) firmly believes that the library's most powerful asset is its academic librarians. In this study, the term "academic librarian" will be used

to denote any person who works professionally in a library, and holds a minimum of first degree in librarianship from a recognized library school (that is from a recognized university).

The success of any university library in the contemporary education world depends on the quality of its academic librarians to initiate and implement its policies and programmes. Academic librarians are the most vital factors of production in university libraries. Motivation of academic librarians is, therefore, essential for the efficiency and effectiveness of university libraries service delivery. In line with this, Anlesinya, Bukari and Eshun (2015), pointed out that organizations all over the world invest several millions of money on staff motivation for effective job performance.

Motivation according to Muogbo (2013), is the act of influencing human behavior positively for effective job performance. Yazdani, Yaghoubi and Giri (2011) see motivation as a process of stimulating people to action in order to achieve a desired task. According to Mani (2010), motivation is a process that accounts for an individual's intensity, direction and persistence of effort toward attaining a goal. For Stoner and Freeman (2002), motivation is a human psychological characteristic that contributes to a person's degree of commitment. It includes factors that cause, channel and sustain human behavior in a particular committed direction. It is concerned with the class of drives, desires and needs that influence individual behavior. Ifido (1999), states that a motivated worker is easy to spot by his agility, dedication, enthusiasm, force, zeal, and general productivity and contribution to organizational objectives and goals. From the forgoing, it could be said that motivation is commonly assumed to influence an individual's behavior and performance at work.

Motivation is also defined as one's direction to behavior or what causes a person to want to repeat a behavior and vice versa (Pardee, 1990). Pardee went further to opine that a motive is what prompts the person to act in a certain way, or at least develop an inclination for specific behavior. In the context of this study, motivation means those rewards and incentives given to

academic librarians in order to encourage them to perform their job; and the study is concentrating on the extrinsic aspect of motivation such as salary, promotion, fringe benefit, good working conditions and staff development.

In most cases, motivation stems from a need which must be fulfilled and this in turn leads to a specific behavior. Fulfillment of needs results in some type of motivation which can be either intrinsic motivation or extrinsic motivation. The former is derived from within the individual, such as taking pride and feeling good about a job well done, whereas the latter pertains to rewards given by another person. According to Cherry (2015), intrinsic motivation occurs when employees are motivated to perform a behavior and engage in an activity to earn a reward and avoid punishment. Cherry further stated that intrinsic motivation involves engaging in behavior because it is personally rewarding to that person.

Intrinsic motivation, according to Makki and Abid (2017), is the self-desire to find new things and new challenges, to assess one's potential, to observe and to gain knowledge. It is influenced by an interest or enjoyment in the task itself, and exists within the individual rather than depending on external pressures or a desire for reward. They went further to define extrinsic motivation as the performance of an activity in order to gain a desired outcome and it is the opposite of intrinsic motivation. On the other hand, extrinsic motivation comes from influences outside of the individual (Makki and Abid, 2017). Ryan and Deci (2000) observed that employee can be intrinsically and extrinsically motivated for different tasks and not everyone will be motivated in the same way. Some people may be motivated to work for the rewards they receive, such as their salary or benefits. This would be an example of extrinsic motivation because the activity they are doing is not bringing them the motivation, rather it is the rewards outside of their job is what is propelling them to continue their work.

Root III (2017) opined that intrinsic motivation is the desire to accomplish goals and develop professionally, while extrinsic motivation involves work factors such as salary, promotions, fringe

benefit, Good working conditions and staff development. Root III went further and added that in some cases, intrinsic and extrinsic motivation can be combined, such as when promotion leads to a pay raise as well as welcome additional responsibility. Managers need to understand the basic intrinsic and extrinsic motivators needed to inspire employees. Vitez (2017) observed that intrinsic motivation is derived from intangible factors. For example, the academic librarian who writes textbooks for pleasure is relying on intrinsic motivation. While an academic librarian who writes textbooks to sell for profit is using extrinsic motivation. Vitez (2017) added that employers can use an employee's intrinsic motivations to get maximum productivity from that employee and help the employee to reach her career development goals.

Extrinsic motivation which is the focus of this study refers to the performance of an activity in order to attain a desired outcome and it is the opposite of intrinsic motivation (Ryan & Deci, 2000). Extrinsic motivation comes from influences outside of the individual. In extrinsic motivation, the harder question to answer is “where do people get the motivation to carry out and continue to push with persistence?” Usually extrinsic motivation is used to attain outcomes that a person would not get from intrinsic motivation (Ryan & Deci, 2000). Common extrinsic motivations are rewards for showing the desired behavior, and the threat of punishment following misbehavior. Competition is an extrinsic motivator because it encourages the performer to win and to beat others, not simply to enjoy the intrinsic rewards of the activity. A cheering crowd and the desire to win a trophy are also extrinsic incentives (Dewani & Vijay, 2013)

Cherry (2016), observed that extrinsic motivation has big power and when rightly used can lead to high results. External rewards can stimulate interest and participation in activities which a person has not had initial interest. Praises are able to induce a person to obtain new skills and knowledge. In the moment when people have studied more, they become more motivated intrinsically. External rewards can be a good sign that a worker does a good job and gives a chance to understand that their performance has achieved reinforcement. Relevant using of external incentive can increase productivity and performance at work but at the same time

implementing less amount of incentive such as rewards or recognition can lead to decreasing of employee's wish to work (Reena & Shakil 2009).

Ledford, Gerhart and Fang (2013) opined that extrinsic motivational factors are good tool when an employee does not show any interest at what he is doing and lacks skills to complete the work correctly. In fact, these rewards should be given by small pieces and should be tied to achieving a specific behavior. Makki and Abid (2017), observed that intrinsic and extrinsic motivation are important determinants of employee's job performance as it represents the level of motivation of employees to their work. In the present global economy, most employers have realized that for their organization to compete and be successful, the performance of their employees is very important. For this reason, many employers of labor put several mechanisms in place to ensure that optimum job performance is achieved (Madukoma, Akpa, & Okafor, 2014). To achieve optimum job performance, it is expected that certain measures need to be put in place to encourage and motivate workers to perform up to expectation; these measures include extrinsic motivation such as salary, promotion, fringe benefits, and good working conditions as well as staff development (Madukoma, Akpa, & Okafor, 2014).

Salary as a form of motivational factors is a form of periodic payment from an employer to an employee, which is specified in an employment contract. It is contrasted with piece wages, where each job, hour or other unit is paid separately, rather than on a periodic basis (Chaudhary & Sharma, 2011). Tang, Luna-Arocas, Sutarso and Tang (2004) observed that salary plays an important role in motivating employee. However, the strength of the relationship between salary and job performance may be influenced by a mediator. The mediator may serve to clarify and explain how and why such relationships occur. The concept of love of money was introduced by Tang, Luna-Arocas, Sutarso and Tang (2004), who argued that the love of money reflects an employee's wants and values, and that someone who values money highly will be satisfied with his salary and ultimately his job when he receives a desired raise.

According to Lawler (1973) and cited by Teck-Hong and Waheed (2011), employees' salary satisfaction usually influences their job performance. Tang, Luna-Arocas, Sutarso and Tang (2004) found that salary satisfaction is a part of job performance, which could lead to higher worker productivity. Workers are inspired to achieve more and to give full effort only if they are satisfied with their salary. Lawler (1973), cited by Teck-Hong and Waheed (2011), reported that absenteeism, lateness to work, apathy as well as low job performance can result when salary dissatisfaction is present. Mani (2002) observed that worker who absent from their work frequently are not satisfied with their salary, and that 69% who absent once or more in six months are also not satisfied with their salary. Employees are often motivated by salary. Woods (2018) noted that the salary a worker is paid by his employer can have a great influence on his performance. A worker does not simply view his salary as a dollar amount; the employee sees it as the value his employer places on him as a worker. The level of appreciation he feels can have a direct impact on his overall performance (Woods, 2018). In the context of this study salary is the monthly fixed amount of money the university management pays academic librarians for work done.

Promotion is also a form of motivational factors, Pfeifer (2008) defined promotion as the level or position of employee's upgrades in the organization or work, and the salaries increase too. Promotion not only changes the title and contents of work, but also the salaries and responsibility more (Spilerman & Petersen 1999). Parker and Kohlmeyer III (2005) observed that promotion opportunity represents job satisfaction and improves job performance. Chang, Tsai and Tsai (2011) observed that promotion is one of the most concerned issues of employees. They went further to add that many employees devote themselves to work, and hope that they gain the chance to be promoted.

Promotion is a Shifting of employee from a lower job to higher significance and higher compensation (Lazear, 2000). Lazear went further to observe that promotion is the movement of

an employee upward in the hierarchy of the organization, typically that leads to enhancement of responsibility and rank and an improved compensation package. McCausland, Pouliakas and Theodossiou (2005) on their part defined promotion as the reassignment of an employee to a higher-rank of job. They further observed that there is a direct and positive association between promotional opportunities and job performance. Herzberg (1986) states that providing employees with opportunities to advance in their company through internal promotions acts as a motivator related to work. Wiley (1997) found promotion and advancement opportunities to be among the best tools to motivate employees. Harrison and Novak (2006) opined that efforts by management to establish promotion opportunities contributes to employee's job satisfaction and acts as a motivator for job performance.

Kosteas (2009) observed that promotion is an important feature of employee's life style and occupation, affecting other job experience levels, and can have an obvious impact on other job aspects like job attachment and responsibilities. In this case, firms can apply promotions as a compensation factor for high-performance employees, developing an encouragement for them to do their superior effort. Additionally, promotion can influence the instrument of exerting better attempts, if employees put an important value on it. If not, the companies would focus on pay increase to reward high effort and productivity. Indeed, the employees may be worth the promotions since they make an increase in job performance (Pergamit & Veum, 1999). In the context of this study, promotion simply means the reassignment of a staff from a lower to a higher rank of his job, say from librarian II to librarian I and it comes along with greater responsibilities, more prestige and increase in salary.

Fringe benefit is another motivational factors which, according to Long (2006), is a form of indirect pay within a compensation system. They are rewards (other than wages, salaries or performance-related payments) that employees receive in return for their continued service to the Organization. Kamau (2013) defined fringe benefits as additional compensation provided to

employees above and beyond an agreed-upon wage and salary. Besides helping employees, offering fringe benefits helps employers tremendously from a recruiting perspective. Among similarly focused organization, employers can find it challenging to attract desired talent based on salary alone. By offering fringe benefits, especially those not available through a competitor, an employer stands a greater chance of attracting the level of talent it needs or wants.

Fringe benefits, according to Kokemuller (2018), are forms of compensation employers provide to employees outside of a stated wage and salary. He cited common examples of fringe benefits to include medical and dental insurance, use of a company car, housing allowance, educational assistance, vacation pay, sick pay, meals and employee discounts. Total compensation includes regular income and all of these paid benefits. Fringe benefits are major consideration in a total compensation package. Salaries are important, but employees often accept and leave a job based on the quality of fringe benefits (Kokemuller, 2018). Kokemuller added that fringe benefits are used by employers as a tool to hire and retain top talent and to help create a motivated workforce. Fringe benefits focus on maintaining and improving the quality of life for employees and providing a level of protection and financial security for workers and for their family members (Bernardin, 2007). Bernardin further noted that like base pay plans, the major objective for most organizational fringe compensation programs is to attract, retain and motivate qualified, competent employees.

Long (2006) noted that fringe benefits are designed to protect employees and their families from loss of income due to health problems or other work-related financial disruptions, and can improve the employees general quality of life through special programs and services in the workplace. He went further to opine that fringe benefit has a positive relationship with employee job performance in an organization if properly implemented. Fringe benefit can include additional health coverage that is not included in the provincial plan (such as medical, prescription, vision and dental plans); group disability, employee assistance plans and retirement

benefit plans (Iyida, 2015). Fringe benefits are part of incentive which is supposed to motivate Managers and employees for effective job performance (Kwak, 2009). Muralidharan and Sundararaman (2009) provided supporting evidence that payment of fringe benefit is associated with output of employees and serves as incentive to enhance employees' job performance. Muralidharan and Sundararaman further added that enhanced fringe benefits are financial factors of motivation.

Fringe benefits are also called perquisites and are either provided by the employer on his own initiative or they are the result of a collective bargaining agreement or state legislation. They are provided to motivate workers and retain them for organizational efficiency and effectiveness (Kamau, 2013). Andrews (2009) opined that fringe benefits work on the premise that people will give their best productivity if their personal non-work needs are taken care of. In the context of this study fringe benefits are all forms of indirect compensation given to academic librarians as part of the university reward package in addition to salary.

Good working conditions is another extrinsic motivational factors, these are conditions when not present result to dissatisfaction among employees. Gerber, Nel and Van Dyk (1998) cited by Eluka and Nwonu (2015) state that working conditions are created by the interactions of employees with their organizational climate. Working conditions according to Gerber, Nel and Van Dyk include psychological work conditions and the physical layouts of the job. However, Greenslade and Paddock (2007) believe that working conditions generally encompasses a range of issues from work load and scheduling to systems-wide issues like professional identity to scope of practice.

According to Oludeyi (2015), working condition is the settings, situations, conditions and circumstances under which employee work. It is further elaborated by Briner, (2000) as a very broad category that encompasses the physical setting (such as heat and equipment), characteristics of the job itself (such as workload and task complexity), broader organizational

features (such as culture and history) and even aspects of the extra organizational setting (such as local labor market conditions, industry sector and work-home relationships). From this definition it means that work conditions is the sum of the interrelationship that exists among the employees and the employers and the environment in which the employees work which includes the technical, the human and the organizational environment.

Employees value work conditions as essential ingredients to their job performance. Therefore, there is need for regular maintenance and replacement of those facilities that aid their comfort and reduce their stress of abandoning their duties in search of convenient places where comfort facilities are not only put in place but also maintained regularly for optimum performance. Eluka and Nwonu (2015) observed that employees comfort on the job is determined by workplace conditions and environment and that working condition has been recognized as an important factor for measuring employees' productivity. Roelofsen (2002) opined that improved working condition reduces complaints and absenteeism while increasing productivity.

Improved working conditions impact positively on employees' job performance. Similarly, occupational safety and healthy environment also contributes to the attainment of organizational goals (Eluka & Nwonu, 2015). It was also revealed by Eluka and Nwonu (2015) that reduction in health risk; cost related to absenteeism; poor working culture as well as sick days are brought to the barest minimum with good working condition. However, in most Organizations today, including the university libraries, employees suffer untold hardship daily while on duty searching for conveniences leading to work abandonment, truancy, lateness, absenteeism without permission as well as redundancy.

The quality of working conditions in any organization is a critical factor and may simply determine the level of employee's motivation, subsequent performance and productivity. There is no gainsaying that how well an employee gets along with the organization influences his

enthusiasm, error rate, ability to work and remain on the job and the organization, employees' level of innovation and collaboration with other employees, absenteeism and, ultimately, time period to stay in the job. Chandrasekar (2011) observed that there is a link between working conditions and job performance. Chandrasekar further noted that having good working conditions both physical and psychosocial, will lead to increased job performance. Lankeshwara (2016) opined that working condition plays an important role towards the employee's performance. Proper working conditions help in reducing absenteeism and thus increase the employees' performance which will lead to increase in productivity at the workplace. Kyko (2005) believes that working conditions that constitute toxic environments such as hot and noisy environments, unsafe work conditions, dirty work environments, insufficient resources, old technology and old machinery has significant effect on the job performance of the employee. Kyko (2005) believes are some of the features found in the majority of the university libraries in South-South, Nigeria.

Although convenient working conditions are requirements for improving productivity and quality of outcomes, observation shows that working conditions in many university libraries in South-South, Nigeria lack safety, health and comfort issues such as improper lighting and ventilation, excessive noise and emergency excess. Leblebici(2012) submitted that people working under inconvenient conditions may end up with low performance and face occupational health diseases causing high absenteeism and turnover. There are many university libraries in South-South, Nigeria in which academic librarians encounter poor working conditions problems related to environmental and physical factors. Leblebici (2012) further observed that working conditions are perhaps a key root causing employees' engagement and disengagement. El-Sabaa (2001) stressed that in a healthy working condition, employees feel engaged in their jobs and also in their home lives. They believe that they are valued at work and their jobs are a good fit with their abilities and interests. In the context of this study good working conditions refer to the

physical location, good working conditions in this study include factors relating to the place of work, such as the quality of the air, noise level, working tools, lighting quality, as well as staff relationship with each other

Another extrinsic motivational factors used in this study is staff development. According to Piper and Giatler (1983), cited by Alabi (2015), staff development is a systematic attempt to harmonize individuals' interests and wishes, and their carefully assessed requirements for furthering their careers with the forthcoming requirements of the organization within which they are expected to work. Bathurst (2007) sees staff development as the process of providing opportunities for employees to improve their knowledge, skills, and performance in line with the goals and values of the organization and in relation to the interests and needs of the employee. This definition submits that the growth of academic librarian's development must be linked to the university library's strategic plan and to the short- and long-range workforce assets. Such a concept requires ability to anticipate gaps in the knowledge and skills of the workforce.

Staff development helps academic librarians keep abreast of expanding knowledge base on education so that they can continually refine their conceptual and craft skills (Gusky & Huberman, 1995). There is the need to ensure that the development programmes serve the expected purposes through the acquisition of the required knowledge and skills by the academic librarians. Ekpoh, Edet and Nkama (2013) observed that staff development has been accepted as an effective method of increasing the knowledge and skills of employees in order to enable them perform more effectively. Effective performance on the part of employees is essential for the success of the organization. Such performance, to a large extent, will depend on their knowledge and skills, and confidence in originating ideas as to how best to carry out the tasks of the job. Hence, the need for staff development programmes which should aim at improving the effectiveness of individuals at work and for greater responsibilities. Staff development

programmes for employee are important aspects of education process that deal with the art of acquiring skills in their profession, it ensures the promotion of professional growth (Lawal 2004)

One of the conditions that require staff development is low productivity, an organization may have employees with appropriate equipment, yet productivity may fall below expected standards. The missing factor, in many cases, is the lack of adequate skills and knowledge which are acquired through staff development (Alabi, 2015). The primary aims of staff development, as submitted by Health (1989) and cited by Alabi (2015), include enhancing professional competence which will also have some impact on personal growth and awareness, increasing job satisfaction and developing potentials for future work, and improving the individuals' and institutions' abilities to achieve their aims and objectives

Alabi (2015) also opined that when staff development is provided in a supportive climate, it can among others, increase productivity; enhance group work at all levels; create greater employee versatility; improve communication, morale and cooperation and improve employee job satisfaction. Other forms of staff development provide employees with the knowledge and skills they need to remain qualified for their jobs in the face of changes and new challenges. Such challenges include keeping abreast of current developments in one's field as related to new responsibilities, performance standards, equipment, or work methods (Alabi, 2015)

The absence of appropriate and sufficient staff development programmes and mechanisms may, therefore, account to a large extent for the poor performance of employees in organizations. The emphasis on staff development in organizations reflects the view that market value depends less on tangible resources, but rather on intangible one, particularly human resource (Stiles & Kulvisaechana, 2005). However, Bhatti and Qureshi (2007) stated that one of the leading challenges in management has been implementing effective staff development programmes to enhance performance. In the context of this study, staff development refers to the opportunities made available by the university management and the university libraries to

improve the performance of all academic librarians through various development methods that will eventually contribute to the personal and professional development of staff.

Motivation can be induced by the employer or resides within the employees. In order to achieve motivation, a Manager must know each employee. Individuals' needs and aspirations should be identified and such should be used in motivating concerned staff. Ugah and Udoh (2011) stressed that individual goals, objectives and aspirations must not be overlooked since each staff has personality which implies the qualities that form a person's character and that goes a long way to determine the employee's service delivery (job performance).

Job performance of academic librarians is the ability of academic librarians to carry out statutory functions which are based on their field of specialization or areas of development as well as an organization's objectives. According to Villanova, Austin and Borman (2005), job performance in general is that aspect of work behavior domain that is of relevance to the job and organization's success. Job performance has become one of the significant indicators in managing organizational performance. Moreover, growing emphasis has been on employee's job performance as a source of competitive advantage to promote responsiveness in enhancing overall organizational effectiveness (Johari & Yahya, 2009). Afful-Broni (2012) stated that individual performance is generally determined by three factors namely; ability — the capability to do the job; work environment — the tools, materials and information needed to do the job; and motivation — the desire to do the job. Employees that are given required salary, fringe benefits, provided with good working conditions, and proper training would be equipped for the job in all ramifications.

According to Shareef (1994), cited by Idrees, Xinpeng, Shafi, Hua, and Nazeer (2015) Job performance of an employee can be evaluated by the contribution the employee has made to the organizational success or by the appreciation the employee has received in the past from his supervisor. Shareef further added that job performance is not easily measured, especially in

white-collar jobs. Gilboa, Shirom, Fried and Cooper (2008) stated that job performance is a measurement of how an employee has performed in the job assigned. Job performance is defined as the level of an individual's work achievement after having exerted effort (Hellriegel, Jackson & Slocum, 1999).

Jobs performed in the library include provision of reference services, cataloguing and classification of materials, charging and discharging of materials to users, digitalization of library resources, networking and online resources sharing, online public access catalogue, creating and maintaining of database, and other. Job performance of academic librarians is geared towards meeting not only the users' information needs; it is also a criteria for measuring the quality of teaching, learning and research in the university.

Ramlall (2008) observed that a good job performance is necessary for the organization, since an organization's success is dependent upon the employee's creativity, innovation and commitment. Good job performance and productivity growth are also important in stabilizing organizations; by means of improved living conditions of the employees, high salary and wages, and increase in the availability of services (Griffin, 2006). Al-Refaie (2015) stated that a major antecedent of employee job performance is employee job motivation if employees are unhappy with their jobs, they will not take the extra effort to satisfactorily complete the duties necessary to serve the customer's best interest. Jung and Yoon (2015) opined that for organizations to achieve organizational performance, organizations operating in the service industry must have increased focus on employee motivation

Rozkwitalska (2017) states that employee motivation is one of the elements that have an effect on staff performance. Therefore, according to the author, effective organizations should have a culture that encourages employee motivation because it has a direct association with attitude, conduct and behavior of staff and the way they perform their job at the workplace. According to Mullins, (2005) job performance is a product of both ability and level of

motivation. Mullins (2005) further noted that the most important reason for low productivity was poor working morale. This includes lack of motivation, absence of positive team spirit, poor sense of belonging, and people feeling undervalued and poorly rewarded. It is however worthy to note that performance problems are not necessarily caused by low level of motivation only. Other factors like shortage of resources and lack of skills may be the cause of low performance in the university library. Keijzers (2010) opines that the most complex function of managers is to motivate employees; because what motivates employees changes constantly. In the context of this study job performance will mean service delivery of academic librarians in the study universities which is the specific duties and responsibilities which make up the work an academic librarian carries out to be paid by the university management.

University libraries' main objective is to help achieve the organizational goals of their parent organizations by providing materials that support their teaching, learning, research and recreational activities as earlier stated. For this purpose they render various services which as explained by Bassey (2006) include: circulating materials to eligible patrons under equitable policies; providing reference referral services; providing indexing and abstracting services covering the professional periodicals received in library; providing current awareness services, which include library display, selective dissemination of information (SDI), and compilation of bibliographies; providing continuing instruction to patrons in the effective use of the library (user education); preparing a library handbook giving details of the rules, resources, services and staff of the library and making it available to patrons free of charge or at minimal cost; promoting inter library cooperation loans; provision of computer services and convenient hours of services; and displaying newly received books in an appropriate place and arranging book exhibitions on different themes appropriate to a given occasion in an effort to bring its resources to the notice of its patrons or users.

Thus, university libraries leave no stone unturned to see that the educational, research, information, and recreational needs of their clienteles are met up with. It is in line with this notion that university libraries are striving to enhance the services they deliver to their users. However, observation has shown that the performance of academic librarians in university libraries in South-South, Nigeria is, below expectation as most times users complain that their queries are not properly attend to, due to poor working culture (truancy, lateness, absenteeism, redundancy) as well as corrupt attitude of the academic librarians which could be attributed to lack of motivation. This is in line with the view of Leblebici (2012) who submitted that people working under inconvenient conditions may end up with low performance and poor working culture causing high absenteeism, reporting late and closing off early, poor public relations and to some extent, negative attitudes (corrupt attitude)

In a Services Management context, service delivery, according to Goldstein, Johnston, Duffy, and Rao (2002), is defined as “the structure (facilities and equipment), infrastructure (job design and skills) and processes for delivering service. From these definitions, it becomes apparent that service delivery effectiveness is related to the degree to which the university library objectives have been achieved and, therefore, an effective service delivery is the one that is capable of delivering the outcomes for which university library objectives were originally designed and developed.

Delivering services of high quality is an important pursuit for service providers that seek to create and provide value to their customers (Grönroos & Ravald, 2011). Through the provision of high levels of service quality, companies can achieve increased customer satisfaction, loyalty and therefore long-term profitability (Zeithaml & Bitner, 2000). In order to provide high levels of service quality and, therefore, create value for their customers, service organizations need to plan the delivery of their services and to ensure the successful implementation of the actual plan (Parasuraman, Berry & Zeithaml, 1988). Therefore, good planning and effective implementation

of developed delivery plans are key factors for effective service delivery in the university libraries. Furthermore, continuous improvement of service procedures contributes to the optimization of effective service delivery and enhances the organization's standards of service (Walley & Amin, 1994). Service delivery normally should be able to produce several positive outcomes, ranging from reduced costs, increased availability of efficient operations, improved service quality and optimum customer experience

Effective service delivery is tied with performance at the organizational level. It means fulfilling organizational goals and objectives, especially in satisfying customer needs, employee needs and the investor needs (Heskett, 2006). Ngugi (2008) listed five determinants of service quality by order of importance. They include reliability, responsiveness (willingness to help customers and prompt service assurance), and the ability to convey trust, empathy and individualized attention to customers. In other service quality measurement tools, studies have found that well managed service companies have the following practices: strategic concept and top management support, high standards of service delivery, service monitoring systems, satisfying customer complaints and emphasis on employee satisfaction.

There are two alternative ways of measuring service quality: internal and external measures. Internal measures of service quality are designed to provide objective measures of the organization's performance where external is concerned with measuring attitudes and opinions of customers (Sifuna, 2012). Provision of quality should exceed customer's expectation. Customers compare perceived service. If the perceived service is below expectation they lose interest in the provider while the opposite creates loyalty (Okumbe, 2001). Consequently, the users of library services are important considerations in the achievement of the university library objectives

A visit by the researcher to some of the university libraries in the South-South of Nigeria shows that there is a conflict between the university library Managements and the staff

(academic librarians in particular) on motivation and service delivery. This conflict has resulted in movement of large number of talented academic librarians to other universities and other organizations that have good motivational packages for its staff. The university Management on their part accuses academic librarians of not being committed to the institutions; they used the excuse of non performance, truancy, lateness, absenteeism without permission as well as redundancy as reasons for non implementation of full motivational packages for them. While academic librarians on the other hand cited late payment of salaries, lack of promotion, poor career progression, poor working conditions, lack of staff development as well as fringe benefits, among others, as some of the problems they are facing. Lack of these motivational packages has led to poor working culture in the university libraries in South-South, Nigeria such as: lateness to work, absenteeism, idleness around and within the library premises or even outside, poor performance, and other bad behavioral tendencies such as corruption, use of abusive language and uncivil attitude towards patrons of the library.

The above researchers' observation is in line with the submission of Leblebici (2012) that employees that lack motivation may end up with low job performance as a result of poor working culture such as absenteeism without permission, redundancy, truancy, lateness, poor public relation as well as corrupt attitude towards employees' job. The view of Madukoma, Akpa and Okafor (2014) is also in line with the researcher's observation; they stated that for employers to achieve optimum service delivery, it is expected that certain measures need to be put in place to encourage and motivate workers to perform up to expectation. These measures which include extrinsic motivation such as salary, promotion, fringe benefit, and good working conditions as well as staff development will lead to high job performance of employee.

Going by the above, one can infer that motivated, skilled and efficient personnel are crucial to the successful accomplishment of the roles and functions of academic librarians in university libraries in South-South, Nigeria. Consequently, this study is to investigate the

relationship between motivational factors and effective service delivery among university libraries in south-south, Nigeria.

Statement of the Problem

University libraries are established to support teaching, learning, research and service to the community where the university is located. Majority of these services which are carried out are expected to be performed effectively so as to achieve the set objectives of their university library. However, research and observation show that the service delivery of university libraries in South-South, Nigeria, was below expectation as most times the quality of service deliver to users is not efficient to meet needs of the users, due to poor working culture of the academic librarians which could be attributed to lack of motivation. As a result, this affects their job performance.

One main problem facing university libraries in South-South, Nigeria, today seems to be lack of motivation. It is widely observed that a worker who is well motivated and satisfied with his job is likely to perform his duties very efficiently. The duties of academic librarians are quite enormous. Their service delivery is affected by salary, promotion, fringe benefits, work conditions, staff development and the job itself. Also, when university library authorities fail to implement extrinsic motivation for academic librarians, they (academic librarians) may feel slighted and demoralized. It may lead to negative consequences such as low job performance, absenteeism and apathy if no solution is proffered in time. It is sad to note that because university libraries lack motivation, incidences of poor service delivery and poor work culture such as: reporting late and closing off early, poor public relation and to some extent, negative attitudes towards work have been observed to be on the increase in university libraries in the South-South, Nigeria. Is this poor service delivery a result of lack of motivation? Given this scenario, the thrust of this study is to investigate motivational factors and effective service delivery among University libraries in South-South, Nigeria.

Purpose of the Study

The main purpose of this study is to examine the relationship between motivational factors and effective service delivery among University Libraries in South-South, Nigeria. It is designed to:

1. Determine the relationship between salary and service delivery of academic librarians among University libraries in South –South, Nigeria.
2. Examine the relationship between promotion and service delivery of academic librarians among University libraries in South –South, Nigeria.
3. Determine the relationship between fringe benefits and service delivery of academic librarians among University libraries in South –South, Nigeria.
4. Assess the relationship between good working conditions and service delivery of academic librarians among University libraries.
5. Assess the relationship between staff development and service delivery of academic librarians among University libraries..
6. Determine if there are difference in motivational factors and service delivery among academic librarians in university libraries in South-South, Nigeria.
7. Determine if there are differences in gender service delivery due to motivational factors among university libraries in South-South, Nigeria.
8. Determine if there are difference in motivational factors and service delivery among academic librarians in university libraries in South-South, Nigeria base on type of university.

Research Questions

This study is guided by the following research questions:

1. What is the relationship between salary and service delivery of academic librarians in University libraries?
2. What is the relationship between promotion and service delivery of academic librarians in University libraries?
3. What is the relationship between fringe benefits and service delivery of academic librarians in University libraries?
4. What is the relationship between good working conditions and service delivery of academic librarians in University libraries?
5. What is the relationship between staff training and service delivery of academic librarians in University libraries?
6. What is the relationship between motivational factors and service delivery among academic librarians in university libraries in South-South, Nigeria?
7. What is the relationship between gender and motivational factors among academic librarians in university libraries in South-South, Nigeria?
8. What is the relationship between motivational factors and service delivery among academic librarians in university libraries in South-South, Nigeria base on type of university?

Hypotheses

In order to find solutions to the problems, the following hypotheses are formulated to guide the researcher and were tested at 0.05 level of significant.

HO₁: There is no significant relationship between salary and service delivery of academic librarians in University libraries in South-South, Nigeria.

HO₂: There is no significant relationship between promotion and service delivery of academic librarians in University libraries in South-South, Nigeria.

HO₃: There is no significant relationship between fringe benefits and service delivery of academic librarians in University libraries in South-South, Nigeria.

HO₄: There is no significant relationship between good working conditions and service delivery of academic librarians in University libraries in South-South, Nigeria.

HO₅: There is no significant relationship between staff development and service delivery of academic librarians in University libraries in South-South, Nigeria.

HO₆: There is no significant difference in motivational factors and service delivery among academic librarians in university libraries in South-South, Nigeria

HO₇: There is no significant difference in gender service delivery due to motivational factors among academic librarians in university libraries in South-South, Nigeria

HO₈: There is no significant difference in motivational factors and service delivery among academic librarians in university libraries in South-South, Nigeria base on type of university.

Significance of the Study

Theoretically, the equity theory by Adams, J. Stacey (1963) held that employee will seek to maintain equity between the perceived inputs that he contributes to a job and the perceived outcomes that he receives from it against the perceived inputs and outcomes of others. The theory also states that a person will feel de-motivated if he feels he is unfairly treated compared to others inside or outside the organization that employs him. The equity theory used in this study will provide a conceptual means of understanding motivation factors and its relationship with service delivery by giving guide to the needs and desires of individuals within an organization.

The findings of this study will be of benefit to the following: the university Management, university library Managers (University Librarians), academic librarians, students and researchers in Library and Information Science. To university Management, the findings of the

study, hopefully, will serve as a reference point to them in decision making as well as in establishment of plans and policies on issues relating to staff motivation such as salary, promotion, fringe benefit, good working conditions, and staff development of valuable human resources unit for effective staff motivation. The findings of the study can also help university management with useful information on how to make use of different motivational strategies and policies to motivate academic librarians in the library settings. The study would provide them with information on the need for periodic assessment and review of staff condition of service as well as which extrinsic motivation to apply at a particular time.

To university library Managers (university librarians) in South-South, Nigeria, the study will furnish them with a clear understanding of the relationship between motivational factors and service delivery of academic librarians in the study area which will have great potential for improving library service delivery. They can apply the finding of this study in motivation of their staff for improved service delivery. The outcome could also serve as empirical basis that provide important insight for university library managers to become familiar with how different motivational factors are related to service delivery of individual workers as it relates to their level of commitment and attitude they portray on job. It is also hoped that the findings will serve as a useful guide to library Managers on how to improve and increase academic librarians' service delivery as well as find better ways of motivating their staff.

To academic librarians, it is expected that findings from this study will provide insight into the extent to which various extrinsic motivations are related to their service delivery. In addition, the finding of the study can provide important insight for academic librarians to become familiar with the different extrinsic motivations. The findings will also serve as input for research among academic librarians who are interested in research in related areas. It would give them opportunities for self- improvement and development to meet the challenges and requirements of new equipment and new techniques of performing a task.

To students and researchers, the findings will serve as reference material and literature to their studies as it will assist them to identify and apply the results of the study in their research work. Finally, the findings of this study will also add knowledge to the already existing literature on relationship between motivational factors and effective service delivery of library staff, and academic librarians in particular.

Scope of the Study

This study focused on the relationship between motivation and effective service delivery among university libraries in South- South, Nigeria. The variables under investigation are five extrinsic motivational factors which include salary, promotion, fringe benefits, good working conditions, and staff development as independent variables and effective service delivery of academic librarians as dependent variables. The study is designed to show how these five motivational factors correlate with service delivery in the study area. The study covers all university libraries in South-South Nigeria. There are six states in South-South, Nigeria, with six federal universities, seven state universities and five private universities. The states are Akwa Ibom State, Bayelsa State, Cross River State, Delta State, Edo State and Rivers State. All academic librarians in university libraries in South-South, Nigeria, are involved in the study

CHAPTER TWO

LITERATURE REVIEW

This chapter reviews related literature on the topic. The chapter topics are presented under the following headings.

Conceptual framework

University Libraries

Academic librarians

Effective Service Delivery (Job performance)

Motivational factors

Salary

Promotion

Fringe benefits

Good working conditions

Staff development

Theoretical framework

Adam's equity theory 1963

Maslow Hierarchy of needs theory 1964

Vroom Expectancy theory 1964

Review of Related Empirical Studies

Motivational factors and Service Delivery (Job performance)

Studies on Salary and Service Delivery (Job performance)

Studies on Promotion and Service Delivery (Job performance)

Studies on Fringe Benefit and Service Delivery (Job performance)

Studies on Good working conditions and Service Delivery (Job performance)

Studies on Staff Development and Service Delivery (Job performance)

Studies on Gender and Service Delivery (Job performance)

Studies on Motivational Factors and Service Delivery base on Institutions (Universities)

Summary of Literature Review

Conceptual framework

University Libraries

The establishment of university libraries in Nigeria is synonymous with the establishment of universities. It can be said with certainty that each university library is as old as the university that brought it to be, that is, each library was established on the same date as the university that owns it. The mission statements that underlay the establishment of any university makes its library to be the cornerstone and focal point of the university in providing library and information services to staff and students. Nkanu (2016) observed that, the university library is a research library since one of its primary objectives is the provision of materials in support of undergraduate, postgraduate, Faculty, external and collaborative researches.

Being an academic library, it supports the university Course curricula and assists researchers to extend their research work and create new knowledge successfully (Khan, Bhatti, Khan& Ismail 2014). They further defined the university library as “a library, or system of libraries, established, supported and administered by a university to meet the information needs of its students, faculty and support its instructional research and service programs”. These services are needed to enable an individual to develop full potentials and extend the horizons of perception, interests, and skills.

Gwang (2010) described a university library as library that exists in a university which is a great conservatory of learning. Adeyoyin (2006) sees the university library as a place where collection of materials are organized to provide physical, bibliographical and intellectual access to a target group, with a staff that is trained to provide services and programs related to the information needs of such a group. In the same vein, Stahl, Eden, and Jirotko (2014) posited that a university library is a library in a university that provides facilities to meet the needs for teaching and research purposes; while in his own submission, Ekere (2006) described a

university library as an important agent in the pursuit of academic excellence in a higher institution. University libraries are of many different types, sizes and collections. In the views of Diamond and Dragich (2001), a university library is an entity in a university that provides all of the following: an organized collection of printed or other materials or a combination thereof; while Antell and Engel (2006) opined that a university library is the library of a university organized to meet the information needs of students, faculty and staff. Ogar (2016) sees the university library as a library located in a university that provides an organized collection of print and non - print materials that promote teaching, learning and research. From the above definitions, it is obvious that the university library is the heart of university education.

The university library is the central point of all academic activities in the university. The main objective of the university library is to achieve excellence in teaching, learning and research. In support of this view, Ifidon (1997) stressed that the central focus of any educational institution is its library because it is where students and staff resort to for academic nourishment. Kamba (2011) further stated that the university library should organize its collections, operations and services so as to provide for the reading and information needs of its users and facilitate effective service delivery. Chuks and Udoaku (2014) opined that university libraries vary from one university to another but their characteristic functions are both academic and administrative which are geared towards the achievement of the objective set by the institution. Nkanu (2016) stated that the role of the university library is to ensure that the university's intellectual output is preserved and accessible for use. The author added that the university library supports the university in providing teaching, learning and research materials. In other words, the university library's main function is to support their parent organization in achieving its organizational goals.

Kumar (2013) sees university library as part of a university set-up. Therefore, it exists to serve the objectives of its parent organization. Every library programme must support

university's total programme. In other words, a university library should aim to advance the functions of its university. It should reflect the character of the school.

Undeniably, the university library is the university's major instrument in the conservation of recorded knowledge through its rational, systematic and comprehensive acquisition (purchase or donation) of all types of human communication records. These could be works published and unpublished, written or oral, in recorded form that embody the idea or invention that grows out of accumulated and conserved knowledge in almost all fields of knowledge, not necessarily in those programmes offered by the university (Nkanu, 2016). As an agency for teaching, research and conservation of knowledge, the university library fulfils these functions, according to Ottong and Edem (2006), through collection and acquisition of knowledge in all formats, organization of knowledge for easy storage and retrieval, storage and preservation of knowledge for use by posterity and retrieval and dissemination of knowledge. These functions are carried out in the various Departments and units of the university library by academic librarians.

As an information-based domain stocked with records of human experience that spans decades and to which students, lecturers, and researchers may turn for data or information, Nkanu (2016) noted that the university library stands out clearly in the same relationship to the society as the memory is to an individual. It stores information and then makes it available and accessible to seekers of information resources needed for teaching and to students undertaking independent studies. By offering instruction in the use of library resources, the university library participates in the transmission of knowledge. In the context of this study, the university library is defined as libraries attached to the universities to provide information material to support teaching, learning, research and recreational needs of students, staff and the entire university community.

Academic Librarian

Academic librarians, according to Alsop and Bordonaro (2007), play vital roles in the life of the university libraries, guiding students and faculty at the reference desk, instructing library research sessions, and developing library collections. It is a truism to say that librarians in all sectors of an academic library wear many 'hats' and provide numerous services to patrons. Beyond traditional library responsibilities, however, some academic librarians carry out other duties on campus such as administration and lecturing. Similarly, Choudhury and Sethi (2009) defined a librarian as a full-time employee with a library degree, who is responsible for decision making regarding the library and who runs the affairs of a library as in-charge, University Librarian, Head librarian, Chief librarian, library Manager, library Director or a Senior librarian.

A librarian according to Librarians' Registration Council of Nigeria (LRCN), Act (1995), is any person registered or deemed to be registered as such under the Act. The Act posited that it is illegal to practice as a librarian in Nigeria without registering with the Librarians' Registration Council of Nigeria' (LRCN). Section 9 of the Act went further to state that such a person must:

- a. Possess the requisite qualifications approved by the Council i.e. first degree in librarianship or first degree in another field along with postgraduate degree in library and information science or its equivalent as determined by the Council.
- b. Not being a Nigerian, hold a qualification granted outside Nigeria which for the time being is accepted by the Council and is by law entitled to practice for all purposes as a librarian in the country in which the qualification was granted; provided that the other country accords Nigerian professional librarians the same reciprocal treatment and that he satisfies the Council that he/she has sufficient practical experience as a librarian;
- c. Be of good character;
- d. Not have been convicted in Nigeria or elsewhere of an offence involving fraud or dishonesty.

The Act clearly explained who a librarian is, by stating that the minimum qualification of a librarian is first degree in librarianship among other requirements. It is also clear from the Act that to be a librarian is not an easy task as being a librarian goes beyond possessing a first degree in librarianship and getting registered with the Council (LRCN Act, 1995). In order for librarians to have their names retained in the Register, they are further required to comply with act as stated in the LRCN Act (1995) which includes:

- a. Taking a course of training which is intended for persons who are seeking to become members of the profession and the Council considers is designed to confer on persons completing it sufficient knowledge and skill for the practice of that profession;
- b. Licensing;
- c. Mandatory Continuing Professional Development;
- d. Annual subscription;
- e. Certificate of Experience;
- f. Any other requirements that may be made from time to time.

From the above, it can be seen that the term "librarian" is incorrectly used, when it is used to refer to anyone who works in a library. Thus, librarians are those who have obtained a first degree in Library and Information Science or in any subject field and a master's degree in library and information science in a recognized university (LRCN Act, 1995). As with most professional degrees, librarians have the duty of contributing to their profession through writing and publication, and attendance and participation at professional conferences. Kumar (2009) states that to maintain professionalism, a given profession must consciously work toward maintaining and refining the achieved status and other professional traits.

From the foregoing, it can be seen that librarians especially those that work in the university libraries (academic libraries) are academic in nature as they share a lot of features with the academic staff in terms of qualifications, teaching and research. Though they share all these

features with the academic staff in their institutions, there was need for their academic status to be formalized and, therefore, as reported by Ochai (2000), a circular was issued by National Universities Commission (NUC) in 1993 directing all universities to accord academic status to librarians in appointment and promotion. The result of this was that librarians are now accorded academics status in universities not only in the title 'academic librarian' but also in conditions of service.

An academic librarian is an expert in the practical organization and retrieval of information in service to people with information needs. Igbeka (2008) observed that though librarians are traditionally associated with collection of books; modern librarians deal with information in many formats such as compact discs, internet and other information and communication technology (ICT) resources, bibliographic databases, videotapes, newspapers, magazines, and photographs. In the same vein, Tiwari (2011) sees academic librarians as a professionally trained person responsible for the care of academic libraries and its contents, including the selection, processing and organization of materials and delivery of information, instruction and loan services to meet the needs of its users.

Academic librarians manage, organize, evaluate and disseminate information, providing support to members of an academic community including students, researchers and lecturing staff. They are responsible for a specific academic subject, developing specialist knowledge and other functions, such as: resource ordering; loans; specialist collections; ICT systems and library projects (Target jobs, 2016). The academic librarian's duties support and facilitate learning by teaching information retrieval skills to students and staff within classrooms or virtual learning environments. Academic librarians spend considerable time working with electronic resources, involving database management and web page development. These duties are very customer-focused requiring individuals to manage learning resources while keeping the library users' needs in mind.

Academic librarians' duties vary considerably according to the size of library, but typically include: Selecting, developing, cataloguing and classifying library resources; answering users' enquiries; using library systems and specialist computer applications; management of staff, including recruitment, training and supervisory duties; liaising with departmental academic staff, external organizations and suppliers; ensuring that library services meet the needs of particular groups of users (such as staff, postgraduate students, able and disabled students); managing budgets and resources; supporting independent research and learning; developing IT facilities; assisting readers to use computer equipment, conduct literature searches and promoting the library's resources to users (Target jobs, 2016). In the context of this study, therefore, academic librarian means any person who works professionally in a library, and holds a minimum of first degree in librarianship from a recognized library school (that is from a recognized university).

Effective Service Delivery (job performance)

Service delivery is the discharge of statutory duties or functions based on workers' field of specialization. The performances of statutory duties are geared towards the attainment of an organization's objectives. Generally, the word performance is used to mean the act of carrying out a particular piece of work, a duty and responsibility by an individual and this is often regarded as one's job. Gani (2013) defined performance as the quality and quantity of work carried out by a staff or group of staff in an organization. In all kinds of organizations, specific duties and responsibilities are assigned to all members in order to accomplish the organizational objectives.

The term 'service' is defined as an ethical commitment to do the best you can to help someone who needs your assistance. Cayne (1991) defined service as a product of human activity meant to satisfy a human need but not constituting an item of goods. Service, according to Mish (2003), is a useful labor that does not produce tangible commodity. Soanes and Stevenson (2006) on their part noted that service is an act of assistance. Therefore, the academic

librarians' role as service providers is to assist using their knowledge and experience to provide services needed by their clientele. This is true as library operations generally are by nature, service oriented, as reflected in user registration services; inter-library services; referral services; reference and information services; selective dissemination of information; current awareness services and user education services rendered by the library. Cayne (1991) further defined effective to mean capable of causing a desired result in operation. Thus, effective service delivery simply means capable of assisting library users by providing them with the required information materials needed. Rendering services in the library highlight the main role academic librarian's play in the provision of information materials that will support the academic objectives of their parent institutions particularly in the areas of learning, teaching and research.

University libraries' main objective is to help achieve the organizational goals of their parent organizations by providing materials that support their teaching, learning and research activities. For this purpose they render various services which, according to Ogundeij (2012), include: circulating materials to eligible patrons under equitable policies; providing reference and referral services; providing indexing and abstracting services covering the professional periodicals received in library; providing current awareness services, which include library display, selective dissemination of information (SDI), and compilation of bibliographies; providing continuing instruction to patrons in the effective use of the library (user education); preparing a library handbook giving details of the rules, resources, services and staff of the library and making it available to patrons free of charge or at minimal cost; promoting inter library cooperation loans; provision of computer services and convenient hours of services; and displaying newly received books in an appropriate place and arranging book exhibitions on different themes appropriate to a given occasion in an effort to bring its resources to the notice of its patrons or users. Thus, university libraries leave no stone unturned to see that the educational, research, information, and recreational needs of their clientele are met up with.

In line with the above, the notion that university libraries are striving to enhance the services they deliver to their users. Kamalini, Teisberg, and Tucker (2012).furthered noted that service delivery is a component of business that defines the interaction between providers and clients where the provider offers a service, whether that be information or a task, and the client either ends value or loses value as a result. This definition suits the university library environment where academic librarians interact with users and they render services, be it information or task to the user. Kamalini, Teisberg, and Tucker (2012) concluded that effective service delivery provides clients with an increase in value. In similar vein, the World Meteorological Organization (2012) posited that, to be effective, services should possess the attributes of being available and timely; dependable and reliable; usable; useful; credible; authentic; responsive and flexible; sustainable and; expandable.

In the context of this study job performance is used for service delivery of academic librarians in the study universities which is the specific duties and responsibilities which make up the work an academic librarian carries out to be paid by the university management. Job performance is the entire functions of an organization which every member has a share to carry out and which when put together enable the organization to achieve its specific objectives (Gain, 2013). Job performance, according to Muchinsky (2003), is the set of an employee's behavior that can be monitored, measured, and assessed at individual level. Muchinsky went further to observe that these behaviors are also in agreement with the organizational goals. Hence, Saetang, Sulumnad, Thamppitak and Sungkaew (2010) believe that job performance is a human behavior, the result of which is an important factor for individual work effectiveness evaluation. Therefore, it is argued that optimum performance within the library is related to achieving the quality, quantity, cooperation, dependability and creativity of the library personnel (Madukoma, Akpa, & Okafor, 2014).

Campbell, McCloy, Oppler and Sager (1993) cited by Nurul, Mashitah, Abd, Siti and Mariatul (2015) defined Job performance as the level and quality of effort, cooperation, commitment, lateness, absenteeism as well as compliance with standard shown by an individual. Koopmans, Bernaards, Hildebrandt, Schaufeli, De Vet Henrica, and Van Der Beek (2011) described job performance as something abstract that is hidden and cannot be pointed to or measured directly. It consists of multiple dimensions. These dimensions are made up of indicators which can be measured directly. They went further to add that job performance can only be conceptualized and operationalized by defining what it is and by identifying its dimensions and indicators. This definition was in line with that of Lockett (1992) who defined job performance as a multidimensional concept and some of the common factors that are frequently associated with job performance are efficiency, quality, responsiveness, cost and overall effectiveness of the job.

Service delivery is an important tool used to determine the accomplishment of a particular task in an organization. It can be negative outcome or positive outcome. According to Nduka (2016) Job performance refers to how well a task assigned to a person is being done or performed. Fletcher (2014) viewed job performance as the overall task execution carried out by employees. Fletcher went on to stressed that proper assessment of work performance must include grouping, assigning, analyzing human resource expertise as well as managerial personnel to carry out responsibilities due to their knowledge of total production and workflow. According to Alder (2001), job performance refers to the observable behaviors and actions which explain how the job is to be done, plus the results that are expected for satisfactory job performance. Villamova, Austin and Borman (2005), on their part see job performance as that aspect of work behavior that is of relevance to job and the organization's objectives. Ojo (2009) viewed job performance as the extent to which an individual is carrying out his assigned task, that is, the

degree of the accomplishment of the task that makes up an employee's job. This implies that employees must know what they need to do to perform their jobs successfully.

Job performance is the work activities carried out by worker towards the achievement of organizational goals (Yaya, Achonna and Osisanwo, 2014). It is an act of fulfilling one's obligation to the organization. This depends not only on the amount of physical effort exerted but also on the person's mental ability. However, Yaya (2007) observes the performance of a person on a job is considered a function of two different variables. One of these refers to the ability, skill and intelligence of the individual to perform the job and the second refers to his motivation to use this ability and intelligence in the actual performance of the job. Performance in this regard, becomes the product of intelligence and motivation. The implication of these is that employees will put in their best in performing their jobs if they are motivated. Furthermore, Madukoma, Akpa, and Okafor, (2014) stated that job performance has become one of the significant indicators in managing organizational performance. Moreover, growing emphasis has been given on employee's job performance as a source of competitive advantage to promote responsiveness in enhancing overall organizational effectiveness.

Service delivery is staff behaviors that transform the inputs into outputs that are produced by the organization (Kamdar and Dyne, 2007). Campbell (1990) also defined job performance as staff behaviors that serve and act as maintenance in assuring efficient functioning of the organization. Campbell added that the behaviors, however, must be those that are relevant to the objectives of the organization. Job performance also refers to the quality of output by the organization's staff for both internal and external customers (Sundstrom, De Meuse & Futrell, 1990). It is also the value an organization can expect from distinct behaviors that are performed by the staff over time (Motowidlo, 2003). Motowidlo and Van Scotter (1994) cited by Nurul, Mashitah, Abd, Siti and Mariatul (2015) noted that job performance can be considered as a measure of an employee worth to the organization.

Skill, effort and nature of work condition are mixes that represents job performance. Skill is the knowledge and the capacity of the employee; effort is an action which brings motivation to get a task done and nature of work conditions represents the degree of accommodation of these conditions in facilitating the employee's output (Kazmi, Amjad, & Khan, 2008). Furthermore, Ashfaq, Mahmood and Ahmad (2013) illustrated that job performance can create the flexible good working conditions, conducting the training section, improves technology skills regarding production sectors to make the employees feel more convenience and should enlarge the employees' quality and contribute towards job performance. While, Cascio (2006) stated that management should have a Key Performance Indicators (KPIs) as a measurement of job performance of their employees to make sure employee aware of expectation from organization that what the employees should achieve in their job task.

A positive correlation was established between employee motivation and employee job performance proving that higher satisfaction contributes to a stronger commitment to the organization (Thomas, Brown, and Thomas, 2017). Dash and Mohanty, (2015) also noted that a satisfied employee is more successful, performs his duties better, achieves the goals of the organization, contributes to its effectiveness and is committed to the organization. According to the same authors, organizational commitment reflects one's feelings toward an entire organization, not just a particular job and consists of three factors. The first is about a strong belief in the organization's goals and values, the second is a willingness to exert considerable effort on behalf of the organization and the third factor is strong desire to maintain membership in the organization

In university libraries, job performance include cataloging and classification of materials, provision of reference services, charging and discharging of library materials to users, preparation of bibliographic databases, digitalization of library resources, networking or online resource sharing and other information and communication technology (ICT) duties. Upev,

Chorun, and Idachaba (2015) opine that in libraries, academic librarians' job performance could be described as a measure of effective and most efficient use and application of the various resources available at their disposal at meeting the specific needs of the users, the result of which can only be through a feedback. Achieving high job performance is a matter of utmost concern to all university library Managers and it is dependent on certain variables such as motivation.

Job responsibilities of an academic librarian in the university library includes users' education, providing online reference or traditional references services, online selection, ordering and acquisition, automated circulation of information resources, online public access catalogue, digitization of information resources, publications, supervisions, the Institutional Digital Repository (IDR) of local contented. These are all academic librarians' duties. Job performance in a library is not only geared towards meeting users' information needs but also serve as criteria for promotion. In a situation where poor performance is noticed from academic librarian, it is assumed that the management is unable to recruit qualified staff, provide working materials and above all, they may not be properly handling staff motivation, and others (Boluade, 2004). The Manager and the immediate Supervisor needs to evaluate and appraise subordinates' performance on a regular basis so as to determine pay and promotional decisions, develop plans for correcting any deficiency and review employees' career plan (Dessler, 2011). In the context of this study service delivery means job performance of academic librarians in the study universities which is the specific duties and responsibilities which make up the work an academic librarian carries out to be paid by the university management.

Concept of Motivation

From time immemorial a motivated workforce has been crucial to increase in productivity in the provision of organizational services in order to achieve organizational goals. Dieleman and Toone (2006) observed that the challenge and dilemma for many managers is how to create this type of motivation. They noted that Motivation consists of at least one of the

following features of behavior: initiation, direction, persistence, intensity or termination of a particular action. From their definition it follows that work motivation is a multifocal phenomenon that cannot be approached exclusively from a singular perspective. Also, work motivation is the end result of interaction between individual traits and organizational characteristics. Usually, motivational studies are center on different aspects of this complex process that results in action.

The term motivation arose in 1880. Before that time, the term “will” was used by philosophers as well as social theorists when discussing effort directed towards motivating human behavior (Forgas, Williams & Laham, 2005). According to Forgas, Williams and Laham motivation used to be considered as an entity that compelled one to action. Greenberg and Baron (2005) see motivation as a set of processes that arouse, direct, and maintain human behavior towards attaining some goal. To Mathis and Jackson, (2002) motivation is “the desire within a person causing that person to act”. They contended that people act for one reason: to reach a goal. Jones and George (2003) defined motivation as psychological forces that determine the direction of a person’s behavior in an organization, putting into consideration that person’s level of effort coupled with his persistence in the face of obstacles. George and Jones (2012) defined work motivation as the psychological forces that determine the direction of a person’s behavior in an organization, a person’s level of effort, and a person’s level of persistence in the face of obstacles. Amabile (1993) states that an unmotivated employee is likely to put little effort into work tasks, produce work of lower quality, avoid the workplace, and even exit his or her job if given the opportunity to do so. On the other hand, motivated employees are likely to willingly take on tasks, produce work of high quality, and be creative, persistent, and productive (Amabile, 1993).

Motivation is that guiding principle that enables people to stay focused on the path to success, regardless of the challenges they encounter in their attempts to achieve personal and

professional goals and targets (Baumeister & Voh, 2004). Generally, human beings long to be motivated in order to perform effectively. According to Adeyemo (1999) motivation is a human psychological characteristic that contributes to a person's degree of hard work and trust. It is seen as something which is good, and one cannot feel good with oneself if the person is not motivated. It is a basic psychological. As Akpa (2010) aptly argues, employee motivation is very important and vital in organization and in any job if people are to give their best. Thus, the determinants of optimum job performance are salary, promotion, fringe benefit, good working condition, staff development and motivation. It is, therefore, important that appropriate extrinsic motivations should be given to academic librarians in order to motivate them for efficiency and optimum performance.

Motivating employee toward high levels of performance is central to organization concern and Managers direct their effort in order to achieve the goal. Senyah (2003) observed that motivation is dynamic, it is thus essential to motivate and to be motivated. Eymur and Geban (2011) on their part see motivation as the process where the employees energize and direct behavior towards the successful attainment of goals. While Robbins, David and Robert (2012) defined motivation as those psychological processes that motivate, guide and sustain self-practice actions in accordance to the objective. Armstrong (2012) defines motivation as "the force that energizes, directs and sustains behavior." It is concerned with the strength and direction of behavior, and the factors that affect people to act in certain ways. Keijzers (2010) sees motivation as the psychological process that gives behavior purpose and direction; a predisposition to behave in a purposive manner to achieve specific, unmet needs. It is an internal drive to satisfy an unsatisfied need and the will to achieve it.

Motivation is something which impels a person to act, or it is a reason of behavior (Allan, Gadon & Willits, 2011). They further stated that motivation is not manipulation of people but understanding of needs, or wages which prompt people to do things. There is need for an

understanding of the fundamental drives, urges, needs and desire of the people that can be manipulated and stimulated. In addition, there is the need for a sense of communication and methodology that would provide the stimulation of these urges. Some of the methods used for this purpose may be the provision of financial incentive, cordial Good working conditions, challenging work and responsibility, personal accomplishment, recognition for such accomplishment and an opportunity for growth and advancement. Motivation is essential for employee's performance. It plays a significant function in job performance and other behaviors (Roberts, 2005).

Motivation comes from within each individual. Like in any organization, motivation in university libraries in South-South, Nigeria, can be instrumental in boosting effective performance and organizational productivity. Academic librarians perform at optimum level towards fulfilling the aims and objectives of the library when they are well motivated. On the other hand, when motivation of employees declines they tend to show aggression, apathy, and hostility as well as perform below expectation thus undermining efficiency, productivity and sustainability. Ghaffari, Shah, Burgoyne, Nazri, and Salleh (2017) argued that motivation is the power that invigorates, and directs the work of a person towards the accomplishment of an objective. As a result, motivation is one of the most important issues and an effective factor on job performance and a necessity for leading the employees towards major objectives.

Motivation is basically concerned with why people behave in a certain way. In general, it can be described as the direction and persistence of action. It is concerned with why people choose a particular course of action in preference to others, and why they continue with the chosen action, often over a long period, and in the face of difficulties and problems (Mullins, 2005). Motivation can, therefore, be said to be at the heart of how innovative and productive things get done within an organization (Bloisi, 2003). Thus, if the university library wants its academic librarians to behave in a certain way to enable it accomplish its goals and objectives

that university librarian needs to understand the kind of motivation that will prompt the employees to act in the required manner. Motivation, however, is not about manipulation. It is about understanding the urges and needs which prompt people to doing things and providing ways of helping them to satisfy those needs while at the same time harnessing their contribution to satisfy its (organization) needs.

It is evident that Managers need to motivate employees to obtain the desirable results for the organization. And it can be stated that there is consensus about the facts that motivation is an individual phenomenon, it is described as being intentional. In relation to this, Rasu, (2014) noted that motivation is not the only explanation of behavior. It interacts with and acts in conjunction with other cognitive processes such as reality-based, logical, fantasy-oriented, holistic, sequential, random, nonverbal, random, intuitive and concrete. Employees demonstrate relatively high levels of intrinsic motivation if they are adequately motivated to serve for the organizational goals.

There are two broad classes of motivation, extrinsic and intrinsic motivation. Cerasoli, Nicklin and Ford (2014) opined that motivation is defined in these two ways for practical purposes, guiding the direction, the intensity, and the persistence of performance behaviors. One of the basic distinctions that can be made between extrinsic and intrinsic motivation is that while extrinsic motivation is driven by forces that are external to an individual, intrinsic motivation is driven by forces that are internal and within that individual (Giancola, 2014). Further, extrinsic motivation is defined as mainly focusing on factors that are goal driven, such as the rewards and benefits of performing a certain task, whereas intrinsic motivation is usually referred to as meaning the pleasure and satisfaction that an employee gets when performing an activity (Lin, 2007).

Generally speaking, intrinsic and extrinsic motivation influences employee intentions regarding activities and behaviors (Lin, 2007). Intrinsic motivation is defined as the performance

of an activity for its inherent satisfactions rather than for some separable outcome, reflecting the natural disposition in humans to assimilate and learn (Ryan & Deci, 2000). It refers to when employees engage in an activity out of interest, for the sake of the activity, and for the satisfaction that the experience of engaging in that activity will bring to them (Lin, 2007).

In contrast to intrinsic motivation, extrinsic motivation which is the focus of this study, according to Ryan and Deci (2000) is whenever an activity is performed in order to obtain some separable outcome. They went further to add that there are varied types of extrinsic motivation, some represent active states in employees while others represent impoverished forms of motivation. Extrinsic motivation can vary depending on how autonomous it is, an employee may perform a task because of fear of being punished. On the other hand the employee can perform an activity because this activity will lead to a promotion, bonus or raise in the future (Ryan & Deci, 2000). Both activities include external instrumentalities but vary in autonomy; the first one involves more of an obligation to an external control, whereas the second one also involves personal endorsement and the employee's choice (Ryan & Deci, 2000). From the perspective of extrinsic motivation, employee behavior is driven by the perceived benefits of the action that he will perform and the anticipation of instrumental gain or loss (Cerasoli, Nicklin & Ford 2014). However, it has also been argued that extrinsic motivation varies considerably and can reflect external control or true self-regulation (Ryan & Deci, 2000).

The main goal of behaviors from employees who are extrinsically motivated is thus to receive organizational rewards or benefits from the achievement of an organizational goal or task (Lin, 2007). Extrinsic outcomes are the rewards that are distributed by some external agent in the organization, where an example could be the monetary reward that an employee receives for putting in extra effort at work, job security, and promotions (Nasri & Charfeddine, 2012). This implies that organizational rewards are useful for employees who are extrinsically motivated in order for them to perform desired behaviors (Lin, 2007). In the context of this study, motivational

factors are those rewards and incentives given to academic librarians in order to encourage them to performance their job, and the study is concentrating on the extrinsic aspect of motivational factors such as salary, promotion, fringe benefit, Good working conditions and staff development.

Salary as Motivational Factors

Good remuneration has been found over the years to be one of the policies organizations can adopt to increase their workers job performance and, thereby, increase the organizations productivity. Also, with the present global economic trend, most employers of labor have realized the fact that the performance of their employees goes a long way in determining the success of the organization and its ability to compete favorably in the market, in line with this many organizations has considered employee salary as one of their priority. Salary, according to Mish (2001), is the fixed compensation paid regularly for services. Jhingan (2006) view salary as payment for the service of labor, whether mental or physical. Saumelson and Nordhaus (1985) see salary as a price of labor. Esien (2002) defined salary as a fixed annual amount, paid monthly. Sharma and Bajpai (2011) Salary is a form of periodic payment from an employer to an employee, which is specified in an employment contract. To Lurie (2004) salary is payment for labor services, and is classified according to the time period of payment.

Salary is a fixed amount of money paid to a worker, usually measured at monthly or annual basis. Salary, according to Idrees, Xinping, Shafi, Hua, and Nazeer (2015), is a fixed amount of money or compensation paid to an employee by an employer in return of work done. Robbins, DeCenzo, Coulter, & Langton, (2005) see salary to include cash and non-cash payments. In non-cash payment an employee can receive house and transport facility and some other non-monetary benefits. Akintoye (2000) states that to use salaries as a motivator effectively, personnel managers must consider four major components of a salary structures; these are the job rate, which relates to the importance the organization attaches to each job;

payment, which encourages workers or groups by rewarding them according to their performance; personal or special allowances, associated with factors such as scarcity of particular skills or certain categories of professions or with long service; and fringe benefits such as holidays with pay, pensions and health insurance . It is also important to ensure that the prevailing pay in other university libraries is taken into consideration in determining the pay structure of their organization.

According to Aarabi, Subramaniam and Akeel, (2013) all organizations use money, promotion, bonuses or other types of rewards to motivate and encourage high-level performances of employees. But money has the supremacy to magnetize, maintain and motivate individuals towards higher performance. To buttress this, Noori, Khan and Naseem (2015) submitted that money is a prime motivator of employees' job satisfaction. Atchison (2003) as cited by Sule, Amuni, Obasan& Banjo (2015)observed that salaries constitute a significant part of the overall cost of operations, Atchison went further to opine that in some organizations salaries constitute over 50 percent of the operating costs. Essien (2002) argued that salaries, wages and related costs make up about 65 percent of the total costs of running a business. Be it as it may, establishments that lack ability to pay wages and salaries regularly are in danger of disintegration. Sule' Amuni' Obasanand Banjo (2015) Stated that poor salary is a source of frustration and can result in declines in productivity. As such, organizations must spend a great deal of time and effort in finding appropriate payment system in their organization.

When there are good performance measures, performance-pay can enhance employee productivity and improve match quality. However, the use of performance-pay is constrained by the quality of available performance measures. As a consequence, a profit maximizing firm will introduce performance-pay in a particular job only when the quality of the performance measure is sufficiently good (Lemieux, MacLeod & Parent (2009). Lazear (2000) observed that when employers increase the salary of the workers, most employees work on their tasks and duties

diligently. Edward–Sekkhin-Wong (2009) noted that the key source of job satisfaction is salary. Agburu (2012) declared that salaries should not only be adequate but they must also show some element of equity;

Salary has remained the most significant motivational strategy. Muo (2013) opined that right from the days of Taylor and his scientific management mentality, salary has always been seen as the greatest motivator for workers. Of course, this has to be so in a situation where money is the only means to acquire whatever one wants. The motivational value of money is invariably high in African countries because of the circumstances like mass poverty and lack of basic amenities. According to Maslow (1943) as cited by Ghaffari, Shah, Burgoyne, Nazri and Salleh (2017) organizations must provide employees with a salary that enable them to afford adequate living conditions. In the context of this study salary is the monthly fixed amount of money the university management paid academic librarian for work done.

Promotion as Motivational Factors

An organization is said to be efficient when she derives maximum output from available resources. Although an organization possesses many assets, human resource is considered to be the most valuable asset of any organization. Non-human resources become effective for an organization only with the help of labor force (human resource). In the present world of globalization, a competent work force is believed to be a competitive edge for any organization. For any university library to be successful in the provision of effective services the library needs to have highly motivated, loyal and satisfied work policies. This is achieved through a thorough understanding and application of all the ingredients necessary for enhancing the satisfaction level of academic librarians. An important factor for enhancing the job performance of academic librarians can be promotion. Academic librarians are supposed to be satisfied with their work when they consider themselves to be a productive part of the university. They can derive such

satisfaction when the university realizes their worth by promoting them to a place of greater authority and control.

Promotion is said to occur when an academic librarian makes a shift in the upward direction in organizational hierarchy and moves to a place of greater responsibility. McCausland, Pouliakas and Theodossiou (2005) defined promotion as the reassignment of an employee to a higher-rank of job. Muhammad, Rizwan and Yasin (2012) on their part see promotion as the movement of an employee upward in the hierarchy of the organization, typically that leads to enhancement of responsibility and rank and an improved compensation package. Naveed, Usman and Bushra (2011) stressed that promotion helps the employers to identify the most productive employees in the business world, at the same time the employees are being recognized by their own organization. Dessler (2008) observed that promotion can make a significant increase in the salary of an employee as well as in the span of authority and control. With promotion the academic librarian feel he is an effective contributor and thus will be more satisfied with their job. Jiya (2004) opined that promotion activates the knowledge, skills and abilities of staff, brings new life, boosts the morale of staff and motivates them to put more efforts on job performance.

Promotion can be used as an incentive tool. It is a way of rewarding the academic librarians for meeting the university library goals, thus it serves as a means of synchronizing the university library goals with personal goals. Naveed, Usman and Bushra (2011) noted that, the deciding factor for the position of any individual in the hierarchy is his talent; the higher the level of talent in any individual, the higher his position will be in the hierarchy. Promotion has its importance due to the fact that it carries with it a significant change in the wage package of an employee. Thus, a raise in salary indicates the value of promotion. Promotion follows a defined set pattern which is outlined in the employment bond or condition of service. According to Shields and Ward (2001) the employees who are dissatisfied with the opportunity available for

promotion show a greater intention to leave the organization or reduce their input which will affect job performance.

Providing academic librarians with opportunities to advance in their career through internal promotions acts as a motivator that will enhance their job performance. To support this, Dessler (2008) stated that promotion and advancement opportunity is among the best tools to motivate employees. Harrison and Novak (2006) observed that establishment of promotion opportunities by management contributes to employee's job satisfaction and acts as a motivator for job performance. Kelly-Radford (2001) on his part noted that promotion is not considered to be an incentive device, thus the optimal results cannot be generalize by promoting the employee in the organization. Kelly-Radford went further that the impact of wage raise, as a result of promotion, is found to be more significant than fixed income on job satisfaction. Mallaiah and Yadapadithaya (2009) noted that staff tended to be dissatisfied with pay and opportunities for promotion and liked more training and better communications.

McCausland, Pouliakas and Theodossiou (2005) hold the view that job performance is strongly correlated with promotion opportunities and that there is a direct and positive association between promotional opportunities and job performance. They went further to add that the reliance of the positive correlation between promotion and job performance is on perceived justice by workers. De Souza. (2002) pointed out that apart from job satisfaction, the employee job performance is determined by promotion. When academic librarians perceive that there are golden chances for promotion they will feel satisfied and increase their level of performance. In the context of this study, promotion simply means the reassignment of a staff from a lower to a higher rank of his job, say from librarian II to librarian I and it comes along with greater responsibilities, more prestige and increase in salary.

Fringe Benefits as Motivational Factors

From library and information specialists' point of view, monetary compensation is an essential component in the recruitment and retention process; but benefits are equally important and can often be the deciding factor in whether an individual accepts an offer or even stays. Kamau (2013) noted that fringe benefits focus on maintaining the quality of life for employees and providing a level of protection and financial security for workers and for their family members. Some common examples are; retirement or pension plans, medical insurance, education reimbursement and time off. Like base pay plans, the major objective for most organizational fringe compensation programs is to attract, retain and motivate qualified, competent employees. Switzer (2004) asserts that, as the competition increases for library employees with the skills and knowledge that most academic libraries need, many libraries rely on their benefit packages to give them the leading edge. It is pertinent therefore that present day human resource specialists are well informed about the various benefits available so that they can adequately manage recruitment and employment. Academic institutions typically offer a wide range of benefits to their employees and as university employees, academic librarians are afforded the same institutional benefits as other university employees. These include retirement plans, medical care, sick leave, annual leave, sabbatical leave, study leave, maternity leave, child care, pension benefit, sponsorship to conferences and workshops, leave bonuses as well as on campus accommodation, which are referred to as university supported benefits. Libraries, in addition to these, can also make some benefits available to its employees.

The term "fringe benefits" was coined by the War Labor Board during the World War II to describe the various indirect benefits which industry had devised to attract and retain labor when direct wage increases were prohibited (Ayeniyi 2015). According to Ayeniyi (2015) fringe benefits encompass a broad range of benefits other than wages and salaries that organizations provide for their employees. Among others, they include worker's compensation in

form of social security and unemployment insurance, housing (employer-provided or employer-paid), group insurance (health, dental, and life), disability and income protection, retirement benefits, day-care, tuition reimbursement, sick leave, vacation, profit sharing, fund for education and other specialized benefits. They are offered to employees at the discretion of the Management. Others include free or subsidized transportation, salary advance, employee stock-ownership scheme, performance awards and prizes, provision of lunchroom, payment of company-picnic, among others. The purpose of fringe benefits is to increase the economic security of staff members and in doing so, improve workers' retention.

Fringe benefits are a wide range of benefits and services that employees receive as an integral part of their total compensation package. Essentially, fringe benefits constitute indirect compensation as they are usually extended as a condition of employment and not directly related to performance of concerned employee. Fringe benefit is something of value apart from the agreed regular monetary payment of salaries and wages given to an employee by an employer. According to Dessler (2013) fringe benefits refer to the indirect financial payments or compensations beyond the employee's regular salary given to the employee such as employer-paid insurance, vacations, paid holidays, subsidized cafeterias, company cars, disability income, protection, retirement plans and others. Rayback (2004) sees fringe benefit as any payment to an employee in addition to wages, such as paid holidays and vacation time, pensions, health and life insurance. Ekere and Amah (2014) see fringe benefits as any form of compensation provided by the organization other than wages or salaries that is paid for in whole or in part by the employer. They are essential for the development of corporate industrial relations such as retirement plans, child care, elder care, hospitalization programs, social security, vacation and paid holidays. They further noted that the purpose of benefits is to increase the economic security of staff members, and in doing so, improve worker retention across the organization.

Fringe benefits are forms of indirect compensation given to an employee or group of employees as a part of organizational membership (Mathis & Jackson, 2006). They added that an employer that provides a more attractive benefits package often enjoys an advantage over other employers in hiring and retaining qualified employees when the competing firms offer similar base pay. In fact, such benefits may make employees more reticent to move to other employers. Some common examples are; retirement or pension plans, medical and dental insurance, education reimbursement, time off, paid vacation and use of company car. Bratton and Gold (2009) on their part define fringe benefits as that part of the total reward package provided to employees in addition to base or performance pay. According to Shields and North-Samardzic (2015) fringe benefits refer to indirect pay, that is, financial rewards that do not take any form of direct cash payments such as health care fund contributions and non-financial rewards ranging from unpaid leave provisions, wellness programs and advisory services.

A happy academic librarian can create happy users. Thus, the university library must seriously look at the contribution of fringe benefits in order to control the level of employee satisfaction in maintaining their performance. The implication of fringe benefits towards employees' performance has been defined in many organizations. Ali and Ahmed (2009) survey of UNILEVER companies shows that reward have positive relationship to employee's motivation and satisfaction. Fringe benefits are normally provided to the employees in order to reward them. These benefits play a very important role in encouraging employees to work harder and contribute more to the organization's objectives. The implementation of incentives system is also seen as the effort put in by the organization to satisfy the employees. It is equally important as promotion in which employee need to be promoted to a higher position.

In the opinion of Glen (2006), fringe benefits have been singled out of the compensation packages as capable of ensuring job satisfaction, influencing people's attitude towards better performance in an enduring manner. Armstrong (2007) equally noted that there is absolute need

for employees to be motivated through adequate incentives plans and reward systems as these will invariably encourage them to be proactive and have the right attitude to work, thereby promoting improved organizational productivity and commitment. Dixit and Bhati (2012) argue that poor fringe benefit packages have been a major factor affecting employees' productivity. They argue that for any organization to achieve its set objectives in any competitive society, employers must have a thorough understanding of what drives employees to perform efficiently and reward them accordingly. In doing this, Ayeniyo (2015), stressed that organizations often provide fringe benefits and other perks to their employees in order to create a more comfortable workplace, increase overall productivity and facilitate greater level of efficiencies. Ayeniyo submitted that employers should, therefore, understand the potential tax implications of fringe benefits both to the organizations and to the employees. Ayeniyo (2015) noted that an employee who is adequately exposed to adequate fringe benefits is crucial to an organization's success, and, therefore, efforts must be made to understand the workforce in an organization with the purpose of ensuring the administration of appropriate fringe benefits because this can be a driving force in strengthening organizational commitment. In the context of this study fringe benefits are all forms of indirect compensation given to academic librarians as part of the university reward package in addition to salary.

Good Working Conditions as Motivational Factors

A good working condition refers to an employee's terms and conditions of employment. Good working conditions are very important to the university library. If the academic librarians have negative perception of their working conditions, they are likely to be absent, have stress related illnesses, and their productivity and commitment tend to be low. On the other hand, the university library that has a friendly, trusting, and safe environment, experience, greater productivity, communication, creativity, and financial health. According to Chương (2012) working conditions refers to all existing circumstance affecting employee in the work place,

including: job hours, physical aspects, legal rights and responsibility, organizational culture, work load and training.

The concept of good working conditions is a comprehensive one, it includes the physical, psychological and social aspects that make up the good working conditions (Swathi, 2013). Swathi added that working conditions have both positive and negative effects on the psych and welfare of employees. Bakotić and Babić (2013) see working conditions as the environment in which people work and it is widely categorize, it incorporates the physical scenery (noise, temperature, humidity, drafts, lighting in the workplace, gases, radiation, dust, smoke and equipment), fundamentals of the job itself (working time, workload, task and complexity), extensive organizational features (culture, and history) and even extra organizational background (organizational setting and workers relation). However, all the aspects of a good working condition are correspondingly significant or indeed appropriate when considering job performance, job satisfaction as well as employees' welfare.

The physical characteristics of work environment that can have an impact on employee include the temperature of the work environment, the quality of light (how light or dark the work stations are and what sort of lighting), how close together people have to work and how many people are in a work area, the noise level, the air quality, and the space in terms of windows, walls, furniture. Swathi (2013), again, noted that the condition can be very influential in the work that is done. The physical condition of the workplace is important. While it does not have to be luxurious or expensive, paying attention to the realities of the physical condition can improve moral and employee productivity. A good working condition is characterized by the following as identified by Swatgi (2013) a transparent and open form of communication, work-Life Balance (that is a balance between work and personal life, that supports the efforts of employees to split their time and energy between work and other important aspects of their lives), recognition for hard work and strong team spirit.

Jobs with difficult working conditions may be performed by only those employees who meet specific requirements in terms of age, sex, qualifications, health, physical and mental conditions and psycho-physiological and psychological capabilities. Bakotić and Babić (2013) observed that difficult working conditions influence employees' performances. Their opinion supported the findings of Newsham, JayBrand, Veitch, Aries, and Charlesm (2009) whose studies revealed a link between good working conditions and job satisfaction. It is, therefore, necessary for the university library Management to take measures to eliminate difficult and uncomfortable working conditions or, if not possible, to take appropriate safety measures.

Equipment (machinery, plant, tools, supplies, and laboratory equipment) that employees use in their work has to be functional and correct to avoid injuries at work or reduced performances. It is important that workers are trained on how to work with the equipment because inadequate equipment handling can result in accidents or deviations in performance no matter how proper equipments are. Training of employees should be also oriented to the proper use of protective equipment and personal protection (Buble, 2006). Newsham, JayBrand, Veitch, Aries and Charlesm (2009) study revealed that, safety at work is carried out to ensure good working conditions without danger to life or health, or to avoid accidents, injuries, occupational diseases and, or at least mitigate their consequences. Gyekye (2006) indicates that environmental conditions affect employee safety perceptions which impact upon employee commitment and job performance.

Leblebici (2012) observed that better working conditions motivates employees and produces better results. In addition, the qualities of environment in workplace determine the level of employee's motivation and subsequent performance (Naharuddin & Sadegi, 2013). An organization's physical condition and its design and layout can affect employee behavior in the workplace. Huang, Robertson and Chang (2004) argue that the modern physical working environment is characterized by technology, computers and machines as well as general furniture

and furnishings. They further added that, to achieve high levels of employee productivity, organizations must ensure that the physical environment is conducive to organizational needs, facilitating interaction and privacy, formality and informality, functionality and cross-disciplinary. Consequently, the physical environment is a tool that can be leveraged on to improve organization results.

According to Chandrasekar (2009) an extrinsic factor of motivation, work conditions has been referred not only to the physical environment but also to emotional aspects of it which has included relationships with supervisors, relationships with co-workers, job-person match, equity and fairness, and personal control of job. Kossek, Kalliath and Kalliath (2012) argued that it is the quality of the employees' workplace environment that most impacts on their level of motivation and subsequent performance. Therefore, creating a healthy work conditions would motivate the employees to make an effort at the workplace and thus could increase their work performance. Good working conditions in this study include factors relating to the place of employment, such as the quality of the air, noise level, working tools, lighting quality, as well as staff relationship with each others.

Staff Development as Motivational Factors

Banta (2008) defined staff development as a series of activities an organization puts in place in order to assist its staff members acquire the skills and knowledge necessary for efficient and effective performance of jobs and responsibilities in the organization. Ifidon and Ifidon (2007) identified staff development programmes to include: simple orientation programmes, organized visits, seminars and conferences, participatory management, internal training programmes, formal professional library education and short courses. Okotoni and Erero (2005), on their part, noted that staff development can be undertaken through formal and non-formal education in order to make workers useful to themselves and the organization they are working for. Mohammed (2010) posited that all these training programmes can help both professional and

para-professional staff to be current with new knowledge and development in the field of library and information science.

According to Gani (2013) staff development refer to a variety of educational and training activities which are designed purposely to give staff the additional knowledge, skills, attitudes, experiences and understanding needed to perform up to the required standard. This implies that changing the behavior of staff is a function of training and development, while the end objective is to help the organization to achieve its specific objectives. Bellingham (2007) sees staff development as a means in which all cadres of staff is prepared to cope with the tasks and challenges that lie ahead of them from initial employment to retirement age.

For Cole (2002), staff development is any learning activity, which is directed towards future needs rather than present needs and which is more concerned with career growth than immediate performance. Therefore, the need for staff development could arise if an organization requires managers who can utilize the facilities offered by micro computers in the operation of the business or the need to replace a senior staff with a potential candidate from within the organization, or the need to prepare employees to accept change. Cole and Kelly (2011) observed that staff development is more concerned with the present needs of a job and career development. They also noted that staff development is concerned more with employee potential than with immediate skills and it sees employees as adaptable resources.

In his contribution, Dare (2008) posited that staff development is a parallel process by which people acquire more general abilities and information that cannot be tied to a particular task. Staff development from this point of view implies general knowledge and information which are not actually targeted at a specific job. It also meant for the overall future manpower needs of the organization, the growth and needs of individual staff. Fafunwa (2002) pointed out that no matter the efficiency of pre-service training given to employee; there will always be room for further improvements. In support of this, Uguanyi (2003) added that there is always a need

for continuous training of all cadres of staff from the initial stage of employment till the time for retirement. This is probably why employers in all kinds of organizations are always preoccupied with how to increase productivity and motivate workers to perform effectively.

The primary aims of staff development is to enhance professional competence which will also have some impact on personal growth and awareness, increasing job satisfaction and developing potentials for future work, and improving the individuals and institutions' abilities to achieve their aims and objectives. Alabi (2005) opined that when staff development is provided in a supportive climate, it, can among others, increase productivity; enhance group work at all levels; create greater employee versatility; improve communication, morale and cooperation; and improve employee job satisfaction. In other words, planned development programmes provide a means of maintaining acceptable level of employee and organizational performance. Staff development provides employees with the knowledge and skills they need to remain qualified for their jobs in the face of changes and new challenges. Such challenges include keeping abreast of current developments in one's field as related to new responsibilities, performance standards, equipment, or work methods (Alabi 2005).

It follows thus, that the more staff undergo staff development programmes, the more committed they are to job performance. In recognition of this, The National Universities Commission (NUC), 1996, in its draft manual on university Management emphasizes the significance of staff training and development in university libraries, by stressing that:

The library management should ensure regular training development for all its staff. It should encourage illiterate staff, to go for adult literacy classes. It should also encourage its entire staff, to go for higher education. Sponsorship for any training should be based on performance of the staff. The Library management should encourage its staff to participate in continuing education programmes. The staff should be sponsored to conferences, seminars and workshops. They should be encouraged to presenting papers at these gatherings (Bamidele, Omeluzor, Imam & Amadi, 2013:3)

According to Seyoum (2012) staff development is a technique to increase quality, efficiency, and output; it can be associated with high-quality professional performance resulting

in career advancement, strategic development and initiative to sustain change. The ultimate aim of staff development in any organization is to improve productivity and consequently achieve organizational objectives. Certainly, an organization has a lot to benefit from the development of its staff. An organization with a well developed workforce is expected to turn out a high standard of goods and services probably in a more cost effective manner than other organizations. Development minimizes performance deficiencies in staff that may not perform to desired level (Gani, 2013). Staff development also provides an opportunity for staff to improve and maintain organizational effectiveness and efficiency. This, according to Pemida (2001), enhances the recruitment and retention of high quality staff. Staff development is also aimed at getting staff to speed up their duties and responsibilities, eliminate waste, employ human and material resources to greater advantage and reduce the cost of activities in the organization (Kolo, 1997). This is what every human organization desires in order to achieve the organizational objectives.

According to Ladan (2005) staff development is one of the ways by which employers use to make staff derive pleasure and be comfortable with their jobs. If staff are given the opportunity to benefit from development programmes that are most appropriate to their primary assignment or areas of specialization, they tend to understand their jobs better, become confident in their abilities and develop a feeling of belongingness in the organization. Gojeh (2004) noted that such feelings always motivate staff to raise their standard of performance and increase their commitment and dedication to jobs.

Jackson (2006) noted that staff development prepare staff for greater challenges because in the process of training, staff become more knowledgeable, better skilled and more experienced and these put staff in a position to take up greater responsibilities. Dare (2008), on his part, observed that staff development expand the horizon of staff, prepare them for higher responsibilities and enable them to reach the full limits of their potentials. This, in turn, increases

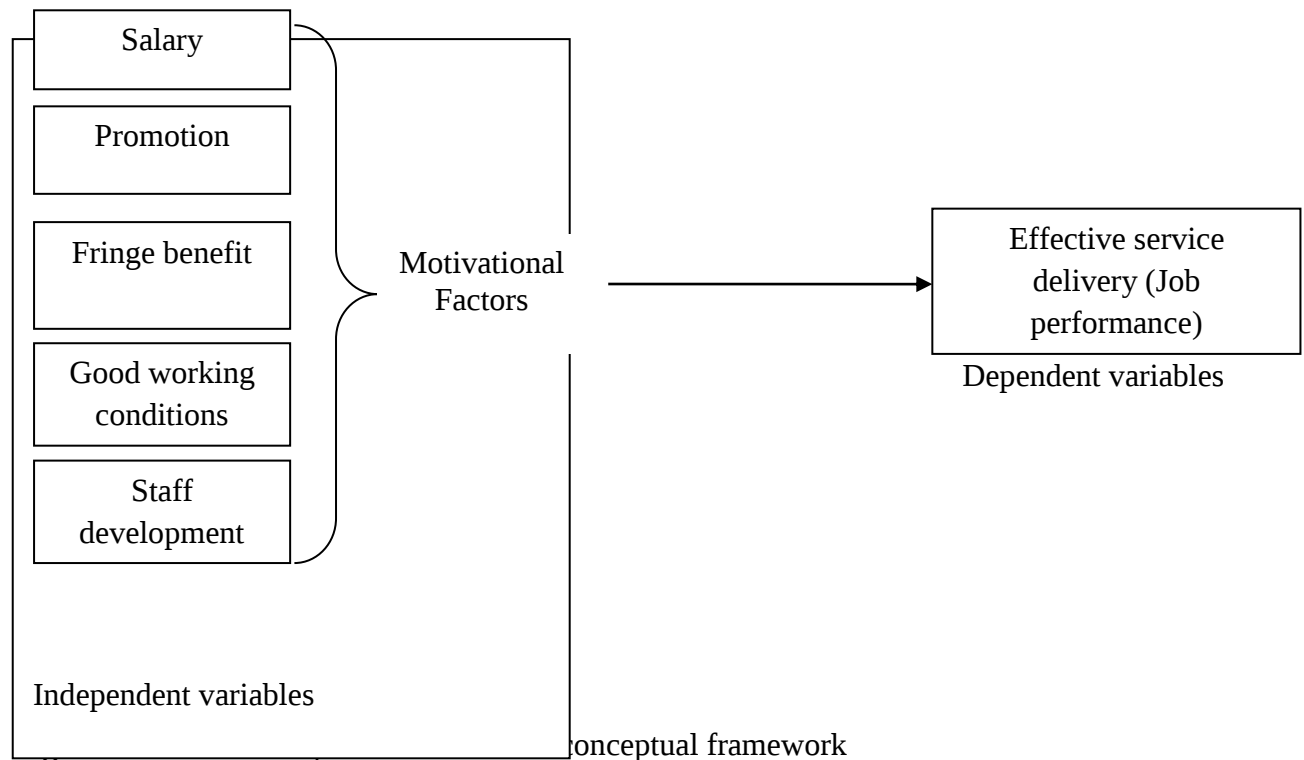
the value or worth of staff in an organization and also increases their awareness of opportunities for development.

Edem (2007) is of the opinion that staff development increases the existing knowledge, skills, attitudes and experiences of staff and all these eventually improve upon the job performances of staff. This opinion is right because in the first place, staff development is carried out after recognizing that a particular job performance is deficient. Edem (2007) further observed that staff development help to reduce the deficiency detected on job performance by giving staff the additional knowledge and skills needed to perform to the standard required by employers and by so doing changes the behavior and attitudes of staff toward their job performance. Gani (2013) also observed that staff development assist employee to acquire habits of thoughts and qualities of character that will enable them not only to understand and improve performance, but also their way of thinking because a well trained staff acts wisely and quickly when confronted with a problem. The author also added that, apart from improving the performances of staff, it improve the prospects for staff promotion. It is a fact that employees are happy to see positive changes in their individual job status and in the organizations they work for.

Staff development activities are very important for academic librarians. The purpose of developing academic librarians is twofold. First, it is a necessary part of working in the academic environment. As academic professionals, academic librarians are often expected to participate in the same process as academic staff in Faculty do. This may include lecturing in information literacy, teaching information seeking in some specific field, and also promotion through the academic ranks. Secondly, professional development has also been shown as being instrumental in the retention of librarians especially of underrepresented librarians. In the context of this study, staff development refer to the opportunities made available by the university Management and the university libraries to improve the performance of all academic librarians through

various training methods that will eventually contribute to the personal and professional development of staff.

Schema of Conceptual Framework



Source: Researchers' construct 2017

From the above diagram, the independent variables are the extrinsic motivational factors which include salary, promotion, fringe benefit, good working conditions and staff development while the dependent variable is the effective service delivery (job performance). Each of the independent variables relates directly to effective service delivery, and this helps in increasing the overall productivity as well as enhanced effective service delivery. Most researches give support to the idea that extrinsic motivations are significantly related to service delivery. However, majority of studies focus on motivation and work performance as separate entities, while job satisfaction and motivation have been the topic of many studies, but this study will focus on the relationship between motivational factors (salary, promotion, fringe benefit, good working conditions and staff development) and effective service delivery of academic librarians among university libraries in South-South, Nigeria.

Theoretical Framework

The number and variety of motivational theories is overwhelming even when limited to theories of work motivation. Therefore, this study is anchored on needs-based motivation theories which stem from the understanding that all motivation comes from an individual's desire to fulfill or achieve a need. This also states that human beings are motivated by unsatisfied needs, and typically, certain lower needs must be satisfied before higher needs can be satisfied, so only the most basic theories and the theories with the greatest influence on studies in library settings will be addressed in this review. The foundation and philosophy of this study is based on motivational theories which are Adams equity theory, Maslow Hierarchy of Need theory and Vroom's Expectancy theory. From the three motivational theories, this study is anchored on Adams equity theory since the theory explained the perception of employee in exchange to what he receives from his employer.

Adam's Equity Theory

Equity theory of motivation was developed in 1963 by J. Stacey Adams. The theory states that motivation can be affected through an individual's perception of fair treatment in social exchanges. When compared to other people, individuals want to be compensated fairly for their contributions (the outcomes they experience match their inputs). A person's beliefs in regards to what is fair and what is not fair can affect their motivation, attitudes, and behaviors. The theory stated that the way individuals are treated at work affects their behavior and attitude to work. The theory is founded on the assumption that workers expect justices, fair play or equity in treatment by their employers. It assumes that one important cognitive process involves people looking around and observing what effort other people are putting into their work and what rewards follow them. Workers evaluate equity using a ratio of inputs to outputs. Inputs include qualification, experience; effort, and ability. Outcomes include benefits. This social comparison process is driven by our concern for fairness and equity. Inequities occur when workers feel that

outcomes are not comparable to inputs. Equity theory matches the notions of “a fair day’s work for a fair day’s pay. It really focuses on perceptions of inequality in the output ratio whose effect may be similar to the hygiene factors in Herzberg

According to Adams (1963), an employee will compare his ratio of the outcomes he gets from his employing organization to the inputs he contributes to the organization with the same ratio for others inside and outside the organization. The following equation illustrates the comparison that an individual employee will use to assess equity:

$$\frac{\text{Individual's Outcomes}}{\text{Individual's Inputs}} \quad \text{Vs.} \quad \frac{\text{Comparison Person Outcomes}}{\text{Comparison Person Inputs}}$$

Equity theory focuses on the exchange relationship where an individual gives something and expects something in return. What the individual gives is called input (education, intelligence, experience, training, skills, seniority, age, sex, ethnic background, social status, job effort, personal appearance, health, and spouse’s characteristics). On the other side of the exchange is what the individual receives, and it is called outcomes (Pay, intrinsic rewards, satisfying supervisions, seniority benefits, fringe benefits, job status, status symbols, job perquisites, working conditions, monotony, fate, and uncertainty). The third aspect of the equity theory is called the reference person or group (which is an addition to the inputs and outcomes). This reference group can be a coworker, relative, neighbor or group of coworkers. It may even be the person himself in another job or another social role. Adams (1963) also observed that an employee will seek to maintain equity between the perceived inputs that he contributes to a job and the perceived outcomes that he receives from it against the perceived inputs and outcomes of others. The theory also states that a person will feel de-motivated if he feels he is unfairly treated compared to others inside or outside the organization that employs him.

Equity Theory has been a part of classical management literature since 1963. Adams asserted that when people feel distress from inequity they may react in one or all of the following ways. First, they may restrict their inputs to a level they believe is consistent with the outcomes they receive. Second, they may meet with their supervisors to verbally negotiate a better deal - meaning they will struggle to find a balance between work and reward. Thirdly, the distress of feelings of inequity may cause some employees to quit the organization. Nevertheless, many managers still do not know how to communicate with employees when they have feelings of inequity. When applied to the workplace, equity theory focuses on an employee's work-compensation relationship or "exchange relationship" as well as employee's attempt to minimize any sense of unfairness that might result.

Inequity exists whenever the employee perceives that the ratio of his outcomes to inputs and the ratio of others outcomes to others inputs are unequal. Inequity results not only when a person is under-benefited but also when he is over-benefited. An important issue of the equity theory is the emphasis on the individual perception of what exists, even though it may not be real. The perception of inequity is based on comparing the individual's ratio with others' ratio (for instance, when an academic librarian in other university libraries (private) receives more pay for the same job, no inequity is experienced, but if a co-academic librarian in the same university library with the same abilities and skills, receives a pay raise, inequity may be experienced). The emergence of perceived inequality creates tension to restore equality; and the greater the inequality the greater the tension. One way of correcting the imbalance is by making an attempt to increase or decrease their outcomes if these are found to be lower than those of the people with whom the comparison is being made. On the other hand, they may increase or decrease their efforts.

What Equity Theory indicates has a place in university libraries. Academic librarians compare their pay, work schedules, benefits or any reward with what is being received by other

academic staff. Unless the reward system is carefully administered, it could result in problems of perceived or actual inequity. The implication of equity theory in library administration is that it helps library managers to understand and predict academic librarians' feelings about their input and outcome relationship. Both classical and contemporary research supports the validity of Equity Theory and its application in the work setting. While Equity Theory is supported as fact when reviewing the actions and behaviors of those who feel they are subject to inequities, additional research into how Equity Theory can be used proactively to increase the motivation and behavior of workers is necessary.

Maslow Hierarchy of Needs Theory

One of the early and widely accepted theories of motivation is the hierarchy of needs theory propounded by a clinical psychologist, Abraham Maslow in 1943. Maslow ranked human needs in ascending order from the lowest to the highest needs. Maslow organized the needs underlying human motivation in a hierarchy on five levels: physiological needs, security needs, social needs, ego or self-esteem needs, and self-actualization needs. He further proposed that lower-level needs such as physiological needs and security needs must be satisfied before the individual can address higher-level needs. Maslow's theory postulates that human needs are not of equal strength and that these needs transpire in an unambiguous arrangement. Once a lower level need is satisfied, it results in the next level need being activated and this process continues until self-actualization level needs are reached. Although this theory was based on observing a few neurotic individuals, it is used today as the foundation for explanations of human behavior. This theory also explains that Managers should devise programs that are aimed at satisfying unmet needs.

From Maslow's theory, one can deduce that human needs are continuous and that the satisfaction of one need leads to a higher need in the hierarchical level. These needs are in order of importance such that lower needs must be satisfied before the needs at the immediate higher

level of hierarchy. Maslow identified five categories or classifications of needs – which represents the order of importance to the individual. The different levels of needs on Maslow's hierarchy are discussed as follows:

Physiological Needs: Are basic needs that are physiologically necessary for one's survival, such as oxygen, food, and sleep. These needs must be met before moving to satisfy needs higher in the order. This need can be met in the university libraries by creating a comfortable environment, providing ample leisure and prompt salary payment

Safety Needs: Include the desire to feel safe and secure and to ensure that basic physiological needs will remain met. Examples of this need include shelter or housing, physical ability to defend one's self, the need to have limits or law (or a conscience), and a regular routine that an individual is comfortable with. The university libraries can provide a safe and healthy environment in compliance with the legislative and regulatory framework of the country. Further interventions from the organization could include appropriate salaries, prompt payment fringe benefits and staff development.

Social Needs: Include friendship and companionship. These needs include affection, sense of belonging, association, affiliation, and acceptance by others and include the need for social interaction and for affection and support. In university library, these needs could be addressed by encouraging a team concept, providing close personal leadership and encouraging community group participation. One must know that the employee is not alone in the world and be able to communicate feelings and needs with other individuals. One of the most basic human desires is companionship and a sense of belonging.

Esteem Needs: It is at this level where the need for psychological touch (intrinsic), and physical touch (extrinsic), are activated. Here the individual eventually needs to feel that he has a social status. This goes beyond just having social relationships; the individual must feel that in work or at home he is making a contribution. This also includes recognition of achievement

from others. The university libraries could address these needs by utilizing positive-reinforcement program, provide symbols for recognition and include lower-level employees in strategic processes.

Self-actualization Needs: This is the final and highest level of needs. Meeting this need is characterized by continuously focusing on personal growth, problem solving, life appreciation, and peak experiences for oneself. Individuals who are at this level of motivation strive for truth, beauty, justice, individuality, meaningfulness, and perfection. The university libraries with the acknowledge of this level of needs provides opportunities for employees to address personal growth issues. Maslow's concept of self-actualization (SA) represents "everything that one is capable of becoming." the capacity for this concept is innate to all human beings. It is not learned through conditioning or earned through rewards.

When observing self-actualization, it is important to note that this category does not complete Maslow's Hierarchy of Needs except the university libraries provide amongst other things, staff development and reward exceptional performance. Maslow's theory has become very popular amongst Managers because of its simplicity, providing clear conditions in which employee's lower-level needs can be satisfied so that they are motivated to reach their full potential as a pathway to self-actualization. The hierarchy of needs theory is normally presented in the form of a pyramid with each level consisting of a particular class of needs as shown in fig 2 below. Some scholars observed that some of the values of Maslow's Needs hierarchy lie in its intuitive appeal. Regardless of the lack of scientific support, the theory has remained popular particularly in an organizational context where practitioners continue to use the concept to motivate and improve individual performance.

The implication of this theory to this study is that if a library Manager understands that lower-level needs must be met before a person can satisfy higher-level needs, the manager is better positioned to meet those needs, and in the order they must be met. Physiological needs

can be met by offering a fair competitive wage, lunch and coffee breaks, provide fitness facilities, and library cafeterias so that the academic librarians feels comfortable that their basic needs are satisfied. Next, the library authority can ensure that the Good working condition is a safe, so that academic librarians feel physically safe. The library can also have a fair progressive discipline policy ensuring job security. A rewards and recognition program for good performance, perfect attendance, and similar programs could help satisfy the employee's esteem needs. Finally, to help satisfy employees' self-actualization needs, the library can offer in-house staff development. There are many possibilities for applying these needs to drive employee's motivation. It may not always be very clear what needs to be done, but this is why it is important for library Managers to understand these needs theories so that they are better able to apply them when the opportunity arises.

Maslow's theory seems to be relevant when investigating motivation as correlate of job performance of academic librarians in university libraries in South-South Nigeria. This is because meeting basic survival needs such as food, shelter as well as security in the current economic recession is a major daily challenge that cannot easily be ignored. These can easily impair the realization of higher level needs without which effective performance among academic librarians cannot be attained. An academic librarian who is tired, hungry and excessively preoccupied with meeting his household and livelihood needs is unlikely to become strongly motivated by his job which is failing to fulfill his or her needs. Since academic librarians are human beings just like anybody else, they cannot be excluded from Maslow's theory of hierarchy of needs. When a need is not satisfied, an individual will do anything within his powers to satisfy that need.

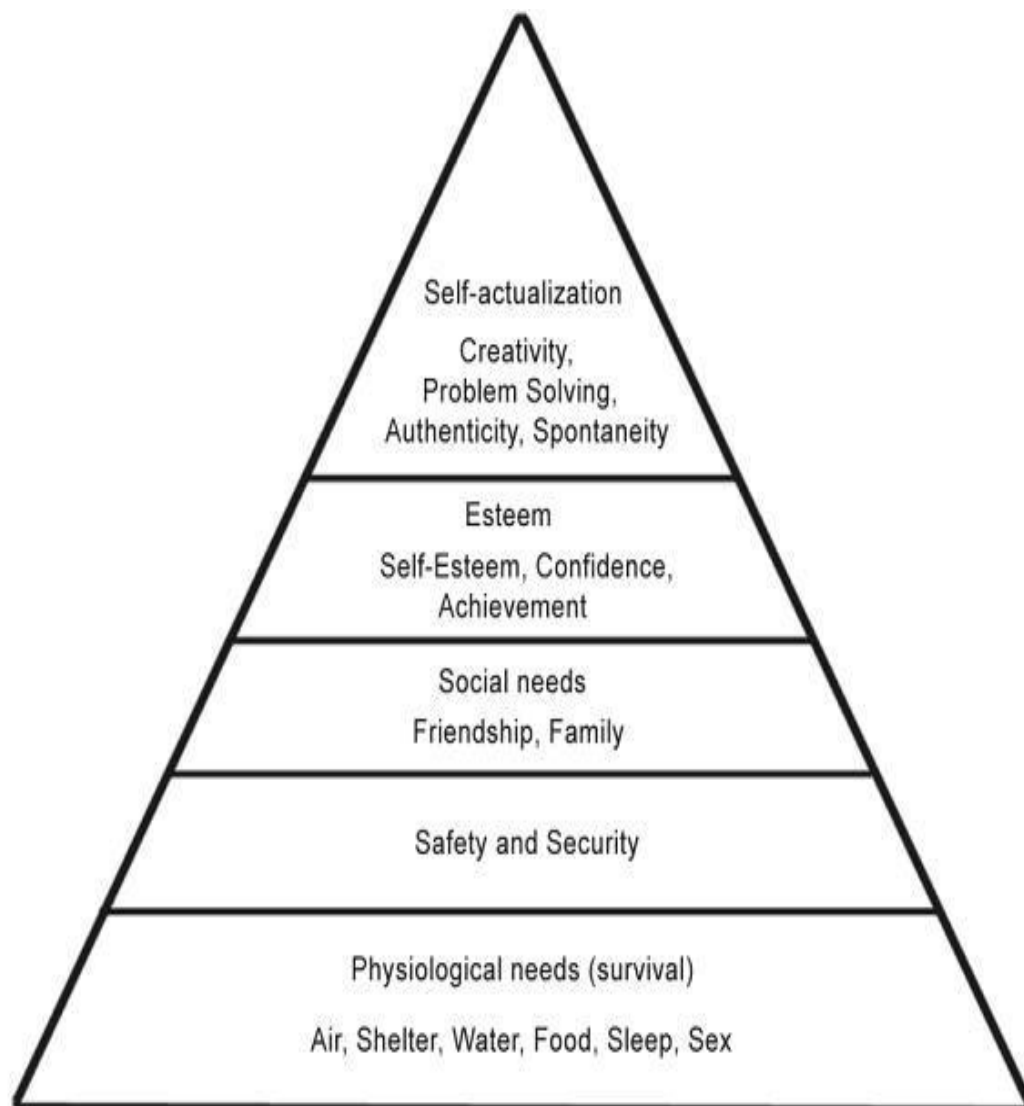


Figure 2: Maslow Hierarchy of Needs.

Source: Adopted from Abraham H. Maslow (1943). A theory of Human Motivation.

Vroom Expectancy Theory

The Expectancy Theory of Motivation was developed by Victor H. Vroom in 1964. The theory proposes that an individual will behave or act in a certain way because they are motivated to select a specific behavior over other behaviors due to what they expect the result of that selected behavior will be. This theory is best described as a process theory. It provides an explanation for why individuals choose one behavioral option over others. The development of this theory was mainly the result of the work of Vroom in 1960s. A key thesis in this approach is that an individual's behavior is formed not on some sense of objective reality, but on his own

perception of reality, that is how he actually sees the world around him. The core of the theory relates to how a worker perceives the relationship between efforts, performance and rewards. The strength of the attraction of a particular outcome or a reward for an individual is termed 'Valence'. The degree of belief that a particular act will produce a particular outcome is term 'expectancy'. Valences and expectancies depend on the individual's own perception of a situation. The basic idea behind this theory is that people will be motivated because they believe that their decision will lead to their desired outcome.

The Expectancy theory tries to merge together the various elements of the equity theory and the Maslow's Needs hierarchy theory, by combing perception aspects of the equity theory with the behavioral aspects of other need theories of motivation and attempt to explain what motivates people in the workplace. Vroom's expectancy theory does not provide specific suggestions on what motivates organization members. The theory is more concerned with the cognitive antecedents that go into motivation and the way they relate to each other. The theory deals with a cognitive process based on the idea that people believe there are relationships between the effort they put at work, the performance they achieve from that effort and the rewards they receive from their effort and performance.

The expectancy theory is based on four assumptions. First assumption is that people join organizations with expectations about their needs, motivations, and past experiences. These influence how individuals react to the organization. Second assumption is that an individual's behavior is a result of conscious choice. That is, people are free to choose those behaviors suggested by their own expectancy calculations. Third assumption is that people want different things from the organization (such as good salary, job security, advancement, and challenge). And fourth assumption is that people will choose among alternatives so as to optimize outcomes for them personally.

The theory based on these assumptions has three key elements which a person is motivated to the degree that he believes that: (a) effort will lead to acceptable performance (expectancy), (b) performance will be rewarded (instrumentality), and (c) the value of the rewards is highly positive (valence). (See Figure 3 blow). Vroom suggests that motivation, expectancy, instrumentality, and valence are related to one another by the equation

$$\text{Motivation} = \text{Expectancy} \times \text{Instrumentality} \times \text{Valence}.$$

The multiplier effect in the equation is significant. It means that higher levels of motivation will result when expectancy, instrumentality, and valence are all high than when they are all low. The multiplier assumption of the theory also implies that if any one of the three factors is zero, the overall level of motivation is zero.

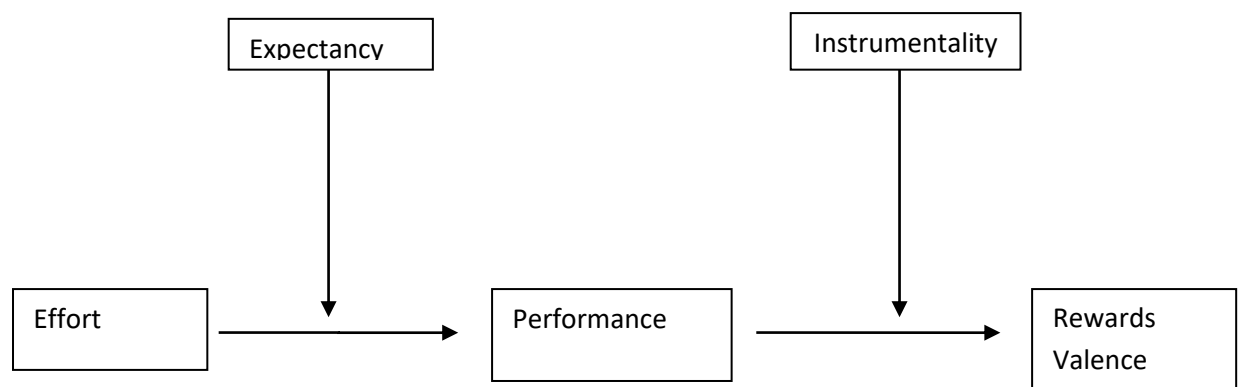


Figure 3. Basic expectancy model.

Source: Adopted from Vroom V. H. (1964). Work and motivation.

The implication of the expectancy theory to this study is that if academic librarians perceive that their performance will result in the attainment of their personal goals or needs or valences, they will tend to perform highly. On the contrary, if they consider low performance as what could still lead to the achievement of their objectives they still tend to be low performers.

Review of Related Empirical Studies

Studies on Motivational Factors and Survive Delivery (Job Performance)

A study on the effects of motivation on staff productivity and performance at the Francis Sulemanuu Idachaba Library, University of Agriculture, Makurdi-Nigeria, was carried out by

Upev, Chorun and Idachaba (2015).The study examines the impact of motivation on staff performance and productivity in the university library, to know what are the possible motivating factors and to what extent they can be influenced for higher performance and productivity. They employed descriptive survey research design. A structured questionnaire and interview tool with a population of 72 para-professional staff was used. The data collected was analyzed through frequencies and percentages statistics methods. The result revealed both the factors and the degree of influence in the following descending order, participation in decision making, job security, challenging work assignment, monetary reward and job incentives. It was evident that their productivity was at its lowest ebb as further inquiry revealed that apart from the mass retrenchment of staff in 2004, only three (4.2%) of the staff were sponsored for training between 2004-2011.The study provides relevant information to this present study in the area of motivation and job performance. However, Upev, Chorun and Idachaba's study and this one are different in scope, area of study, population of the study, method of data collection and method of data analysis. Hence the two studies are not in the same area making this study relevant.

A survey was carried out by Yusuf, Baba, and Suleiman, (2015) to assess motivation and performance of para-professional staff in tertiary institution libraries in Kaduna State, Nigeria. The study adopted a survey design method while structured questionnaires and structured interview questions were used to collect data for the study. The population of the study comprised library managers and para-professional library staff. The total population of the library managers and para-professional library staff was four hundred and twenty three (423) made up of 5 library managers and 418 para-professional library staff. Stratified random sampling technique was used to select a sample size of 167 from the five selected tertiary institutions libraries in Kaduna State. The questionnaire was administered to the sample size of one hundred and sixty seven. Out of the questionnaires administered, only one hundred and forty three (143) were duly completed and returned. Descriptive statistical and Pearson Product

Moment Correlation was used for testing the hypothesis. The findings of the study show that there is a significant positive relationship between motivational strategies used by tertiary institution libraries and work performance of para-professional library staff. The study provides relevant information to this present study in the area of motivational strategies used in motivating academic librarians in the university libraries. But the two are different in scope, area of study, population of the study, method of data collection and method of data analysis. Hence the two studies are not in the same area making this relevant.

In a similar study, by Osakwe (2014) researched on factors affecting motivation and job satisfaction of academic staff of Universities in South-South Geopolitical Zone of Nigeria. The study was to determine the factors affecting motivation and job satisfaction of non-management academic staff of universities in South-South geopolitical zone of Nigeria. The study employed an ex-post-facto research. A sample of four hundred and fifty non-management academic staff was selected using a multistage and stratified sampling technique. The instrument for data collection was the questionnaire. The data was analyzed using mean and standard deviation and z-test statistics. The reliability coefficient of 0.82 was computed using Cronbach Alpha formula to measure the internal consistency of the questionnaire. It was revealed that highly motivated non-management academic staff performs their job better than poorly motivated staff. This study is relevant to this study in that it considered all the variables used in the present study. But the two are different in terms of scope, area of study, population of study, method of data collection as well as data analysis. For this reason the current work is necessary.

Saka and Salman (2014) carried out a survey on assessment of the levels of job motivation and satisfaction as predictors of job performance of library personnel in Nigerian Universities in North-Central, Nigeria. The study investigates the levels of motivation, job satisfaction and job performance of library personnel in government and privately-owned universities in North-Central, Nigeria. Survey research method was employed. The study

covered six states, namely Benue, Kogi, Kwara, Nasarawa, Niger, Plateau States and Federal Capital Territory (FCT) Abuja. A sample size of 301 was used. Two sets of modified questionnaire instruments were used for data collection. Descriptive statistics was used to analyze the data. The findings showed moderate level of motivation and job satisfaction respectively while there was high level of job performance of library personnel. The study provides relevant information to this present study in the area of motivation and job performance. However Saka and Salman's study and this one are different in scope, area of study, population of the study, method of data collection and method of data analysis. Hence the two studies are not in the same area making this study relevant.

A study on the relationship between rewards and employee performance was carried out by Payam, Ahmadloo, Majid, Boroujeni, and Hosseinipour (2013). The study examines the relationship between intrinsic and extrinsic rewards and employees performance in two Malaysian tourism companies Persian Sdn.Bhd and Scicom. The study adopted a survey research design and sample sizes of 77 employees were randomly selected from a population of 100 employees for the study. Questionnaire was used for data collection and the data was analyzed using multiple regressions analysis. The finding of the study revealed that although all reward types (including intrinsic and extrinsic) have a direct positive relationship with employees performance based on the correlation test, three types (that is appreciation, fringe benefits, and bonus) lose their importance when they are considered in a more comprehensive model including other rewards. Furthermore, the study shows that internal rewards have more powerful effects on employees performance than the extrinsic rewards. This study will be relevant to the present study in that it considered the relationship between rewards (intrinsic and extrinsic rewards) and employee performance which is directly related to this study, as such it will provide useful information in this respect. However, Ahmadloo, Majid, Boroujeni, and Hosseinipour's study

and this one are not the same in terms of area of study, scope and method of data collection and analysis. Therefore this study is important.

A study carried out by Ramzan, Sajjad, and Ghazanfar, (2013) on impact of motivation on employee turnover in telecom sector in Pakistan was to examine the impact of motivation on employees' performance. The descriptive survey was adopted. Sample sizes of 106 telecom staff were used for the study. Questionnaire was used for data collection. The data was analyzed using regression and correlation analyses. The finding of the study revealed that motivation was a significant predictor of decreasing employees' performance and recommended that motivation factors contribute to employees' job performance in an organization. From their finding it is clear that motivation enhance employee's job performance. This study will provide relevant information to the present study in the area of employee motivation and service delivery. But the two studies are not the same in terms of area of study, scope and method of data collection and analysis. Therefore, this study is important.

Babalola and Nwalo (2013) carried out study on influence of job motivation on the productivity of Librarians in Colleges of Education in Nigeria. The study is to examine job motivation as it relates to the productivity of each librarian in colleges of education in Nigeria. It adopted correlation research design and the population for the study was drawn from 63 colleges of education libraries in Nigeria; 21 federal and 42 states. A total of 356 librarians were used for the study. The instrument used for data collection included questionnaires on Job Motivation and Librarians Productivity ($r = 0.97$) and Structured Interview Guide for College Librarians only ($r = 0.99$). Findings from the study revealed that majority of the sampled librarians were not productive due to lack of motivation. Moreover, job motivation influenced the productivity of librarians to a significant extent with values ($r = 0.275$; $p < 0.05$). This study will be relevant to the present study in that it considered the influence of motivation on job performance of

librarians which is directly related to this study, as such it will provide useful information in this respect.

In another study carried out by Lamptey, Boateng and Antwi, (2013) on motivation and performance of librarians in public universities in Ghana, the researchers sought to identify intrinsic and extrinsic factors which motivate librarians and how it affects their performance. It also examine motivation of librarians, the effect of motivation on performance, the views of librarians on motivation, the level of satisfaction of librarians and the effort the public university managements are making to motivate librarians. A survey method was used, and data was collected by questionnaire. A sample size of seventy-two (72) librarians in six public universities in Ghana was used for the study. The data collected was analyzed using simple frequencies and percentages. The study revealed that the motivational level of librarians in public universities in Ghana is high and that the motivational level affects majority of librarians positively. The study concludes with some recommendations that public university managements in Ghana have made some efforts to motivate librarians but they need to do more to improve the current situation. This study will provide relevant information to the present study in the area of employee motivation and job performance. But the two studies are not the same in terms of area of study, scope and method of data collection and analysis. Therefore this study is important.

A survey conducted by Olusegun (2012) to investigate influence of motivation on turnover of library personnel in some public universities in South West Nigeria. The study adopted descriptive research design of ex-post facto. A sample size of 233 consisting of one hundred and twenty nine (129) academic librarians and one hundred and four (104) para-professionals were used for the study. The instrument used for data collection was questionnaire. The questionnaire had reliability co-efficient of 0.81; and 0.86 respectively. Data collected was analyzed with descriptive and inferential statistics. The result of the study shows a positive relationship between job motivation and performance. It was concluded that the variables can

serve as useful administrative tools that can further enhance the productivity of the library personnel. This study is related to this present one since it considered the relationship between job motivation and performance. For this reason it will provide useful information to this study in terms of the variable of motivation and job performance. Besides, the study by Olusegun was conducted in South West Nigeria whereas the present study is conducted in the South -South Nigeria. Hence the two studies are not the same making this present study relevant.

Afful-Broni (2012) carried out a study on relationship between motivation and job performance at the University of Mines and technology, Tarkwa, Ghana: Leadership lessons. The study was conducted to identify problems associated with work performance of staff at the University of Mines and Technology, Tarkwa Ghana; to identify, access and analyze motivation interventions for employees at staff at the University of Mines and Technology, Tarkwa Ghana; to appraise the constraints faced by authorities in providing motivation to staff; and to determine the effects of motivation on job performance at the University. In short, the study sought to understand the relationship between motivation and job performance at University of Mines and Technology, Tarkwa Ghana and derive findings that can inform leadership and especially impact positively on employee-employer relationship for high job performance in the attainment of the goals of the University. The study adopted a descriptive survey design. A sample of 200 respondents comprising 40 senior members, 60 senior staff and 100 junior staff was employed using the purposive and simple random sampling methods. The study was guided by four research questions, and a self-developed four-point Likert structured questionnaire was the main instrument used in collecting data. The questionnaire had reliability co-efficient of 0.785, 0.765, 0.626 and 0.855 respectively. Data collected was analyzed with descriptive and inferential statistics. The finding of the study reveals that lack of motivation was one of the major factors that reduced morale for high performance at the University. This study will provide useful information to the present research work in the area of lack of motivation, but the two studies

vary in terms of variables, scope of the study, area of study, population of study, method of data collection as well as data analysis.

Mathew, Ojeamiren and Adeniji (2012) studied personnel motivation and job performance in selected Publishing Houses in Maiduguri. The study investigates the relationship between personnel motivation and job performance in selected Publishing Houses in Maiduguri. A survey research design was adopted for the study. A sample size of 150 was used and a questionnaire was used for data collection. The data collected were analyzed using frequency counts and percentage and Pearson product moment correlation analysis. Findings from the study revealed that, there is a strong correlation between motivating factors like; good pay, promotion, bonuses, job security, training opportunities and their job performance. The study provide relevant information to this present study in the area of salary, promotion, fringe benefit, job security, training opportunities and job performance. But the two are different in scope, area of study, population of the study, method of data collection and method of data analysis. Hence the two studies are not in the same area making this study relevant.

Studies on Salary and Survive Delivery (Job Performance)

Sule, Amuni, Obasan and Banjo, (2015) carried out a study on wages and salaries as a motivational tool for enhancing organizational performance. A survey of selected Nigerian workplace. The study examined how the organization's human capital was compensated and see whether the compensation even serves as a motivational tool to enhance organizational performance. The study adopted a survey research design. The population of the study consists of 370 staff at different management level in all the organizations studied, the breakdown of the population were as follows 70 from Crescent University, Abeokuta, 70 from Moshood Abiola Polytechnic Library, Abeokuta, 60 from Nigerian Gas Company, Egbin, 40 from Nigerian National Petroleum Corporation (NNPC) Staff School, Port Harcourt, 70 from Federal Medical Centre, Abeokuta and 60 from Ogun State Judiciary (High Court of Justice), Ijebu-Ode.

Accidental sampling method was used in drawn 120 sample size for the study. A questionnaire tagged Wages and Salaries as a Motivational Tool Questionnaire (WASAMOTOQ) was used for data collection. The ANOVA was used for data analysis. The finding of the study revealed that there is a relationship between wages and salary (compensation) and motivation. It further established the consequential effect of inadequate wages and salary (compensation) and motivation on the organizational development. This study will be relevant to the present study in that it considered variable salary used in the present study. But the two are different in terms of scope, area of study, population of study and method of data analysis. For this reason the current work is necessary.

A study by Boama (2014) dwelt on the effect of motivation on employees' performance: empirical evidence from the Brong Ahafo Education Directorate. The objective of the study was to determine the effect of motivation on employees, identify factors that motivate employees; determine the employees' performance and to assess the effect of motivation on the employees' performance. The research design adopted for the study was a descriptive survey. The target population for the study was 2206 comprising 62 Officers at the Municipal Education Office, 2144 teaching and non-teaching personnel. A systematic sampling technique was used in drawn 221 sample size for the study. The study used two research instruments for data collection, questionnaire (close-ended questions) and semi-structured interview guide. The data was analyzed using Statistical Package for Social Sciences (SPSS) and Content analysis. The study revealed that motivation level is low in the area of salaries and wages. This study will be relevant to the present study in that it considered variable salary used in the present study. But the two are different in terms of scope, area of study, population of study, method of data collection as well as data analysis. For this reason the current work is necessary.

Chuong (2012) carried out a study on the effect of earning, working environment, and the promotion opportunities on employees' performance: a comparison between the state sector and

other sectors in Vietnam. The aims of the study was to determine the impact of three independent variables which are earning, working environment, and promotion opportunities on dependent variable, employees' performance, and compare those variables affect on performance of employees in state sectors and other sectors in order to find out differences between two. A survey was conducted involving 280 employees working in both government sectors and other sectors in Ho Chi Minh City. The study made use of questionnaire for data collection and a multiple regression analyses was used for the analysis. The results showed that all three determinants which are earning, working environment and promotion opportunities positively influence employees' performance. A comparison of the relative strengths of the effects reveals that in both state sectors and other sectors earning has the strongest effect on employees' performance, and in state sectors it affects stronger than in other sectors.

The importance of Chương's study to the present one is that it contains the variables, salary (earning) and employees' performance. However, the design of the study, area of the studies and the population of the study were different, also sample size and sampling techniques were different. Method of data analysis was also different. Therefore, the current study is different from that of Chương. One major similarity is that both studies use salary (earning) and job performance (employees' performance).

Studies on Promotion and Survive Delivery (Job Performance)

A survey on the effect of promotion opportunities in influencing job satisfaction among academics in higher public institutions in Malaysia was conducted by Mustapha and Zakaria (2013), with the objective of determining the influence of promotion opportunities on job satisfaction among lecturers in four public universities in Kelantan, Malaysi. The studies adopt a survey design. A sample size of 320 was selected through systematic random sampling and questionnaire was used for data collection. The data was then analyzed using descriptive analysis to describe the demographic profile of respondents and Pearson Product Moment Correlation to

test the relationship between variables. The result indicated that there was a positive significant relationship between promotion opportunity and job satisfaction. This study provides relevant information to this present study in the area of promotion as a motivational strategies used in motivating academic librarians in the university library. But the two studies are not the same in terms of area of study, scope and method of data collection and analysis. Therefore, this study is important.

Malik, Danish and Munir (2012) carried out a study on the impact of pay and promotion on job satisfaction: evidence from higher education institutes of Pakistan. The study adopted descriptive research design. The population of the study consisted of all the educationalists employed in HEC recognized universities of Punjab province. A random sampling techniques was used in drawn a sample size of 200. The questionnaire was used for data collection. The data was analyzed using multiple regression analysis. The finding of the study shows that promotion has less influence and partially significant to the job satisfaction. This study will be relevant to the present study in that it considered variable promotion used in the present study. But the two are different in terms of scope, area of study, population of study, as well as method of data analysis. For this reason the current work is necessary.

A study on Promotion: A predictor of job satisfaction, a study of Glass Industry of Lahore Pakistan was carried out by Naveed, Usman and Bushra (2011). The study was to investigate whether promotion can predict job satisfaction or not in employees of glass industry in Lahore, Pakistan, The research designs adopted for the study was descriptive survey. The population of the study was 1500 employee from four glass companies and a proportionate stratified random sampling was used in selecting 200 subjects for the study. Data was collected through questionnaire. A total of 200 questionnaires were administered through human resource managers, out of which 156 filled-in questionnaires were received back and the data was analyzed using Descriptive and Regression Analysis with the help of SPSS 17 software. The

finding shows that promotion has a modest and positive effect on job satisfaction. They concluded that promotion is a predictor of job satisfaction. They went further to explain that elements like length of service, ability and skills which are the determinants of promotion have moderate effect on enhancing the job satisfaction level of employees. The employees perceive management to be supportive in climbing up their professional ladder and that management gives more preference in promoting employees within the organizations than to hire employees outside the organization. This study will be relevant to the present study in that it considered variable promotion used in the present study. But the two are different in terms of scope, area of study, population of study, method of data collection as well as data analysis. For this reason the current work is necessary.

Studies on Fringe Benefit and Survive Delivery (Job Performance)

In a study by Robles (2018) on the influence of employee benefits on employee satisfaction: a case a of five stars hotels in Nairobi, a descriptive research design was used. The target population was 1824 employees of five-star hotels in Nairobi. Stratified random sampling was adopted for the study and a sample size of 318 was used. The instrument used for data collection was a structured questionnaire. Cronbach alpha reliability test was used to determine the reliability of the instrument and data was analyzed using correlation analysis. The findings revealed that there was a strong positive relationship between financial benefits, retirement and social benefits and employee satisfaction. The study provides relevant information to this present study in the area of benefit. But the two are different in scope, area of study, population of the study, method of data collection and method of data analysis. Hence, the two studies are not in the same area making this present study relevant

Chelangat and Gachunga (2016) carried out a study on effect of reward management practices on organizational commitment in state corporations in Kenya: a case study of kefir. The objectives of the study were to establish the effect of benefits administration and to find out what

employees perceived as the base for reward. A case study research design was adopted. The population of the study was 1012 and a stratified sampling technique was used in sampling 100 sample size from top management, middle and lower level staff for the study. A questionnaire was used for data collection. A pilot study was carried out to pretest and validate the instruments using Cronbach's Alpha reliability. Descriptive and inferential statistical analysis was used for the data analysis. The finding revealed that among the benefits offered in the organization, pension scheme acts as a retention strategy that motivates them to be more committed to the organization. They also felt that the health insurance cover provided by the organization attracts them and hence work harder towards achieving the organizational goals. The study provides relevant information to this present study in the area of benefit. But the two are different in scope, area of study, population of the study, method of data collection and method of data analysis. Hence the two studies are not in the same area making this present study relevant.

A study was conducted by Kamau (2013) on fringe benefits effects on employee productivity in the public sector (a case of State Department of Water, Nairobi County, Kenya). The main purpose of that study was to find out fringe benefits effects on employee productivity in the public sector, Nairobi County. A descriptive survey design was adopted. The population of the study was 189 and a simple size of 58 was drawn through simple random sampling. Questionnaire was used for data collection. A multiple regression analysis was adopted for the data analysis. It was established that security benefits such as meal, transport and house allowances contributed positively to employee productivity, that health of the workforce is inextricably linked to the productivity of the workforce and the health of the nation's economy, that retirement benefits strongly influenced workers' behavior, giving younger workers a compelling reason to continue working for their employer and encouraging older workers to retire on a timely basis and finally that, recognizing and rewarding employees for a job well done enhances employee productivity. The study provides relevant information to this present study in

the area of fringe benefit. But the two are different in scope, area of study, population of the study, method of data collection and method of data analysis. Hence, the two studies are not in the same area making this present study relevant.

Ola and Adeyemi (2012) had a survey on motivation, job satisfaction and service delivery: Mid-level staff at Kenneth Dike Library, University of Ibadan, Nigeria. The study provide answers to questions on incentives, remunerations (salaries), interpersonal relationships, communications, job environment and satisfaction of mid-level staff (professional and non-professional) in Kenneth Dike Library University of Ibadan. Survey method was adopted where responses were elicited through a questionnaire administered on the staff. A population of eighty one (81) mid-level staff made up of 25 academic librarians, 29 para-professionals and 27 other senior staff was used. The data collected was analyzed through frequencies, percentages and inferences. The finding revealed that the morale of staff in the target group was doused due to: frustration resulting from lack of involvement in decision making and inadequate tools and materials with which to work; over-centralization of authority; lack of proper incentives by way of welfare schemes and adequate remunerations. The study is relevant to the present study in that it considered some variables used in the present study. But the two are different in terms of scope, area of study, population of study, method of data collection as well as data analysis. For this reason the current work is necessary.

Studies on Good Working Conditions and Survive Delivery (Job Performance)

A study on work environments and job performance of librarians in the public universities in South –West Nigeria was carried out by Amusa, Iyoroand and Olabisi (2013) to examine the work environment and job performance of librarians in public universities in South-West, Nigeria. A survey research technique was employed for the study. A sample size of 189 academic librarians was used and questionnaire was used to elicit information, out of which 153 (81%) copies of the questionnaire were duly completed and returned. The data collected were

analyzed using frequency count, percentage and ANOVAs Analysis tested at 0.05 level of significance. The findings revealed that the work environment of librarians in terms of physical facilities, open communication, motivation etc. was fairly favourable while personnel emolument was considered not to be favourable at all. This inadequacy is reflected in the job performance of the librarians as their performance only seemed to be fair. The study also established that there is significant correlation between work environment and job performance of the librarians. To alleviate the incidence of poor work environment and under performance in libraries, the study recommended improvement in the levels of physical facilities, personnel emolument, open communication as wells as adequate funding from government, donor agencies and philanthropists. The study provides relevant information to this present study in the area of working conditions. But the two are different in scope, area of study, population of the study, method of data collection and method of data analysis. Hence the two studies are not in the same area making this present study relevant.

A study on the effects of organizational work conditions on employee job satisfaction in the Hotel Industry in Kenya was conducted by Mokaya, Musau, Wagoki and Karanja (2013). The study focused on working conditions, remuneration and promotion as the major elements that affect employee job satisfaction. The target population for the study was 170 employees in seven hotels within Nakuru County, Kenya. A sample size of 84 was used for the study and questionnaire was used for data collection. The data was analyzes using Pearson's Moment Correlation and regression statistical analysis. The result of the analysis shows high employee job satisfaction with working conditions which had a strong and positive correlation. This study will provide relevant information to the present study in the area of working condition. But the two studies are not the same in terms of scope, area of study and method of data collection and analysis. Therefore this study is important.

A study was carried out by Siamuzwe (2012) to investigate the level of motivation among librarians in the tertiary institutions of learning in Lusaka, Central and Copper belt provinces of Zambia. The study was to determine the level of relationship existing between motivation, job positions and condition of service. The purpose of the study was to investigate factors affecting motivation among librarians in tertiary and research institutions in Zambia. It was also intended to determine the extent to which librarians were motivated in tertiary and research institutions, factors that influenced motivation, the impact of communication, training and development on staff motivation and to recommend measures to be put in place to enhance motivation among librarians in Zambia. A survey method was used and a sample size of 90 was adopted, while data were collected through questionnaire. Data collected from the questionnaires were comprehensively analyzed using descriptive and inferential statistics with the help of the Statistical Package for Social Sciences (SPSS). The findings of this study revealed that librarians were motivated in their current job positions owing to the favorable conditions of service obtained in their places of work. However, the study also established that some librarians were de-motivated due to the factors that affected motivation in their current job positions. The major causes of de-motivation basically centered on poor working conditions, poor physical work conditions in some libraries, poor remunerations, un-fair staff training policies, accommodation problems, lack of promotion prospects, and poor funding to the libraries. This study revealed the relationship between librarian's motivation and working conditions as well as staff development. The study is relevant to this study in that it considered all the variables used in the present study. But the two are different in terms of scope, area of study, population of study, method of data collection as well as data analysis. For this reason the current work is necessary.

Studies on Staff Development and Survive delivery (Job Performance)

A study on effect of training and motivation on job performance of library personnel of University of Lagos, Lagos State, Nigeria was conducted by Madukoma, Akpa, and Okafor

(2014) the study was to investigate the effect of training and motivation on job performance of library personnel of University of Lagos. Survey method was used in the study. The population of the study was 135 library personnel in the University of Lagos. The entire population was used for the study. Out of 135 copies of questionnaire distributed to the respondents, 91 were completed and returned. Frequency count, mean and standard deviation statistical methods were used for the analysis. The result of the study showed that training motivates library personnel in University of Lagos to do their jobs. In turn, this enhances their performance on the job. The study provides relevant information to this present study in the area of staff development. But the two are different in scope, area of study, population of the study and method of data analysis. Hence the two studies are not in the same area making this study relevant.

Ombui, Kagiri, and Omoke, (2014) carried out a study on the influence of training and development on the performance of employees in Research Institutes in Kenya. The objective of the study was to determine the influence of training and development on the performance of employees in research institutes in Kenya. The study adopted descriptive and correlation research designs. The target population was drawn from the research institutes that were within Nairobi county and its environs. The study adopted stratified sampling technique while the sample size was 256 employees. The study used questionnaires to collect data while Cronbach's alpha was used to test the validity and reliability of the instruments. A statistical package for social sciences (SPSS) was used to analyze quantitative data while data was presented using statistical techniques such as tables, bar-graphs and pie charts. The results of the study revealed that the correlation between employee performance and Training and Development were highly significant at 0.383 ($P=0.000$). This study will provide useful information to the present research work in the area of staff development and job performance, but the two studies vary in terms of variables, scope of the study, area of study, population of study, method of data collection as well as data analysis.

A study on the relationship between staff development and job performance among personnel in Branch Libraries, University of Maiduguri, Nigeria, conducted by Saka and Haruna (2013) to investigate staff development as a motivating factor in job performance among personnel in branch libraries, University of Maiduguri, and aimed at determining the relationship between staff development programmes and job performance, revealed that formal education does not enhance job performance of staff. The study adopted a survey research method. The sample size of 47 (professional, para professional and non- professional) staff in 15 branch libraries. Questionnaire was used for data collection. The data was analyzed using descriptive and inferential statistics. The study revealed that Seminars, conferences and workshop attendance enhances job performance of staff. The findings of the study revealed also that staff development programmes collectively increase the job performance of staff. This study is relevant to this present study in that it considered variables such as staff development and job performance used in the present study. But the two are different in terms of scope, area of study, population of study, method of data collection as well as data analysis. For this reason the current work is necessary.

Gani (2013) investigated the impact of staff development programmes on job performances of staff in Nigerian Colleges of Education. The study employed a descriptive survey design. The target population of the study was 45,058 staff working in 85 Colleges of Education in Nigeria spread across the 36 states and the Federal Capital Territory. A multistage sampling technique was adopted in selecting 24 Colleges of Education for the study. A sample size of 2,400 staff comprising management, academic and non academic staff was selected using purposive sampling technique from the 24 Colleges of Education so selected. A structured questionnaire with 100 item statements was the main instrument used for data collection. The instrument was subjected to content and face validity and a reliability coefficient of 0.86 was obtained from the pilot study. The data collected were first compiled and presented using

frequency distributions and simple percentages, and later subjected to One Way Analysis of Variance (ANOVA) and Scheffe's Multiple Comparison Test. Ten hypotheses were formulated in line with the specific objectives of the study and the research questions. The findings revealed that the types of development programmes provided have some positive impact on job performances of staff.

The importance of Gani's study to the present one is that it contains the variables, staff development and job performance. However, the design of the study, area of the studies and the population of the study were different, also sample size and sampling techniques were different. Method of data analysis was also different. Therefore, the current study is different from that of Gani. One major similarity is that both studies use staff development and job performance.

Odili (2013) carried out a study on staff development programs and job performance: implications for productivity in Lagos State Ministry of Education. The study investigates the staff development programs of the Lagos State Ministry of Education and its relationship with the job performance of her workforce. The study adopted descriptive survey research design and the population of the study all civil servants in Lagos State Ministry of Education. A sample size of 45 was drawing using proportionate stratified random sampling technique. Questionnaire was used for data collection and Spearman Brown's Prophecy Formula was used to test the reliability of the instrument and the correlation coefficient of 0.97 was obtained. The data were analyzed using percentages and Chi Square. The finding of the study revealed that the staff development programs actually meets the staff development needs of the education officers, though the selection process is adjudged to be unfair, unjust and discriminatory,; that the staff development programs are grossly underfunded; and that the staff development programs enhance staff performance and increase their productivity. This study will be relevant to the present study in that it considered the relationship between staff development and job performance of the workforce which is directly related to this study, as such it will provide useful information in this

respect. But the two are different in terms of scope, area of study, population of study as well as data analysis. For this reason the current work is necessary.

Aarabi, Subramaniam and Akeel (2013) carried out a study on relationship between motivational factors and job performance of employees in Malaysian service industry. The aim of this study was to have better understanding on factors of employee motivation and their association with job performance in Malaysian servicing organizations. The dependent variable in this study is job performance. The independent variables are motivational factors namely payment, job security, promotion, freedom, friendly environment and training. A correlation research design was used in this study. Survey method was used to collect data. The research instrument was a structured questionnaire. A systematic sampling method was used to select the samples for this study. A total of 130 employees of service organizations constituted the sample. The results showed that among the motivational factors, two variables were found to be significant predictors of job performance. Training contributed 40.4% to job performance while promotion contributed an additional 3%. This study is relevant to this present study in that it considered variables such as training and job performance. But the two are different in terms of scope, area of study, population of study, method of data collection as well as data analysis. For this reason the current work is necessary.

Studies on Gender and Service Delivery (Job Performance)

The relevant literature reviewed tended to support the fact that workers motivation and task performance tend to be affected by gender. In some studies, female tended to be generally more satisfied and more committed than their male counterpart while in other studies the reverse were observed. Hrebiniak and Arullo's (1982) in Offem (2016) analysis by gender resulted in differences in service delivery with female exhibiting less of propensity to change employing institution than their male counterparts. Analysis by both gender and marital status further suggested that married or separated individuals, especially females, see greater cost attached to

inter - organizational mobility. Hence, they are less likely than single or male subjects to consider employment alternatives, even given inducement to do so. Oriko (2015) argued that gender affect teachers motivation, commitment to duty and task performance. He concluded that female teachers were more committed to service delivery than the male teachers. He found a significant difference between male and female, marital status, motivation and service delivery. The findings of these studies bear direct relevance to the present study which in part attempt to relate motivation to academic librarians service delivery in university libraries in Nigeria.

A study on motivational factors as correlates of librarians' job satisfaction in Nigerian university libraries carried out by Ekere (2010) the study was to determine the relationship between motivational factors among university libraries and librarians' job satisfaction in university libraries in Nigeria. The study was guided by seven research questions and four hypotheses. Survey design was used, and the population of the study were librarians drawn from 25 Federal and 26 State universities in Nigeria a total of 685 librarians, made up of 458 librarians in federal and 229 in state university libraries. The Hat draw method was used to select the respondents. A sample of 453 librarians representing 80% of the population was used for the study. Questionnaire was used for data collection. Mean was used to answer research question 1, 2, 4,5 and 6, while research question 3 was answered using percentages. A mean of 3.0 and above was adjudged to be acceptable. Research question 7 was answered using Pearson Product Moment Correlation Coefficient. Hypotheses 1 and 2 was tested with ANOVA, while t-test were used to test hypotheses 2 and 4 and at 0.05 level of significance. The results of the study showed that all motivational factors namely, work itself, achievement, recognition, responsibility and advancement, were perceived by the librarians as motivational factors among university libraries in Nigeria. The result also showed that the majority of librarians (249 or 74.4%) showed high level of job satisfaction in university libraries. The result also showed that there is a relationship between motivational factors and job satisfaction as the Correlation Coefficient was

0.05, which indicates that there is a strong positive relationship between motivational factors and job satisfaction. Gender has no significant influence on librarians' job satisfaction in university libraries in Nigeria.

The importance of Ekere's study to the present one is that it contains the variables, gender and service delivery. However, the design of the study, area of the studies and the population of the study were different, also sample size and sampling techniques were different. Method of data analysis was also different. Therefore, the current study is different from that of Ekere. One major similarity is that both studies use gender and service delivery.

Another study was carried out by Offem (2016) on the factors associated with motivation, job satisfaction and service delivery among male and female librarians in Nigeria. Using a descriptive survey design, the populations of the study consist of 202 library staff drawn from five tertiary institutions in Cross River State. A purposive sampling technique was used. The researcher employed questionnaire for data collection. The data collected was analyzed using quantitative and qualitative statistics. From the analyses, it was found that gender has no direct influence on service delivery of library staff in the study area. This means there is no difference in service delivery of staff based on motivation. On job satisfaction, women derived greater job satisfaction from their work than their male counterparts. Women were more satisfied with independence, security, ability utilization and working conditions. On the other hand, men were satisfied with variety. This study is relevant to this present study in that it considered variables such as motivation, gender and service delivery. But the two are different in terms of scope, area of study, population of study, method of data collection as well as data analysis. For this reason the current work is necessary.

Studies on Motivational Factors and Service Delivery base on Type of Institutions (Universities)

A comparative study carried out by Odey (2017) on motivational factors and job performance of library staff in tertiary institutions using university libraries, colleges and polytechnic libraries in Cross River and Akwa Ibom State. The study investigated motivational factors and job performance of library staff among tertiary institution with respect to their salaries, promotion, mode of reward, fringe benefits, participation in planning, and decision making and work conditions. A case study research design was adopted; a questionnaire was used in data collection. The questionnaire was in two parts. The first part was to collect personal data of respondents while the second part is four point scale with questions relating to the subject matter of the study. The population of the study comprised librarians and para-professional library staff. The total population of the librarians and para-professional library staff was four hundred and twenty three (423) made up of 43 librarians and 380 para-professional library staff. Stratified random sampling technique was used to select a sample size of 167 from the seven selected tertiary institutions libraries in Cross River and Akwa Ibom State.

The questionnaire was administered to the sample size of one hundred and sixty seven. Out of the questionnaires administered, only one hundred and forty three (143) were duly completed and returned. Descriptive statistical and Pearson Product Moment Correlation was used for testing the hypothesis. The result revealed that there is a significant difference in the motivational factors in the institutions base on ownership and funding. The study further revealed that libraries owned by federal institutions were funded better than those owned by states and that librarian in the federal institutions under study are better motivated than those in the state owned institutions.

This study provides relevant information to the present study in the area of motivational factors used in motivating academic librarians in the university libraries. But the two are

different in scope, area of study, population of the study, method of data collection and method of data analysis. Hence the two studies are not in the same area making this relevant.

In a comparative study of librarians at the Nnamdi Azikiwe Library, University of Nigeria Nsukka and Institute of Management and Technology Enugu (IMT) Ezema (2003) investigated the extent of job satisfaction among them with respect to motivational factors such as their salaries, promotion, mode of supervision, participation in planning and decision making. In order to achieve this, he used Causal-comparative research design. To collect data for this study, the researcher made use of a questionnaire. The questionnaire was made up of two parts. The first part concerned personal data of respondents while the second part is four point scale with questions relating to the subject matter of the research-job satisfaction. The population was made up of forty four (44) respondents. This number was considered manageable which made any form of sampling unnecessary. Six research questions were formulated to provide focus for the study. The mean and percentages were employed to statistically analyze the data collected. The study revealed that there is a general dissatisfaction among librarians in both institutions in respect of salaries and fringe benefits. It further revealed that the system of promotion is irregular and is based on relevant additional qualifications and number of publications. The study provides relevant information to this present study in the area of motivational factors among institutions. But the two are different in scope, area of study, population of the study and method of data analysis. Hence the two studies are not in the same area making this study relevant.

A survey was carried out by Edet (2015) to assess motivation and job performance of para-professional staff in tertiary institution libraries in Cross River State, Nigeria. The study adopted a survey design method while a structured questionnaire was used to collect data for the study. The population of the study comprised library managers and para-professional library staff. The total population of the library managers and para-professional library staff was one hundred and sixteen (116) made up of 5 library managers and 111 para-professional library staff.

Stratified random sampling technique was used to select a sample size of ninety from the five selected tertiary institutions libraries in Cross River State. The questionnaire was administered to the sample size of ninety. Out of the questionnaires administered, eighty seven were duly completed and returned. Descriptive statistical and **ANOVA** was used for testing the hypothesis. The findings of the study show that there is a significant difference between motivational strategies used by tertiary institution libraries and work performance of para-professional library staff. The study provides relevant information to this present study in the area of motivational factors used in motivating academic librarians in the university libraries. But the two are different in scope, area of study, population of the study, method of data collection and method of data analysis. Hence the two studies are not in the same area making this relevant.

In his contributions, Ayo (2014) carried out a study on job motivation and service delivery among library Cataloguers in tertiary institution libraries in Kaduna State Nigeria. The study was aimed at ascertaining motivational factors and the level of service delivery among library Cataloguers. It also aimed at determining the influence of variables such as age, gender, and marital status, length of service as a professional librarian on their service delivery. The study employed descriptive survey research design. A structured questionnaire and interview tool with a population of 72 library cataloguers was used. The data collected was analyzed through frequencies and percentages statistics methods. The finding shows no significant difference in motivational factors and service delivery among cataloguers in tertiary institution libraries in Kaduna State Nigeria. Also none of the four variables, that is, age, gender, marital status and length of service as professional librarian is significantly correlated with Cataloguers' overall service delivery. The study provides relevant information to this present study in the area of motivational factors among institutions. But the two are different in scope, area of study, population of the study and method of data analysis. Hence the two studies are not in the same area making this study relevant.

Summary of Literature Review

Existing literature has shown that variables such as motivational factors and service delivery are germane to improving the degree of service delivery of staff in any organization which in turn determines the level of productivity. Motivation of academic librarians is crucial in achieving effectiveness in the library. The higher the level of motivation, everything being equal, the higher the quality of academic librarians' contribution to the achievement of the university library's goals.

The review of literature was based on many concepts and the relationship between motivational strategies and job performance. The review highlighted the multifaceted nature of the research variables. Most of the findings were related and conform to needs-based motivation theories which stem from the understanding that all motivation comes from an individual's desire to fulfill or achieve a need. The review focus on three motivational needs theories which are Adams equity theory, Maslow Hierarchy of Need theory and Vroom's Expectancy theory. These theories were seen as the bedrock upon which modern theories and knowledge of motivation and job performance are built. The study is anchored on Adams equity theory. Equity theory provided a useful guide in employees – employer relations, emphasizing the direction of purposeful relationship among extrinsic motivational factors (salary, promotion, fringe benefits, good working conditions and staff development) which are what the employee is expecting to receive from his employer and job performance which is the employee input.

From the review, the researcher observed that the motivator modifiers (salary, promotion, fringe benefits, good working conditions and staff development) act as morale boosters that induce the employees to improve their service delivery. The review also showed that motivation is of enormous importance as regards service delivery. However, none of the literature reviewed sought to determine the relationship of motivation as predictor of service delivery among academic librarians, as well as the relationship between motivational factors and service delivery

among university libraries in the South-South, Nigeria. No study reviewed used the same variables, study area and population involved in the present study. It is for this reasons that this study is conducted to fill this gap in the literature. This is because motivation is the key force that determines the direction of a person's behavior in an organization

HAPTER THREE

RESEARCH METHOD

This chapter discusses the procedure adopted for the study. Specifically, it addresses the following sub-headings: Design of the study, area of the study, population of the study, sample and sampling technique, instrument for data collection, validation of the instrument, reliability of the instrument, method for data collection and method of data analysis.

Design of the Study

The research design employed for the study is ex-post-facto research design. According to Nworgu (2015) this type of study seeks to establish cause-effect relationship that exists between two or more variables. Usually such studies attempts to link already existing observation to some variables as causative agents. This design is best adopted for this study because the researcher has no control over the variables under study and therefore cannot manipulate them. In line with this, Hale (2011) noted that once correlation is known it can be used to make predictions. Hale, concluded that when a score on one measure is known the researcher can make a more accurate prediction of another measure that is highly related to it. The design is important to this study because the motivational factors cannot be manipulated.

Area of the Study

The area of the study comprises of all Public University Libraries located in the South-South of Nigeria. There are six states in the zone (Akwa Ibom, Bayelsa, Cross River, Delta, Edo and Rivers), with six federal universities and seven state universities. The federal universities are University of Benin in Edo State, University of Calabar in Cross River State, University of Port Harcourt in Rivers State, Federal University, Otuoke in Bayelsa State, Federal University of Petroleum Resources, Efurrum in Delta State and University of Uyo in Akwa Ibom State. While the State universities are Akwa Ibom State University of Science and Technology, Ikot-Akpaden; Niger Delta University, Wilberforce Island, Bayelsa State; Cross River University of

Technology, Calabar; Delta State University, Abraka; Ambrose Ali University, Ekpoma, Edo State; Rivers State University of Science and Technology, Port Harcourt and Ignatius Ajulu University of Education, Rivers State, Port Harcourt

The zone is selected because of its heterogeneous nature. There are universities owned, managed and funded by different proprietors. There are academic librarians with varied characteristics, that is, different in their interest, attitude, needs, motivation and self-efficacy. Some academic librarians are with high socio-economic status and some are with low Socio-economic status. Also, the area has conventional universities as well as science and technology universities. The area also has academic librarians with different qualifications, ranks and level of experience.

Population of the Study

The population of the study comprises of 175 academic librarians working in university libraries owned by Federal and State governments in the South-South Nigeria. There are 101 academic librarians working in the six Federal University libraries, while 74 are working in the seven State University libraries in the region. A total of 175 academic librarians make up the population of this study (Sources: University Librarians, Staff Nominal Role, 2017).

Sample and Sampling Techniques

The sample for this study consists of 175 academic librarians in the thirteen public university libraries in the South – South, Nigeria. There was no sampling as the entire population was used for the study since the population size was manageable. This was in line with the view of Nworgu (2015) that an entire population can be used where population is small and manageable.

Instrument for Data Collection

The main instrument used for data collection was questionnaire. The questionnaire was tagged Motivational Factors and Service Delivery among University Libraries Questionnaire

(MFSDULQ) designed by the researcher. The instrument is divided into two Sections; Section A is designed to collect information on motivational factors (such as salary, promotion, fringe benefit, Good working conditions, and staff development) and is subdivided into clusters: Cluster A cover item 1 – 7 deals with salary. Cluster B contains item 8 – 15 was designed to elicit information on promotion, Cluster C contain item 16 – 23 was designed to collect information on fringe benefits, Cluster D contain item 24 – 30 deals with good working conditions, Cluster E contain item 31 – 39 was designed to collect data on staff development. Section B contains item 1 – 9 is designed to elicit information on service delivery among university libraries in South – South Nigeria.

A total of 48 items was used with a four-point scale. Each item requires the respondent to indicate his opinion under; Strongly Agree – 4 point, Agree – 3 point, Disagree – 2 point and Strongly Disagree - 1 point. However, the scoring is reversed Strongly Agree – 1 point, Agree – 2 point, Disagree – 3point and Strongly Disagree - 4 point for negatively responded items.

Validation of the Instrument

The instrument (questionnaire) used for the study was subjected to face validity by three experts (two from Library and Information Science Department and one from Educational Measurement and Evaluation unit of Science Education Department) University of Nigeria, Nsukka. The validation was required in order for the experts to assess the instrument's relevance to the research questions and hypotheses and clarity of language. The validators assisted the researcher in determination of the relevance and appropriateness of the instrument for the study. After careful vetting of the 67 items by the experts 48 items that were found relevant were retained while the 19 items that were irrelevant were dropped from the instrument and a final copy of the instrument was produced and used for field work.

Reliability of the Instrument

To determine the reliability of the instrument, the instrument was administered to 40 academic librarians drawn from Nnamdi Azikiwe Library, University of Nigeria, Nsukka. A total of 40 instruments were administered and 33 were returned which was used for the trial test. A Cronbach Coefficient Alpha (α) reliability method was adopted to test the reliability of each variable. The result of the analysis shows a high reliability index in all the variables as follows: service delivery (0.73), Salary (0.62), Promotion (0.68), Fringe benefit (0.75), Good working conditions (0.64) and Staff development (0.73). The result also revealed an overall reliability index of (0.80) (See appendix B for reliability output p143).

Method of Data Collection

For data collection, the questionnaires were administered to the respondents in their respective university libraries with the help of two research assistants. The assistants were briefed for the assignment, each of them covered two states, while the researcher covered two states. The instruments were administered to the respondents as they reported for duty and retrieved at the close of duty. This was done in order to ensure that those that were on shift duty are covered, and for high return rate. A total of 175 questionnaires were distributed to the respondents and they were guided on how to fill them. All the 175 questionnaires were returned, 4 of the returned questionnaires were rejected because they were not completely filled. Therefore a total of 171 questionnaires (98%) were used for the analysis.

Method of Data Analysis

To analyze the data collected from the field, Pearson Product Moment Correlation Coefficient (R) was used to answer the research questions. A benchmark (R) of .50 representing 50% was used for decision making. Any calculated result of .50 (50%) and above was taken as high relationship, while those below .50 (50%) were taken as low relationship. Therefore, coefficient of determination (R^2) was used for decision taking for the research questions.

Regression analysis was used to test hypotheses 1-5. While Analyses of Variance (ANOVA) was used to test hypotheses 6-8. All the hypotheses were tested at 0.05 level of significance (See Appendix C

CHAPTER FOUR

RESULTS

This chapter deals with the presentation of results according to the research questions and the hypotheses that guided the study.

Research Question One

What is the relationship between salary and service delivery of academic librarians in University libraries in South- South, Nigeria?

Table 1: Mean and Standard deviation of responses of academic librarians on relationship between salary and service delivery among university libraries in South-South Nigeria

Items	Mean	Std. Deviation	Remark
Salary			
My salary as an academic librarian is quite satisfactory	3.3333	.65977	Related
My salary can adequately provide for my family need	3.2398	.70781	Related
As an academic librarian I earn good salary	3.4211	.74235	Related
My salary provide me with steady income	3.0877	.88012	Related
I cannot afford to build my personal accommodation with my salary	3.1637	.85892	Related
My salary cannot provide my family need	3.4386	.75188	Related
My salary as an academic librarian is very poor	3.2047	.78154	Related
Overall Salary	22.8889	2.36754	Related
Services Delivery			
I always carry out my job with determination and happiness	3.2924	.67467	Related
I accepts responsibilities at all-time readily	3.2281	.71169	Related
I develop solutions to problems as soon as they arise	3.4094	.74890	Related
I am easily thrown off balance with users queries	3.1696	.89470	Related
My decisions are always accepted by management	3.1696	.85434	Related
I depend on others to answer users queries	3.4269	.75862	Related
I use library resources effectively in answering users queries	3.2749	.75179	Related
I always spend time in interpreting my query result to users	3.2865	.68152	Related
I am dutiful when colleagues come to me with queries (needs)	3.3626	.70093	Related
Overall Service Delivery	29.6199	2.77626	Related

Table 1 above show the mean responses of academic librarians on relationship between salary and service delivery among university libraries in South – South, Nigeria. The data on the

table revealed that the entire calculated mean are greater than .50 set as bench mark for the study.

This means that there is a relationship in all the items.

Table 2: Pearson Product Moment Correlation Coefficient analysis of the relationship between salary and service delivery of academic librarians

Variable	N	Mean	SD	R	R ²
Service Delivery	171	29.6199	2.77626	.816	.666
Salary		22.8889	2.36754		

$\alpha=.05$, R = correlation coefficient, R²= coefficient of determination,

Result on Table 2 above shows that academic librarians' service delivery has a coefficients of determination R²of .666. This means that 67% of academic librarians' service delivery accounted for by their salary.

Research Question Two

What is the relationship between promotion and service delivery of academic librarians in University libraries in South- South, Nigeria?

Table 3: Mean and Standard deviation of responses of academic librarians on relationship between promotion and servicer delivery

Items	Mean	Std. Deviation	Remark
PROMOTION			
I am promoted when I am due	3.3509	.73942	Related
I foresee good promotion opportunity in the library	3.1813	.74114	Related
As an academic librarian there are opportunities for me to rise to the highest cadre in the library	3.2222	.68409	Related
In the library promotion is given to well-deserved staff whenever due	3.2515	.72836	Related
There is prospect of promotion in the library	3.1988	.73260	Related
I have a clear path for career advancement	3.1930	.71386	Related
There is no prospect of promotion in the library	3.2222	.82446	Related
Promotion of academic librarians is not regular	3.0468	.87321	Related
Overall Promotion	25.6667	2.45189	Related
Service delivery			
I always carry out my job with determination and happiness	3.2924	.67467	Related
I accepts responsibilities at all-time readily	3.2281	.71169	Related

I develop solutions to problems as soon as they arise	3.4094	.74890	Related
I am easily thrown off balance with users queries	3.1696	.89470	Related
My decisions are always accepted by management	3.1696	.85434	Related
I depend on others to answer users queries	3.4269	.75862	Related
I use library resources effectively in answering users queries	3.2749	.75179	Related
I always spend time in interpreting my query result to users	3.2865	.68152	Related
I am dutiful when colleagues come to me with queries (needs)	3.3626	.70093	Related
Service delivery	29.6199	2.77626	Related

Table 3 above show the mean responses of academic librarians on relationship between promotion and service delivery among university libraries in South – South, Nigeria. The data on the table revealed that the entire calculated mean are greater than .50 set as bench mark for the study. This means that there is a relationship in all the items.

Table 4: Pearson Product Moment Correlation Coefficient of the relationship between Promotion and service delivery of academic librarians

Variable	N	Mean	SD	R	R ²
Service Delivery	171	29.6199	2.77626	.916	.700
Promotion		25.6667	2.45189		

$\alpha=.05$, R = correlation coefficient, R²= coefficient of determination,

The analysis on Table 4 above shows that academic librarians' service delivery has a coefficients of determination R² of .700. This means that 70% of academic librarians' service delivery can be accounted for by promotion.

Research Question Three

What is the relationship between fringe benefits and service delivery of academic librarians in University libraries in South- South, Nigeria?

Table 5: Mean and Standard deviation of responses of academic librarians on relationship between fringe benefit and service delivery

Items	Mean	Std. Deviation	Remark
Fringe benefit			
My institution has a good fringe benefit policy in place for academic librarians	3.2924	.67467	Related
The library provides insurance benefit for academic librarians	3.2281	.71169	Related
The library provides transport service for academic librarians	3.4094	.74890	Related
My institution provides medical care services for academic librarians families	3.1696	.89470	Related
My institution provides educational services for academic librarians children	3.1696	.85434	Related
There is no fringe benefit policy in my institution	3.4269	.75862	Related
Payment for fringe benefit services for academic librarians are regular	3.2749	.75179	Related
The library provides recreational services for academic librarians	3.2865	.68152	Related
Overall fringe benefit	26.2573	2.59715	Related
Service delivery			
I always carry out my job with determination and happiness	3.2924	.67467	Related
I accept responsibilities at all-time readily	3.2281	.71169	Related
I develop solutions to problems as soon as they arise	3.4094	.74890	Related
I am easily thrown off balance with users queries	3.1696	.89470	Related
My decisions are always accepted by management	3.1696	.85434	Related
I depend on others to answer users queries	3.4269	.75862	Related
I use library resources effectively in answering users queries	3.2749	.75179	Related
I always spend time in interpreting my query result to users	3.2865	.68152	Related
I am dutiful when colleagues come to me with queries (needs)	3.3626	.70093	Related
Service delivery	29.6199	2.77626	Related

Table 5 above shows the mean responses of academic librarians on relationship between fringe benefit and service delivery among university libraries in South – South, Nigeria. The data on the table revealed that the entire calculated mean are greater than .50 set as benchmark for the study. This means that there is a relationship in all the items.

Table 6: Pearson Product Moment Correlation Coefficient of the relationship between fringe benefits and service delivery of academic librarians

Variable	N	Mean	SD	R	R ²
Service Delivery	171	29.6199	2.77626	.968	.937
Fringe benefits		26.2573	2.59715		

$\alpha=.05$, R = correlation coefficient, R²= coefficient of determination

Result on Table 6 above shows that academic librarians' service delivery has a coefficients of determination R²of .937. This means that 94% of academic librarians' service delivery can be accounted for by fringe benefits.

Research Question Four

What is the relationship between good working conditions and service delivery of academic librarians of these University libraries?

Table 7: Mean and Standard deviation of responses of academic librarians on relationship between good working condition and service delivery

Items	Mean	Std. Deviation	Remark
Good working condition			
I feel satisfied with the working conditions in the library	3.3626	.70093	Related
The working tools in the library are adequate	3.1345	.84682	Related
There is a good rapport among academic librarians	3.4269	.75862	Related
The physical working conditions of my office is conducive	3.1930	.78453	Related
The lights in my office are adequate	3.4269	.75862	Related
The air flow conditionals in my office is adequate	3.2749	.75179	Related
The physical working conditions of my office is not conducive	3.2515	.69531	Related
Overall good working condition	23.0702	2.58634	Related
Services Delivery			
I always carry out my job with determination and happiness	3.2924	.67467	Related
I accepts responsibilities at all-time readily	3.2281	.71169	Related
I develop solutions to problems as soon as they arise	3.4094	.74890	Related
I am easily thrown off balance with users queries	3.1696	.89470	Related
My decisions are always accepted by management	3.1696	.85434	Related
I depend on others to answer users queries	3.4269	.75862	Related

I use library resources effectively in answering users queries	3.2749	.75179	Related
I always spend time in interpreting my query result to users	3.2865	.68152	Related
I am dutiful when colleagues come to me with queries (needs)	3.3626	.70093	Related
Overall Service Delivery	29.6199	2.77626	Related

Table 7 above shows the mean responses of academic librarians on relationship between good working condition and service delivery among university libraries in South – South, Nigeria. The data on the table revealed that the entire calculated mean are greater than .50 set as bench mark for the study. This means that there is a relationship in all the items.

Table 8: Pearson Product Moment Correlation Coefficient of the relationship between good working conditions and service delivery of academic librarians

Variable	N	Mean	SD	R	R ²
Service Delivery	171	29.6199	2.77626	.721	.520
Good working condition		23.0702	2.58634		

$\alpha=.05$, R = correlation coefficient, R²= coefficient of determination

Result on Table 8 above shows that academic librarians' service delivery has a coefficient of determination R² of .520. This means that 52% of academic librarians' service delivery can be accounted for by good working conditions.

Research Question Five

What is the relationship between staff development and service delivery of academic librarians in these University libraries?

Table 9: Mean and Standard deviation of responses of academic librarians on relationship staff development and service delivery

Items	Mean	Std. Deviation	Remark
Staff development			
My institution have a staff development policy in place	3.0468	.84584	Related
My job afford me the opportunity of attending seminars and workshops	3.1520	.76714	Related
Academic librarians are encouraged to improve on their job through in-service training	3.0702	.74026	Related
I am encouraged to developed myself through study leave with pay	3.0819	.68106	Related
My institution does not have staff development policy	3.2164	.71535	Related
No academic librarian is allowed to undergo self-development in our library	3.2456	.63099	Related
My institution sponsor academic librarians for further studies	3.1696	.71981	Related
The library always organize in house training for academic librarians	3.1696	.72794	Related
The library encourage me to attend conferences	2.9942	.85747	Related
Overall Staff development	28.1462	2.56371	Related
Services Delivery			
I always carry out my job with determination and happiness	3.2924	.67467	Related
I accepts responsibilities at all-time readily	3.2281	.71169	Related
I develop solutions to problems as soon as they arise	3.4094	.74890	Related
I am easily thrown off balance with users queries	3.1696	.89470	Related
My decisions are always accepted by management	3.1696	.85434	Related
I depend on others to answer users queries	3.4269	.75862	Related
I use library resources effectively in answering users queries	3.2749	.75179	Related
I always spend time in interpreting my query result to users	3.2865	.68152	Related
I am dutiful when colleagues come to me with queries (needs)	3.3626	.70093	Related
Overall Service Delivery	29.6199	2.77626	Related

Table 9 above show the mean responses of academic librarians on relationship between good staff development and service delivery among university libraries in South – South, Nigeria. The data on the table revealed that the entire calculated mean are greater than .50 set as bench mark for the study. This means that there is a relationship in all the items.

Table 10: Pearson Product Moment Correlation Coefficient of the relationship between staff development and service delivery of academic librarians

Variable	N	Mean	SD	R	R ²
Service Delivery	171	29.6199	2.77626	.770	.593
Staff development		28.1462	2.56371		

$\alpha=.05$, R = correlation coefficient, R² = coefficient of determination

The finding on Table 10 above shows that academic librarians' service delivery has a coefficients of determination R² of .593. This means that 59.3% of academic librarians' service delivery can be accounted by staff development.

Research Question six

What is the relationship between motivational factors and service delivery among academic librarians in university libraries in South-South, Nigeria?

Table 11: Mean and Standard deviation of responses of academic librarians on relationship motivational factors and service delivery among university libraries in South- South Nigeria

Items	Mean	Std. Deviation	Remark
Motivational factors			
Salary	22.8889	2.36754	Related
Promotion	25.6667	2.45189	Related
Fringe benefit	26.2573	2.59715	Related
Good working condition	23.0702	2.58634	Related
Staff development	28.1462	2.56371	Related
Overall motivational factors	126.0292	10.93587	Related
Service delivery	29.6199	2.77626	Related

Table 11 above show the mean responses of academic librarians on relationship between motivational factors and service delivery among university libraries in South – South, Nigeria. The data on the table revealed that the entire calculated mean are greater than .50 set as benchmark for the study. This means that there is a relationship in all the items.

Table 12: Pearson Product Moment Correlation Coefficient of the relationship between Motivational factors and service delivery among academic librarians in university library

Variable	N	Mean	SD	R	R ²
Motivational Factors	171	126.029	10.9358	.945	.894
Service Delivery		29, 6199	2.7762		

$\alpha=.05$, R = correlation coefficient, R² = coefficient of determination

The finding on Table 12 above shows that motivational factors have a coefficient of determination R² of .894. This means that 89.4% of academic librarians' service delivery can be accounted by motivational factors.

Research Question seven

What is the relationship between gender and motivational factors among academic librarians in university libraries in South-South, Nigeria?

Table 13: Mean and Standard deviation of responses of academic librarians on relationship gender and motivational factors among university libraries in South- South Nigeria

Items	Mean	Std. Deviation	Remark
Gender	1.6316	.48379	Not related ^{xx}
Motivational factors			
Salary	22.8889	2.36754	Related
Promotion	25.6667	2.45189	Related
Fringe benefit	26.2573	2.59715	Related
Good working condition	23.0702	2.58634	Related
Staff development	28.1462	2.56371	Related
Overall motivational factors	126.0292	10.93587	Related

Table 13 above show the mean responses of academic librarians on relationship between gender and motivational factors among university libraries in South – South, Nigeria. The data on the above table revealed that gender and motivational factors has no relationship. From the

table gender has a mean of 1.6316 which is less than that of motivational factors of 126.0292 with this it means that there is no relationship among the variables.

Table 14: Pearson Product Moment Correlation Coefficient of the relationship between Gender and Motivational factors among academic librarians in university library

Variable	N	Mean	SD	R	R ²
Motivational Factors	171	1.631	.4838	.070	.005
Service Delivery		126,029	10.9358		

$\alpha=.05$, R = correlation coefficient, R² = coefficient of determination.

The finding on Table 14 above shows that the amount of variation in motivational factors among academic librarians in university libraries in South-South Nigeria is .005. This means that 0, 05% of motivational factors among academic librarians are due to gender.

Research Question eight

What is the relationship between motivational factors and service delivery among academic librarians in university libraries in South-South, Nigeria base on type of university?

Table 15: Mean and Standard deviation of responses of academic librarians on relationship between motivational factors and service delivery among academic librarians in university libraries in South-South, Nigeria base on type of university

Items	Mean	Std. Deviation	Remark
Motivational factors	126.0292	10.93587	
Types of University	1.3626	.48215	

show the mean responses of academic librarians on relationship between motivational factors and service delivery among university libraries in South – South, Nigeria base on type of university. The data on the above table revealed that motivational factors have a mean of 126.0292 and a standard deviation of 10.93587. While types of universities has a mean of 1.3626 and a standard deviation of .48215.

Table 16: Pearson Product Moment Correlation Coefficient of the relationship between motivational factors and service delivery among academic librarians in university libraries in South-South, Nigeria base on type of university.

Variable	N	Mean	SD	R	R ²
Motivational Factors	171	126.029	10.9358	.134	.018
University types		1.3626	.48245		

$\alpha=.05$, R = correlation coefficient, R² = coefficient of determination

The finding on Table 16 above shows that motivational factors have a coefficient of determination R² of .018. This means that 18% of academic librarians' service delivery can be accounted by motivational factors base on university types.

Hypothesis One

There is no significant relationship between salary and service delivery of academic librarians in University Libraries in South- South, Nigeria.

Table 17: f-test summary table for relationship between salary and service delivery of academic librarians in University Libraries in South-South, Nigeria.

Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F Change	Sig F
1	.816 ^a	.666	.664	1.60961	336.740	.000

a. Predictors: (Constant), salary

In order to test hypothesis one (HO₁), the F-test was used to test the relationship between salary and service delivery of academic librarians. Table 17 above revealed that an F – change of 336.740 with associated exact probability value of .000 were obtained. This probability value is less than .05 set as the level of significance for the testing of the hypothesis. It was found to be significance because .000 is less than .05. Consequently, the null hypothesis was rejected. This means that there is a significant relationship between salary and service delivery of academic librarians in university libraries in South-South, Nigeria.

Hypothesis Two

There is no significant relationship between promotion and service delivery of academic librarians in University Libraries in South- South, Nigeria.

Table 18: f-test summary table for relationship between promotion and service delivery of academic librarians in University Libraries in South-South, Nigeria.

Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F Change	Sig F
1	.837 ^a	.700	.698	1.52457	394.735	.000

a. Predictors: (Constant), promotion

In order to test hypothesis two, the F-test was used to test the relationship between promotion and service delivery of academic librarians. The finding in Table 18 above shows that, an F-change of 394.735 with associated exact probability value of .000 were obtained. This probability value is less than .05 set as the level of significance for testing the hypothesis. It was found to be significance because .000 is less than .05. Consequently, the null hypothesis was rejected. This means that there is a significant relationship between promotion and service delivery of academic librarians in university libraries in South-South, Nigeria.

Hypothesis Three

There is no significant relationship between fringe benefits and job performance of academic librarians in University Libraries in South- South, Nigeria.

Table 19: f-test summary table for relationship between fringe benefits and service delivery of academic librarians in University Libraries in South-South, Nigeria.

Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F Change	Sig F
1	.968	.937	.397	.69709	2527.473	.000

a. Predictors: (Constant), fringe benefits

In order to test hypothesis three (HO₃), the F-test was used to test the relationship between fringe benefits and service delivery of academic librarians. The results in Table 19above

shows that an F -change of 2527.473with associated exact probability value of .000 were obtained. This probability value is less than .05 set as the level of significance for the testing the hypothesis. It was found to be significance because .000 is less than .05. Consequently, the null hypothesis was rejected. This means that there is a significant relationship between fringe benefits and service delivery of academic librarians in university libraries in South-South, Nigeria.

Hypothesis Four

There is no significant relationship between good working conditions and service delivery of academic librarians in University Libraries South- South, Nigeria.

Table 20: f-test summary table for relationship between good working conditions and service delivery of academic librarians in University Libraries in South-South, Nigeria

Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F Change	Sig F
1	.721 ^a	.520	.518	1.92834	183.371	.000

a. Predictors: (Constant), good working conditions

In order to test hypothesis four (HO₄), the F-test was used to test the relationship between good working conditions and service delivery of academic librarians. The finding in Table 20above shows that, an F-change of 183.371 with associated exact probability value of .000 were obtained. This probability value is less than .05 set as the level of significance for testing the hypothesis. It was found to be significance because .000 is less than .05. Consequently, the null hypothesis was rejected. This means that there is a significant relationship between good working conditions and service delivery of academic librarians in university libraries.

Hypothesis Five

There is no significant relationship between staff development and service delivery of academic librarians in University Libraries in South- South, Nigeria.

Table 21: f-test summary table for relationship between staff development and job performance of academic librarians in University Libraries in South-South, Nigeria

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F Change	Sig
1	.770 ^a	.593	, 590	.177711	245.897	.000

a. Predictors: (Constant), staff development

In order to test hypothesis five, the F-test was used to test the relationship between staff development and service delivery of academic librarians. The analysis in Table 21 shows that, an F – change of 245.897 with associated exact probability value of .000 were obtained. This probability value is less than .05 set as the level of significance for testing the hypothesis. It was found to be significance because .000 is less than .05. Consequently, the null hypothesis was rejected. This means that there is a significant relationship between staff development and service delivery of academic librarians in university libraries in South-South, Nigeria.

Hypothesis six

There is no significant difference in motivational factors and service delivery among academic librarians in university libraries in South-South, Nigeria

Table 22: Summary of ANOVA table for difference in motivational factors and service delivery among academic librarians in university libraries in South-South, Nigeria

Sources	Sum of Squares	df	Mean Square	F	Sig
Between Groups	1170.815	1	1170.815	1418.638	.000
Within Groups	139.477	169	.825		
Total	1310.292	170			

In order to test hypothesis six, ANOVA was used to test the difference in motivational factors and service delivery among academic librarians in university libraries. The analysis in Table 22 shows that, an F of 245.897 with associated exact probability value of .000 was obtained. This probability value is less than .05 set as the level of significance for testing the hypothesis. It was found to be significance because .000 is less than .05. Consequently, the null

hypothesis was rejected. This means that there is a significant difference in motivational factors and service delivery among academic librarians in university libraries in South-South, Nigeria

Hypothesis seven

There is no significant difference in gender service delivery due to motivational factors among academic librarians in university libraries in South-South, Nigeria

Table 23: Summary of ANOVA table for difference in gender service delivery due to motivational factors among academic librarians in university libraries in South-South, Nigeria

Sources	Sum of Squares	df	Mean Square	F	Sig
Between Groups	6.476	1	6.476	.839	.361
Within Groups	1303.816	169	7.715		
Total	1310.292	170			

In order to test hypothesis seven, ANOVA was used to test the difference in gender service delivery due to motivational factors among academic librarians in university libraries in South-South, Nigeria. The analysis in Table 23 shows that, an F of .839 with associated exact probability value of .361 was obtained. This probability value is greater than .05 set as the level of significance for testing the hypothesis. Therefore there is no significance because .361 is greater than .05. Consequently, the null hypothesis is retained. This means that there is no significant difference in gender service delivery due to motivational factors among academic librarians in university libraries in South-South, Nigeria.

Hypothesis eight

There is no significant difference in motivational factors and service delivery among academic librarians in university libraries in South-South, Nigeria base on type of university.

Table 24: Summary of ANOVA table for difference in motivational factors and service delivery among academic librarians in university libraries in South-South, Nigeria base on type of university

Sources	Sum of Squares	df	Mean Square	F	Sig
Between Groups	365.505	1	365.505	3.094	.080
Within Groups	1310.348	169	118.138		
Total	1310.292	170			

In order to test hypothesis eight, ANOVA was used to test the difference in motivational factors and service delivery among academic librarians in university libraries in South-South, Nigeria base on type of university. The analysis in Table 24 shows that, an F of 3.094 with associated exact probability value of .080 was obtained. This probability value is greater than .05 set as the level of significance for testing the hypothesis. There was no significance because .080 is greater than .05. Consequently, the null hypothesis is retained. This means that there is no significant difference in motivational factors and service delivery among academic librarians in university libraries in South-South, Nigeria base on type of university.

Summary of Major Findings

From the analysis of data, the following findings were obtained;

1. The respondents agree to all the items for 10 to 16 and 1 to 9 showing that there is a relationship between salary and job performance of academic librarians in University libraries in South-South Nigeria.
2. The respondents agree to all the items for 17 to 24 and 1 to 9 showing that there is a relationship between promotion and job performance of academic librarians in University libraries in South-South Nigeria.
3. The respondents agree to all the items for 25 to 32 and 1 to 9 showing that there is a relationship between fringe benefits and job performance of academic librarians in University libraries in South-South Nigeria.

4. The respondents agree to all the items for 33 to 39 and 1 to 9 showing that there is a relationship between good working conditions and job performance of academic librarians in University libraries in South-South Nigeria.
5. The respondents agree to all the items for 40 to 48 and 1 to 9 showing that there is a relationship between staff development and job performance of academic librarians in University libraries in South-South Nigeria.
6. The respondents agree to all the items for 1 to 48 and 1 to 9 showing that there is a relationship between motivational factors and service delivery among academic librarians in university libraries in South-South, Nigeria.
7. The respondents disagree to majority of the items for 1 to 48 and 1 to 9 showing that there is no relationship between gender and motivational factors among academic librarians in university libraries in South-South, Nigeria.
8. The respondents disagree to majority of the items for 1 to 48 and 1 to 9 showing that there is no relationship between motivational factors and service delivery among academic librarians in university libraries in South-South, Nigeria base on type of university
9. There is a significant relationship between salary and job performance of academic librarians in university libraries in South-South, Nigeria.
10. There is a significant relationship between promotion and job performance of academic librarians in university libraries in South-South, Nigeria.
11. There is a significant relationship between fringe benefits and job performance of academic librarians in university libraries in South-South, Nigeria.
12. There is a significant relationship between good working conditions and job performance of academic librarians in university libraries in South-South, Nigeria.

13. There is a significant relationship between staff development and job performance of academic librarians in university libraries in South-South, Nigeria.
14. There is a significant difference in motivational factors and service delivery among academic librarians in university libraries in South-South, Nigeria
15. There is no significant difference in gender service delivery due to motivational factors among academic librarians in university libraries in South-South, Nigeria.
16. There is no significant difference in motivational factors and service delivery among academic librarians in university libraries in South-South, Nigeria base on type of university.

CHAPTER FIVE

DISCUSSION, CONCLUSION, RECOMMENDATION AND SUMMARY

In this chapter, the results presented in chapter four are discussed. The chapter is organized based on the following sub-headings: discussion of the findings, conclusions, implications of the study, limitations of the study, suggestion for further study and summary of the study.

Discussion of the Findings

The findings of the study are discussed under the relevant sub-headings below in line with the research questions and hypotheses raised in the study.

- The relationship between salary and service delivery of academic librarians among University libraries in South –South, Nigeria.
- The relationship between promotion and service delivery of academic librarians among University libraries in South –South, Nigeria.
- The relationship between fringe benefits and service delivery of academic librarians among University libraries in South –South, Nigeria.
- The relationship between good working conditions and service delivery of academic librarians among University libraries in South –South, Nigeria.
- The relationship between staff development and j service delivery of academic librarians among University libraries in South –South, Nigeria.
- Difference in motivational factors and service delivery among academic librarians in university libraries in South-South Nigeria.
- Difference in gender service delivery due to motivational factors among university libraries in South-South Nigeria.
- Difference in motivational factors and service delivery among academic librarians in university libraries in South-South, Nigeria base on type of university.

The relationship between salary and service delivery of academic librarians among University libraries in South –South, Nigeria.

The finding of the analysis revealed that there is a significant relationship between salary and service delivery of academic librarians among University libraries in South –South, Nigeria. The finding of the study shows that salary is one of the most efficient variables, which means that service delivery of academic librarians can be increased to a sufficient level by bringing a small increase in salary. With recent economic recession employees heavily prioritize salary more than other motivational factors, since other rewards and benefits attached to the salary can also result in greater change in job performance.

The finding that salary is significantly related to service delivery is consistent with the studies of Sule, Amuni, Obasan and Banjo (2015) who found that there is a relationship between wages and salary (compensation) and motivation. Navdeep and Pankaj (2011) also found that among motivational strategies salary package is the most important and most influential variable. The findings are also in line with the view of Mishra and Dixit (2013) that financial rewards are highly correlated with employees' job performance in an education rewards system. The significance of salary to employee's job performance was also noted by Siamuzwe (2012) when he observed that many managers used money to reward or to punish employees, this was done through the process of rewarding employees for higher productivity. Churong (2012) on his part observed that earning has a positive influence on employees' performance. The finding of the study is contrary to the view of Boama (2014) who noted a low level of motivation in the area of salary and wages in Brong Ahafo Education Directorate.

Based on these findings, it is clear that the majority of the academic librarians surveyed worked extra hard for higher pay. It can also be argued that money has been the most important factor in motivating them to achieve higher performance. Academic Librarians just like any other workers have the right to receive better salary (wages) so that with their effort put in through

hard work they should meet their basic needs as outlined in the Maslow's hierarchy of needs. These findings are also supported by Siamuzwe (2012) that physiological needs can only be met by creating a comfortable salary in any given work place. Academic librarian who cannot get sufficient salary tends to be faced with problems of maintaining their family's life. In addition, such problems put the workers far from having job satisfaction.

The findings of the study are contrary to the view of Idrees, Xinping, Shaf, Hua and Nazeer (2015) they observed that salary is not the only motivator for the job performance in educational sector. It can be deduced that salaries paid to academic librarians in some university libraries in South-South, Nigeria are perceived not to be adequate to sustain the academic librarian's living standard. The implication is that with inadequate salaries in this economic recession, the academic librarians would not be able to meet up with their basic needs which in turn would affect their performance.

The relationship between promotion and service delivery of academic librarians among University libraries in South –South, Nigeria.

The result of the finding indicates that there is a significant relationship between promotion and service delivery of academic librarians among University libraries in South –South, Nigeria. The finding that promotion is significantly related to service delivery is consistent with the studies of Mustapha and Zakaria (2013) who found a positive significant relationship between promotion opportunity and job satisfaction. Also Khan, Nawaz, Aleem and Hamed (2011) found a relationship between promotion practices and perceived performance of employee. They concluded that job performance is the result of promotion opportunities in any organization.

The findings are also in line with the view of Aarabi, Subramaniam and Akeel (2013) who found that promotion and advancement opportunity are among the best tools to motivate employees for effective job performance. Harrison and Novak (2006) on their part observed that

promotion opportunities contributes to employee's job satisfaction and acts as a motivator for service delivery. The findings are also supported by Mathew, Ojeamiren and Adeniji (2012) study that revealed a strong correlation between promotion and job performance of publishing houses workers. Naveed, Usman and Bushra (2011) also found that promotion has a modest and positive effect on job satisfaction. With these findings it implies that academic librarian who has higher promotion opportunities delivery better services than those with low promotion opportunities. The reason is that promotion comes with certain benefits such as increased in pay, privileges, responsibility, prestige status and authority as a motivational factor. These factors act as a catalyst to the academic librarian to delivery better service than unprompted academic librarian. The other reason is that it serves as a fulfillment of their objective, boosting their confidence and moral to put in their best to get to the top of the organization. The finding of the study is contrary to the finding of Malik, Danish and Munir (2012) who find that promotion has less influence and partially significant to the job satisfaction. This may be due to difference in the area of study, population of the study and the scope of the study.

The relationship between fringe benefits and service delivery of academic librarians among University libraries in South –South, Nigeria.

The finding of the study also revealed that there is a significant relationship between fringe benefits and service delivery of academic librarians among University libraries in South – South, Nigeria. This findings implies that fringe benefit is critical to university library management for improved service delivery and sustenance, since it is another avenue of increase the economic security of academic librarians and in doing so, improve workers' retention and their job performance.

The finding that fringe benefits are significantly related to service delivery is consistent with the views of Ayeniyo (2015) who observed that provision of transportation scheme, medical services and official quarters were correlates of workers' commitment to service. The results are

also similar to that of Al-Nsour (2012) who found that the successes and survivals of organizations are determined by the way workers are remunerated and rewarded. Robles (2018) findings revealed a strong positive relationship between financial benefits, retirement and social benefits and employee satisfaction. Dixit and Bhati (2012) argue that poor compensation packages have been a major factor affecting employees' commitment and productivity. They argued that for any organization to achieve its set objectives in any competitive society, employers must have a thorough understanding of what drives employees to perform efficiently and reward them accordingly. The result in current study is aligned with the view of Beher, Sahoo and Sundaray (2011) that fringe benefits such as compensation in term of insurance, vacations and other benefits could affect the job performance level of employees.

The finding is in line with the view of Chelangat and Gachunga (2016) that benefits offered by an organization acts as a retention strategy that motivates employee to be more committed to the organization. Kamau (2013) on his part noted that fringe benefits such as meal, transport and house allowances contributed positively to employee productivity, that health of the workforce is inextricably linked to the productivity of the workforce and the health of the nation's economy, that retirement benefits strongly influenced workers' behavior, giving younger workers a compelling reason to continue working for their employer and encouraging older workers to retire on a timely basis and finally that, recognizing and rewarding employees for a job well done enhances employee productivity.

The relationship between good working conditions and service delivery of academic librarians among University libraries in South –South, Nigeria.

The finding of the analysis revealed that there is a significant relationship between good working conditions and service delivery of academic librarians among University libraries in South –South, Nigeria. With this result it is believed that improving service delivery of academic

librarians depends to a great extent on good working conditions of the university library. Poor working conditions have adverse effects on the morale of the entire work force.

The finding that good working conditions is significantly related to service delivery is consistent with the views of Sattar and Nawaz (2011) who found that work environment, and coworkers are the main predictors of job performance. The results are also similar to that of Amusa, Iyoro and Olabisi (2013) who found that work condition of librarians in terms of physical facilities, open communication, motivation and management – staff relationship was fairly favourable in public universities in South-West, Nigeria. Bakotić and Babić (2013) observed that difficult working conditions influence employees' performances. In line with this finding also is the view of Saleem (2014) that good working conditions such as cleanliness and attractive surroundings motivate employees to perform more effectively. Supporting the finding also is the view of Rasheed, Aslam and Sarwar (2010) found poor working conditions such as hot and noisy surroundings impinge on job satisfaction negatively. In the university library the issue of work conditions should be considered to improve staff productivity and efficiency. Good working conditions such as clean and attractive surroundings enable academic librarians to perform their work well in a logical fashion and positively influence their performance which in turn increased library productivity.

The relationship between staff development and service delivery of academic librarians among University libraries in South –South, Nigeria.

The result of the finding shows that there is a significant relationship between staff development and service delivery of academic librarians among University libraries in South – South, Nigeria. The findings of the study indicate that staff development of academic librarians has a significant relationship on their service delivery. Staff developments equip the academic librarian with skills, knowledge, experience and techniques required for efficient service delivery. It corrects deficiencies which impede their performance and prepare the academic

librarian to assume new roles in the university library. Staff development contributes to effective and efficient service delivery, minimizes wastage, and reduces cost. To buttress this Singh (2012) observed that training and development plays a very important role in improving the productivity of human resources. Batool and Batool (2012) on their part noted a positive relationship of training and development on organizational competitive advantage. In line with this Ebimobowei, Feli and Wisdom (2012) found that job training, performance appraisal; career planning, reward and employee welfare as employee development strategies have positive effect on the performance of public sector accountants in Nigeria.

The finding that staff development is significantly related to job performance is consistent with the views of Madukoma, Akpa, and Okafor (2014) study of library personnel of University of Lagos. Also in line with this findings is a study of Saka and Haruna (2013) which revealed that Seminars/conferences and workshop attendance enhances job performance of library staff. The results are also similar to that of Aarabi, Subramaniam and Akeel (2013) who found that the training of employees seems to be one of the motivational driving factors that has direct correlation with their job performance. The results are also in line with the views of Roca, Chiu, and Martínez (2006) who found that there is a significant correlation between training and job performance factor in the multinational organization. Gani (2013) on his part find that the types of development programmes provided have some positive impact on job performances of staff.

The results of this finding indicate that academic librarian with high career development opportunities delivery better service than employees with low career development opportunities. This is because the path of progression in the university library exerts a motivational impact on such academic librarian to put in a considerable effort to achieve their dreams. It also eliminates absenteeism and enhances the loyalty of these academic librarians thereby resulting in higher job performance of each academic librarian. Staff development programme enables a deeper focus

on academic librarian's aim and aspirations- from identification on the handicaps being faced by an academic librarian in accomplishing his goals to the solutions in terms of re-skilling or reassignment. This focus acts as the significant motivator for an academic librarian to excel and exceed the target. It implies that unmotivated Staff has a bad effect on the delivery of their services.

Difference in motivational factors and service delivery among academic librarians in university libraries in South-South Nigeria.

The finding of the analysis revealed that there is a significant difference in motivational factors and service delivery among academic librarians in university libraries in South-South, Nigeria. This result tends to validate the finding of Edet (2015) differences exist among university libraries in term of motivational factors and service delivery. This finding is also in line with the view of Odey (2017) that motivational factors in Nigeria tertiary institutions depend largely on the proprietor of the institution. His finding revealed a significant difference in the motivational factors in the institutions base on ownership and funding. The study further revealed that libraries owned by federal institutions were funded better than those owned by states and that librarian in the federal institutions were better motivated than those in the state owned institutions. The finding of this study is contrary to the finding of Ayo (2014) who revealed no significant difference in motivational factors and service delivery among cataloguers in tertiary institution libraries in Kaduna State Nigeria.

An examination of the responses showed motivational factors are important to service delivery and need to be sustained in university libraries in in South-South, Nigeria. Since the main aim of motivating staff is to get the best out of such staff, it is assumed that a motivated staff will exhibit commitment at his workplace. There is the need to encourage librarians by adequately motivating them, so as to get from them the highest level of commitment desired in such libraries.

Several studies have found out that there exists a positive relationship between motivational factors and service delivery. This is significant to organizations in today's highly

competitive successful environment in that intrinsically motivated employees will perform better and therefore, be more productive and also satisfied employees will remain loyal to their organization and feel no pressure or need to move to a different firm. It is therefore possible that an employee may display low motivation from the organization 'perspective yet enjoy every aspect of the motivation. Again, Ifinedo (2003) demonstrate this correlation by showing that a motivated worker is easy to spot by his or her agility, dedication, enthusiasm, focus, zeal, and general performance and contribution to organizational objectives and goals.

Difference in gender service delivery due to motivational factors among university libraries in South-South Nigeria.

The analysis of data on gender and service delivery among academic libraries indicates that there is no significant difference in gender service delivery due to motivational factors among academic librarians in university libraries in South-South, Nigeria. This finding revealed that no differences exist among academic libraries in university libraries in South-South Nigeria in term of gender and service delivery as it relates to motivational factors.

This finding is in line with the view of Offem (2016) who revealed that gender has on direct influence on service delivery of library staff in his study on factors associated with motivation, job satisfaction and service delivery among male and female librarians in Nigeria. The findings also support Ekere (2010) study on motivational factors as correlates of librarians' job satisfaction in Nigerian university libraries. In that study, it was established that Gender has no significant influence on librarians' job satisfaction as well as job performance in university libraries in Nigeria. The result of this study tends to contradict Oriko (2015) view that female teachers were more committed to service delivery than the male teachers. Oriko's finding also shows significant difference between male and female, marital status, motivation and service delivery.

Motivational Factors and Service Delivery base on Type of Institutions (Universities)

The result of the analysis revealed that there is no significant difference in motivational factors and service delivery among academic librarians in university libraries in South-South, Nigeria base on type of university. This result tends to validate the finding of Ayo (2014) that no significant difference exists in term of motivational factors and service delivery among cataloguers in tertiary institution libraries in Kaduna State Nigeria. The finding of this study is contrary to the finding of Edet (2015) that there is a significant difference existing among university libraries in term of motivational factors and service delivery. The finding of Odey (2017) that motivational factors in Nigeria tertiary institutions depend largely on the proprietor of the institution was also contrary to the finding of this present study. His finding revealed a significant difference in the motivational factors in the institutions base on ownership and funding. Odey's study further revealed that libraries owned by federal institutions were funded better than those owned by states and that librarian in the federal institutions were better motivated than those in the state owned institutions. With this present finding it is clear that service delivery in university libraries does not depend solely on motivational factors, there are other factors that determine academic librarians service delivery.

Implication of the study

The study highlights, how the concept of motivation and service delivery are related, and the need for all to pay attention to a variety of motivation issues for employees. The findings of this study have proved that the existing body of knowledge on motivational factors can enhance job performance of academic librarians for effective service delivery. That understanding of academic librarians' motivation and service delivery is a starting point for university libraries that may see the need to design motivational strategies for their university library staff. However, it is not out of place to note that making work interesting is not an easy task for any organization,

but using survey results like this study may guide the organization in the right direction, which could make a whole lot of difference for both the employer and employee.

Over the years, some university libraries have tried to motivate their academic librarians for effective service delivery, but most of the attempts have not yielded results. However, much has been written about the few motivational factors put in place by some university libraries. From the study, it was observed that failure of the university libraries to effectively motivate their academic librarians has affected their service delivery. Therefore, proper implementation of those identified motivational factors by the university libraries will enhance service delivery of academic librarians in the university libraries in South-South Nigeria. This will in turn improve the quality of the academic librarian's service delivery.

However, it seems that the effort of academic librarians are not impacting on the university library service delivery, as absenteeism, lateness to work, closing off early, poor public relation and negative attitudes towards work and other peripherals for meaningful service delivery are still observed in university libraries in the study area. More so, the engagement of academic librarians in classroom by the university libraries has put the recognition of academic librarians as a center for service delivery in the university library into serious jeopardy as they are functioning in dual capacity without motivation. Therefore, it is hope that, if the condition of service of the university is improved to accommodate all the findings of this study as captured in the above will enhance the job performance of academic librarians for effective service delivery.

This study found that all the motivational factors, namely, salary, promotion, fringe benefit, good working condition and staff development were perceived by the librarians to be factors that motivate them. The implication of this finding is that if these factors are given the necessary attention by the university authority and library management, librarians will deliver quality service. However, poor service delivery of academic librarians could continue if the factors are not approached with seriousness or when they are neglected.

The study also found that all the motivational factors used for the study were perceived by the librarians as factors that motivate them. The implication of these findings is that the knowledge of the factors will enable university library management, and top management of the university to continue to improve these areas so that the librarians will be motivated to improve their service delivery. This eventually leads to the achievement of the objectives of the library. On the other hand if these factors are not properly taken care off, then the librarians will not deliver quality service. The consequence of this is the non-achievement of the objectives of the library.

Recommendations

Based on the findings of this study, the following recommendations are proffered;

1. Since it has been found that academic librarians consider salary as important factors that enhance their job performance. It is therefore recommended that university management should offer an attractive salary and other monetary incentives to their academic librarians.
2. They should also provide academic librarians career growth prospects which will increase their job satisfaction and as a result increase their salary, and that libraries management should look into the issue of salary inadequacy
3. Based on the findings of this study it is clear that if the university libraries in South-South, Nigeria want to accelerate performance of their academic librarians, fair and prompt promotional opportunities should be given to the academic librarians.
4. With this result it means that the university library has to create enabling environment that facilitates high level of academic librarians' performance over a long period of time and also to make it possible for them to meet some of their most important needs through the provision of incentives not expressly stated in their appointment letters. To this end, university libraries must create an atmosphere for achieving satisfaction among academic librarians as well as establish the best workable solutions for an optimal reward strategy by

building into every aspect of an organization's climate those things which can induce people to act in a desired way. This can be achieved by providing fringe benefits for its academic librarians that could ultimately lead to better individual and organizational performance.

5. Therefore university libraries management (university librarians) should establish good working conditions that do not affect the work force negatively by providing among other things adequate working facilities, noise free environments, adequate lighting systems, adequate temperatures, and adequate security
6. Since good working conditions of academic librarians are significantly related to their job performance, the working conditions of the university libraries in South –South, Nigeria should be improved in order to make the working environment conducive and attractive. Specifically, physical facilities should be improved upon in terms of provision of more space, more equipment to work with, aesthetics, conducive working environment, cordial interaction between the management and the academic librarians, recognition and reward of good performance, and participatory management.
7. That staff development should be taken more seriously. The more academic librarians benefit from development programs, the more they would become skillful, confident and above all interested in the library work itself. Their future prospects for promotion and advancement would be enhanced too.
8. The managers of the university libraries in South – South, Nigeria should adopt flexible promotion policies, job advancement schemes, equal opportunities and free playground for all academic librarians' promotion as other academic staff in the university as these will go a long way to improve the job performance and competition.
9. Since academic librarians in the university libraries have dual functions (as a library staff and classroom lecturers) in the university, there is need for the university policy makers to review the condition of service of the university to address especially fringe benefit packages

available to academic librarians and library employees across board; as well as creating a work environment that is appreciative of its employees and conducive to professional growth.

10. The National Universities Commission (NUC) as the coordinating body of university education in Nigeria should ensure that there is a unified policy for all public universities (state and federal universities) that is duly enforced and also ensure proper implementation of the policy.
11. The issue of non-payment of entitlements and fringe benefits like the Earned Allowance for Academic Staff in public universities particularly state public universities can constitute a major source of poor service delivery by academic librarians. The federal government should ensure that state governments operating public universities pay any approved allowance for university staff as soon as the federal government pays those in the federal public universities.
12. Proprietors and management of universities (states universities) should try as much as possible to put a human face on their management and administrative policies. They should be aware that one of the most important resources which they have is the human resources which they possess. A happy worker would always give his or her best.

Limitation of the Study

The following must have in one way or the other affected the generalization of this study. First, the population and the sample size of 175 (academic librarians in university libraries in South – South, Nigeria), could not be easily generalized over the entire population of academic librarians, because the views of respondents from only one geopolitical zone of Nigeria may not represent views of the entire academic librarians in Nigeria and the world at large. But findings can be generalized based on the study area since the study is as free as possible from avoidable errors and biases both human and material. Second, the judgment ranking of factors by

respondents could represent a weakness of this study as some respondents thought that answering the questionnaire will expose their library inefficiencies and as such hid opinions for fear of being indicted. Thirdly, the Academic Staff Union of University (ASUU) 2017 general strike was also a challenge, since all the respondents belong to that union their opinions may be influence by the strike action, since some of the issues that led to the strike action was on welfare matters, and the independent variables of this study which deals with motivational factors such as salary, Fringe benefits, good working conditions, and staff development were part of the union's agitation. Finally, the task of moving from one university library to the other across the six states in the zone to administer the instrument on the respondents was not cost effective and was time consuming. However, at the end, all the instruments were administered on the respondents.

Suggestions for Future Research

1. This study was limited to public university libraries in south-south Nigeria only. It is therefore suggested that studies be carried out on Motivational Factors and Effective Service Delivery among Academic Librarians in Nigerian University libraries. This will give room for generalization of findings from the study to other areas in the country.
2. A Comparative study of Motivational Factors and Effective Service Delivery among Academic Librarians in Nigerian Public and Private University Libraries.
3. Motivational factors and effective service delivery among academic librarians in Nigerian Collages of Education libraries.
4. Motivational factors and effective service delivery among para professional staff in Nigerian University libraries.

Conclusion

It is clear from the findings that motivational factors and service delivery are correlate, whereby the dimensions of salary, promotion, fringe benefits, good working conditions, and staff development are the main variables that can cause effective service delivery among academic librarians in the university libraries in South – South, Nigeria.

Although the study relates to the University Libraries in South – South, Nigeria in particular and the Nigerian university libraries situation in general, issues raised could be pertinent to the situation elsewhere in Africa and the developing world. University libraries in Nigeria need to realize that the parent institutions alone can no longer meet their budgetary requirements to operate efficiently and effectively. It is time these libraries explored other sources of funding to meet some of their operational costs if the academic librarians' quality of life at work is to be improved. When these needs are met, these librarians would to have been well-motivated for increased productivity and effective service delivery.

Summary of the study

This study investigated motivational factors and effective service delivery among university libraries in South –South, Nigeria. The main purpose of this study is to examine the relationship between motivational factors and effective service delivery. It is designed to; determine the relationship between salary and service delivery; examine the relationship between promotion and service delivery; determine the relationship between fringe benefits and service delivery; assess the relationship between good working conditions and service delivery. The study also assessed the relationship between staff development and service delivery to determine whether are differences in motivational factors and service delivery among the university libraries; whether there are differences in gender service delivery due to motivational factors among university libraries as well as determine if there are difference in motivational factors and service delivery among academic librarians base on type of university.

Related literature were reviewed based on the variables this was carried out using three broad headings, namely, conceptual framework, theoretical framework and empirical studies. The study was guided by eight research questions and eight hypotheses based on the purpose of the study. The study adopted ex-post-facto research design. The area of the study comprises of all public University Libraries located in South-South, Nigeria. The population of the study consists of one hundred and seventy five (175) academic librarians working in public university libraries in South-South, Nigeria. There was no sampling as the entire population was used for the study since the population size was manageable. The instrument used for the data collection was 48 items structured questionnaires titled Motivational Factors and Service Delivery among University Libraries Questionnaire (MFSDULQ). Pearson Product Moment Correlation Coefficient (r) was used to answer research question 1 to 8. To test hypotheses 1 to 5, Regression analysis was used. While Analyses of Variance (ANOVA) was used to test hypotheses 6 to 8. All the hypotheses were tested at 0.05 level of significance. The analysis revealed that:

- 1 The result of research questions 1 to 6 shows that, there is a relationship between motivational factors (salary, promotion, fringe benefits, good working condition and staff development) and service delivery of academic librarians among university libraries in South-South,, Nigeria
- 2 The result of research question 7 showed that there is no relationship between gender and motivational factors among academic librarians in university libraries in South-South, Nigeria.
- 3 The result of research question 8 showed that there is no relationship between motivational factors and service delivery among academic librarians in university libraries in South-South, Nigeria base on type of university.
- 4 The results of the analysis also show that hypotheses 1 – 6 were rejected. This means that there is a significant relationship between motivational factors (salary,

promotion, fringe benefits, good working condition and staff development) and service delivery of academic librarians among University Libraries in South –South Nigeria.

- 5 The analysis of hypotheses 7 was retained. This means that there is no significant difference in gender service delivery due to motivational factors among academic librarians in university libraries in South-South, Nigeria.
- 6 The result of the analysis also showed that hypotheses 8 was retained. That is, there is no significant difference in motivational factors and service delivery among academic librarians in university libraries in South-South, Nigeria base on type of university.

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APPENDIX A
QUESTIONNAIRE ON MOTIVATIONAL FACTORS AND SERVICE DELIVERY
AMONG UNIVERSITY LIBRARIES

Department of Library & Information Science
Faculty of Education
University of Nigeria
Nsukka

Dear Sir/Madam,

The accompanying instrument has been design for carrying out a research on “Motivational factors and Service delivery among University Libraries in South – South, Nigeria”. This is an academic exercise. All responses will be treated with upmost confidentiality.

Thanks for your anticipated cooperation.



Ogara, Frederick Oman

Researcher

SECTION A: Please respond to the following Items by a tick (✓) in front of the response that depicts your opinion in accordance to your degree of agreement: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

SN	ITEMS	SA	A	D	SD
	Cluster A: SALARY				
10	My salary as an academic librarian is quite satisfactory				
11	My salary can adequately provide for my family need				
12	As an academic librarian I earn good salary				
13	My salary provide me with steady income				
14	I cannot afford to build my personal accommodation with my salary				
15	My salary cannot provide my family need				
16	My salary as an academic librarian is very poor				

SN	ITEMS	SA	A	D	SD
	Cluster B: PROMOTION				
17	I am promoted when I am due				
18	I foresee good promotion opportunity in the library				
19	As an academic librarian there are opportunities for me to rise to the highest cadre in the library				
20	In the library promotion is given to well deserved staff whenever due				
21	There is prospect of promotion in the library				
22	I have a clear path for career advancement				
23	There is no prospect of promotion in the library				
24	Promotion of academic librarians is not regular				

SN	ITEMS	SA	A	D	SD
	Cluster C: FRINGE BENEFIT				
25	My institution has a good fringe benefit policy in place for academic librarians				
26	The library provides insurance benefit for academic librarians				

27	The library provides transport service for academic librarians				
28	My institution provides medical care services for academic librarians families				
29	My institution provides educational services for academic librarians children				
30	There is no fringe benefit policy in my institution				
31	Payment for fringe benefit services for academic librarians are regular				
32	The library provides recreational services for academic librarians				

SN	ITEMS	SA	A	D	SD
	Cluster D: GOOD WORKING CONDITIONS				
33	I feel satisfied with the working conditions in the library				
34	The working tools in the library are adequate				
35	There is a good rapport among academic librarians				
36	The physical working conditions of my office is conducive				
37	The lights in my office are adequate				
38	The air flow conditionals in my office is adequate				
39	The physical working conditions of my office is not conducive				

SN	ITEMS	SA	A	D	SD
	Cluster E: STAFF DEVELOPMENT				
40	My institution have a staff development policy in place				
41	My job afford me the opportunity of attending seminars and workshops				
42	Academic librarians are encouraged to improve on their job through in-service training				
43	I am encouraged to developed myself through study leave with pay				
44	My institution does not have staff development policy				
45	No academic librarian is allowed to undergo self development in our library				
46	My institution sponsor academic librarians for further studies				

47	The library always organize in house training for academic librarians				
48	The library encourage me to attend conferences				

SECTION A: service delivery of academic librarians. Please respond to the following Items by a tick (✓) in front of the response that depicts your opinion in accordance to your degree of agreement: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

SN	ITEMS	SA	A	D	SD
1	I always carry out my job with determination and happiness				
2	I accepts responsibilities at all time readily				
3	I develop solutions to problems as soon as they arise				
4	I am easily thrown off balance with users queries				
5	My decisions are always accepted by management				
6	I depend on others to answer users queries				
7	I use library resources effectively in answering users queries				
8	I always spend time in interpreting my query result to users				
9	I am dutiful when colleagues come to me with queries (needs)				

APPENDIX B

CRONBACH COEFFICIENT ALPHA RELIABILITY INDEX OUTPUT

Scale: Service Delivery

Case Processing Summary

	N	%
Cases Valid	33	100.0
Excluded ^a	0	.0
Total	33	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.729	9

Scale: Salary

Case Processing Summary

	N	%
Cases Valid	33	100.0
Excluded ^a	0	.0
Total	33	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.620	7

Scale: Promotion**Case Processing Summary**

		N	%
Cases	Valid	33	100.0
	Excluded ^a	0	.0
	Total	33	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.681	8

Scale: Fringe Benefit**Case Processing Summary**

		N	%
Cases	Valid	33	100.0
	Excluded ^a	0	.0
	Total	33	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.745	8

Scale: Good working conditions**Case Processing Summary**

		N	%
Cases	Valid	33	100.0
	Excluded ^a	0	.0
	Total	33	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.635	7

Scale: Staff Development**Case Processing Summary**

	N	%
Cases Valid	33	100.0
Excluded ^a	0	.0
Total	33	100.0

- a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.730	9

Scale: ALL VARIABLES**Case Processing Summary**

	N	%
Cases Valid	33	100.0
Excluded ^a	0	.0
Total	33	100.0

- a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.804	48

APPENDIX C DATA ANALYSIS OUTPUT

Descriptive statistics of the study variables

Descriptive Statistics

	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
University	171	1.00	2.00	1.3626	.03687	.48215
Gender	171	1.00	2.00	1.6316	.03700	.48379
Service delivery	171	22.00	36.00	29.6199	.21231	2.77626
Salary	171	17.00	28.00	22.8889	.18105	2.36754
Promotion	171	20.00	31.00	25.6667	.18750	2.45189
Fringe benefit	171	20.00	32.00	26.2573	.19861	2.59715
Good working condition	171	18.00	28.00	23.0702	.19778	2.58634
Staff development	171	22.00	34.00	28.1462	.19605	2.56371
Overall Motivational factors	171	98.00	150.00	126.0292	.83629	10.93587
Valid N (listwise)	171					

Pearson Product Moment Correlation Coefficient of the Relationship between Salary and Service Delivery of Academic Librarians

Descriptive Statistics

	Mean	Std. Deviation	N
Service Delivery	29.6199	2.77626	171
Salary	22.8889	2.36754	171

Correlations

		Job Performance	Salary
Service Delivery	Pearson Correlation	1	.816**
	Sig. (2-tailed)		.000
	N	171	171
Salary	Pearson Correlation	.816**	1
	Sig. (2-tailed)	.000	
	N	171	171

** . Correlation is significant at the 0.01 level (2-tailed).

**Pearson Product Moment Correlation Coefficient of the Relationship between Promotion
and Service Delivery of Academic Librarians**

Descriptive Statistics

	Mean	Std. Deviation	N
Service Delivery	29.6199	2.77626	171
Promotion	26.3099	2.40413	171

Correlations

		Job Performance	Promotion
Service Delivery	Pearson Correlation	1	.916**
	Sig. (2-tailed)		.000
	N	171	171
Promotion	Pearson Correlation	.916**	1
	Sig. (2-tailed)	.000	
	N	171	171

** . Correlation is significant at the 0.01 level (2-tailed).

Correlations

Pearson Product Moment Correlation Coefficient of the Relationship between Fringe Benefits and Service Delivery of Academic Librarians

Descriptive Statistics

	Mean	Std. Deviation	N
Service Delivery	29.6199	2.77626	171
Fringe benefit	26.2573	2.59715	171

Correlations

		Job Performance	Fringe benefit
Service Delivery	Pearson Correlation	1	.968**
	Sig. (2-tailed)		.000
	N	171	171
Fringe benefit	Pearson Correlation	.968**	1
	Sig. (2-tailed)	.000	
	N	171	171

** . Correlation is significant at the 0.01 level (2-tailed).

Pearson Product Moment Correlation Coefficient of the Relationship between Good Working Conditions and Service Delivery of Academic Librarians

Descriptive Statistics

	Mean	Std. Deviation	N
Service Delivery	29.6199	2.77626	171
Good working conditions	23.0702	2.58634	171

		Job Performance	Good working conditions
Service Delivery	Pearson Correlation	1	.721**
	Sig. (2-tailed)		.000
	N	171	171
Good working conditions	Pearson Correlation	.721**	1
	Sig. (2-tailed)	.000	
	N	171	171

**. Correlation is significant at the 0.01 level (2-tailed).

**Pearson Product Moment Correlation Coefficient of the relationship between
Staff Development and Service Delivery of Academic Librarians**

Descriptive Statistics

	Mean	Std. Deviation	N
Service Delivery	29.6199	2.77626	171
Staff Development	29.6023	2.68433	171

Correlations

		Job Performance	Staff Developme nt
Service Delivery	Pearson Correlation	1	.945**
	Sig. (2-tailed)		.000
	N	171	171
Staff Development	Pearson Correlation	.945**	1
	Sig. (2-tailed)	.000	
	N	171	171

**. Correlation is significant at the 0.01 level (2-tailed).

Pearson Product Moment Correlation Coefficient of the Relationship between Motivational Factors and Service Delivery of Academic Librarians

Descriptive Statistics

	Mean	Std. Deviation	N
Motivational Factors	126.0292	10.93587	171
Service Delivery	29.6199	2.77626	171

Correlations

		Motivational factors	Service delivery
Motivational Factors	Pearson Correlation	1	.945**
	Sig. (2-tailed)		.000
	Sum of Squares and Cross-products	20330.854	4878.901
	Covariance	119.593	28.699
	N	171	171
Service Delivery	Pearson Correlation	.945**	1
	Sig. (2-tailed)	.000	
	Sum of Squares and Cross-products	4878.901	1310.292
	Covariance	28.699	7.708
	N	171	171

** . Correlation is significant at the 0.01 level (2-tailed).

Pearson Product Moment Correlation Coefficient of the Relationship between Gender Service Delivery and Motivational Factors among Academic Librarians in University Libraries

Descriptive Statistics

	Mean	Std. Deviation	N
Gender	1.6316	.48379	171
Motivational factors	126.0292	10.93587	171

Correlations

		Gender	Motivational factors
Gender	Pearson Correlation	1	.054
	Sig. (2-tailed)		.481
	Sum of Squares and Cross-products	39.789	48.842
	Covariance	.234	.287
	N	171	171
Motivational factors	Pearson Correlation	.054	1
	Sig. (2-tailed)	.481	
	Sum of Squares and Cross-products	48.842	20330.854
	Covariance	.287	119.593
	N	171	171

Pearson Product Moment Correlation Coefficient of the Relationship Motivational Factors and Service Delivery among Academic Librarians in University Libraries In South-South, Nigeria base on Type Of University..

Descriptive Statistics

	Mean	Std. Deviation	N
Motivational Factors	126.0292	10.93587	171
University Types	1.3626	.48215	171

Correlations

		Motivational Factors	University Types
Motivational Factors	Pearson Correlation	1	.134
	Sig. (2-tailed)		.080
	Sum of Squares and Cross-products	20330.854	120.187
	Covariance	119.593	.707
	N	171	171
University Types	Pearson Correlation	.134	1
	Sig. (2-tailed)	.080	
	Sum of Squares and Cross-products	120.187	39.520
	Covariance	.707	.232
	N	171	171

Regre

ssion Analysis for Relationship between Salary and Service Delivery of Academic Librarians in University Libraries

REGRESSION**Descriptive Statistics**

		Mean	Std. Deviation	N
Salary	Service Delivery	29.6199	2.77626	171
		22.8889	2.36754	171

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Salary	.	Enter

a. Dependent Variable: Service Delivery

a. All requested variables entered.

Model Summary

Model	R	R	Adjusted R	Std.	Change Statistics
-------	---	---	------------	------	-------------------

		Square	Square	Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.816	.666	.664	1.60961	.666	336.740	1	169	.000

a. Predictors: (Constant), Salary

ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	872.440	1	872.440	336.740	.000 ^b
Residual	437.852	169	2.591		
Total	1310.292	170			

a. Dependent Variable: Service Delivery

b. Predictors: (Constant), Salary

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	7.719	1.200		6.433	.000	5.350	10.087
Salary	.957	.052	.816	18.350	.000	.854	1.060

a. Dependent Variable: Service Delivery

Regression Analysis for Relationship between Promotion and Service Delivery of Academic Librarians in University Libraries

Descriptive Statistics

	Mean	Std. Deviation	N
Service Delivery	29.6199	2.77626	171
Promotion	25.6667	2.45189	171

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Promotion	.	Enter

- a. Dependent Variable: Service Delivery
b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.837	.700	.698	1.52457	.700	394.735	1	169	.000

- a. Predictors: (Constant), Promotion

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	917.485	1	917.485	394.735	.000
	Residual	392.808	169	2.324		
	Total	1310.292	170			

- a. Dependent Variable: Service Delivery
b. Predictors: (Constant), Promotion

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	5.301	1.230		4.311	.000	2.874	7.728
	Promotion	.947	.048	.837	19.868	.000	.853	1.042

- a. Dependent Variable: Service Delivery

Regression Analysis for Relationship between Fringe Benefits and Service Delivery of Academic Librarians in University Libraries

Descriptive Statistics

	Mean	Std. Deviation	N
Service Delivery	29.6199	2.77626	171
Fringe Benefit	26.2573	2.59715	171

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Fringe Benefit	.	Enter

a. Dependent Variable: Service Delivery

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.968 ^a	.937	.937	.69709	.937	2527.473	1	169	.000

a. Predictors: (Constant), Fringe Benefit

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1228.171	1	1228.171	2527.473	.000 ^b
	Residual	82.122	169	.486		
	Total	1310.292	170			

. Dependent Variable: Service Delivery

b. Predictors: (Constant), Fringe Benefit

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	2.446	.543		4.503	.000	1.373	3.518
	Fringe benefit	1.035	.021	.968	50.274	.000	.994	1.076

a. Dependent Variable: Service Delivery

Regression Analysis for Relationship between good working conditions and Service Delivery of Academic Librarians in University Libraries

Descriptive Statistics

	Mean	Std. Deviation	N
Service Delivery	29.6199	2.77626	171
Good working conditions	23.0702	2.58634	171

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Good working conditions	.	Enter

a. Dependent Variable: Service Delivery

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.721 ^a	.520	.518	1.92834	.520	183.371	1	169	.000

a. Predictors: (Constant), Good working conditions

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	681.865	1	681.865	183.371	.000 ^b
Residual	628.427	169	3.719		
Total	1310.292	170			

a. Dependent Variable: Service Delivery

b. Predictors: (Constant), Good working conditions

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	11.755	1.327		8.856	.000	9.135	14.376
Good working conditions	.774	.057	.721	13.541	.000	.661	.887

a. Dependent Variable: Service Delivery

Regression Analysis for Relationship between Staff Development and Service Delivery of Academic Librarians in University Libraries

Descriptive Statistics

	Mean	Std. Deviation	N
Service Delivery	29.6199	2.77626	171
Staff Development	28.1462	2.56371	171

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Staff Development	.	Enter

a. Dependent Variable: Service Delivery

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.770 ^a	.593	.590	1.77711	.593	245.897	1	169	.000

a. Predictors: (Constant), Staff Development

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	776.571	1	776.571	245.897	.000 ^b
Residual	533.721	169	3.158		
Total	1310.292	170			

a. Dependent Variable: Service Delivery

b. Predictors: (Constant), Staff Development

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	6.155	1.503		4.096	.000	3.189	9.121
Staff Development	.834	.053	.770	15.681	.000	.729	.939

a. Dependent Variable: Service Delivery

ANOVA Analysis for Difference in Motivational Factors and Service Delivery among University Libraries

Descriptive Statistics

	Mean	Std. Deviation	N
Motivational Factors	126.0292	10.93587	171
Service Delivery	29.6199	2.77626	171

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Motivation factors ^b		Enter

a. Dependent Variable: Serviced Delivery

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.945 ^a	.894	.893	.90847

a. Predictors: (Constant), motivational factors

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1170.815	1	1170.815	1418.638	.000 ^b
	Residual	139.477	169	.825		
	Total	1310.292	170			

a. Dependent Variable: ServiceDelivery

b. Predictors: (Constant), Motivational Factors

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.624	.806		-.774	.440
	M0tivational factors	.240	.006	.945	37.665	.000

a. Dependent Variable: ServiceDelivery

ANOVA Analysis for Difference in Gender and Service Delivery due to Motivational Factors among Academic Librarian in University Libraries

Descriptive Statistics

	Mean	Std. Deviation	N
Gender	1.6316	.48379	171
Motivational factors	126.0292	10.93587	171

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Gender ^b	.	Enter

a. Dependent Variable: Service Delivery

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.070 ^a	.005	-.001	2.77757

a. Predictors: (Constant), Gender

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	6.476	1	6.476	.839	.361 ^b
	Residual	1303.816	169	7.715		
	Total	1310.292	170			

a. Dependent Variable: Service Delivery

b. Predictors: (Constant), Gender

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	28.962	.749		38.658	.000
Gender	.403	.440	.070	.916	.361

a. Dependent Variable: Service Delivery

ANOVA Analysis for Difference in Motivational Factors among Academic Librarians in University Libraries base on Types of Universities

Descriptive Statistics

	Mean	Std. Deviation	N
Motivational Factors	126.0292	10.93587	171
University Types	1.3626	.48215	171

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	University type ^a	.	Enter

a. Dependent Variable: motivational factors

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.134 ^a	.018	.012	10.86914

a. Predictors: (Constant), University

ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	365.505	1	365.505	3.094	.080 ^b
Residual	19965.348	169	118.138		
Total	20330.854	170			

a. Dependent Variable: motivational factors

b. Predictors: (Constant), University types

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	121.885	2.498		48.790	.000
	University	3.041	1.729	.134	1.759	.080

a. Dependent Variable: motivational factors

APPENDIX D

MOTIVATIONAL FACTORS AND EFFECTIVE SERVICE DELIVERY AMONG UNIVERSITY LIBRARIES IN SOUTH –SOUTH, NIGERIA

The library is one of the most important service departments through which every university, as a citadel of learning, achieves the main objective for its establishment. The library is an information resource center that serves the entire university community and the general public. Its primary objective is to support teaching, learning and research activities as well as provide recreational services in the university environment; an objective which is achieved through a systematic acquisition, storage, organization and dissemination of all forms of recorded and undocumented information for the purpose of reading, study, research and consultation in all fields relevant to the programmes of the university.

The University library, according to Nkamnebe, Udem and Nkamnebe (2014), is a library established, administered and funded by a university to meet the information, research and curriculum needs of its students, faculty and staff. A university library is regarded in the university as the heart of the intellectual life of the university (Ekere 2014). Ekere added that, the quality of a university is measured largely by the quality of its library because of its unique role in the university system. According to Nkanu (2016), the library is the hub of academic activities in educational institutions especially the universities. Nkanu further noted that, the university library is a depository of knowledge, a large reservoir from which information can be gotten. As an information-based resource center within the knowledge communication system, the university library serves as a generating and depository mechanism for ideas, Nkanu concluded.

The university libraries exist to enable users make the most effective use of the resources and services of the library. These libraries allow access to their collections and provide services

to their users. Ofodile and Ifijeh (2013) noted that the university libraries are to convert potential users into habitual users. To this end, the objective of the university library is to increase access to resources and information materials in the library holding, and basic access is provided through selection, acquisition and organization of resources to support academic enquiry and discovery. University libraries, by their very nature, are to acquire, process into retrievable form and make available the much needed information to the university community and to members of the general public who may require them for their various activities (Ofodile & Ifijeh 2013). The accomplishment of these functions, according to Uppev, Chorun and Idachaba (2015), depends on motivating academic librarians to perform their duties effectively and provide information resources in the university libraries. For these reasons therefore, the study identified the following motivational factors for effective service delivery as contribution to knowledge and practice.

Academic Librarians' role for effective service delivery

In the university library, there are different categories of staff ranging from nonprofessionals, paraprofessionals and the professionals who are the academic librarians. Academic librarians, who are the focus of this study, as seen by the Librarians' Registration Council of Nigeria (LRCN) Act 12, of 1995, is any person registered or deemed to be registered as such under the Act. Section 9 of the Act further stated that such a person must possess the requisite qualifications approved by the Council, the minimum of which is first degree or postgraduate degree in Library Science, Library and Information Science or its equivalent as determined by the Council. Ogundeji (2012) noted that the minimum academic qualification of librarians in Nigeria is a university degree in librarianship or a first degree in another field with a postgraduate degree in librarianship.

In addition to the degree in librarianship, the person is also expected to be certified by the Librarians' Registration Council of Nigeria as stated by the Act (LRCN, 1995). Ogundeji (2012) stated that academic librarians manage the affairs of the library as they constitute the management staff of the library and carry out professional services in the library. They are part of the human resources in the library which is a vital aspect of the university library. The success or failure of any university library depends to a large extent on the academic librarians (Moghaddam, 2009). Moghaddam noted that one of the vital elements of organizational success and dynamism, is specialized human resources. In support of this assertion, LaRue (2012) firmly believes that the library's most powerful asset is its academic librarians. In this study, the term "academic librarian" was used to denote any person who works professionally in a library, and holds a minimum of first degree in librarianship from a recognized library school (that is from a recognized university).

The duties and functions of an academic librarian vary considerably depending on the size and type of library. In a university environment, the academic librarian performs three major functions summarized by Ogundeji (2012) as follows:

- Administrative duties such as policy formulation, planning, budgeting, control, directing, supervision, organization among others.
- Technical duties such as cataloguing and classifying of books and monographs, indexing and abstracting of newspapers and periodicals, selection and acquisition of materials, reference and referral services, documentation, conducting literature surveys among others

- Teaching or lecture duties such as users' education, use of library skills course to new students in the university and library resources among others.

The success of any university library in the contemporary education world depends on the quality of its academic librarians and their ability to initiate and implement its policies and programmes. Academic librarians are the most vital human resources in university libraries. Motivation of academic librarians is, therefore, essential for the efficiency and effectiveness of university libraries service delivery. In line with this, Anlesinya, Bukari and Eshun (2015), pointed out that organizations all over the world invest millions of money on staff motivation for effective job performance.

Motivational factors for effective service delivery

Motivation is a drive that keeps individuals focused on a task. According to Baumeister and Voh (2004) motivation is that guiding principle that enables people to stay focused on the path to success, regardless of the challenges they encounter in their attempts to achieve personal and professional goals and targets. George and Jones (2012) sees motivation as the psychological force that determines the direction of a person's behavior in an organization, a person's level of effort, and a person's level of persistence in the face of obstacles. A study on the relationship between rewards and employee performance carried out by Payam, Ahmadloo, Majid, Boroujeni, and Hosseinipour (2013) examined the relationship between intrinsic and extrinsic rewards and employees' performance in two Malaysian tourism companies, Persian Sdn.Bhd and Scicom. The study adopted a survey research design and sample sizes of 77 employees were randomly selected from a population of 100 employees for the study. Questionnaire was used for data collection and data was analyzed using multiple regressions analysis. The finding of the study revealed that although all reward types (including intrinsic and extrinsic) have a direct

positive relationship with employee performance based on the correlation test. The study showed that internal rewards have more powerful effects on employees' performance than the extrinsic rewards.

Motivational factors are good tools used to motivate employee when the employee does not show any interest at carrying out a task and lacks skills to complete the work correctly. In fact, these rewards should be given in small pieces and should be tied to achieving a specific behavior. Motivational factors are also important determinants of employee's service delivery as they represent the level of motivation of employees to their work. In the present technological and information explosion, most university libraries have realized that for their library to compete and be successful, the service delivery of their librarians is very important. For this reason, many university libraries have put several mechanisms in place to ensure that optimum service delivery is achieved. Some of these mechanisms include salary, promotion, fringe benefits, and good working conditions as well as staff development.

Salary as Motivational Factors

Salary as a motivational factor is a form of periodic payment from an employer to an employee, which is specified in an employment contract. It is contrasted with piece wages, where each job, hour or other unit is paid separately, rather than on a periodic basis. The finding that salary and service delivery of academic librarians among university libraries relate significantly in South –South, Nigeria means that service delivery of academic librarians among university libraries can increase to a more efficient level by increasing their salary. On the other hand, non increase in academic librarians' salary may lead to inefficient service delivery by the academic librarians. With the recent economic recession, employees heavily prioritize salary more than other motivational factors. Other rewards and benefits attached to the salary can also

result in greater change in service delivery. With inadequate salaries the academic librarians will not be able to meet up with their basic needs which in turn will affect their service delivery.

Salary plays an important role in motivating employees. However, the strength of the relationship between salary and service delivery may be influenced by other mediators. These mediators may serve to clarify and explain how and why such relationships occur. The greater the financial reward, the less worry employees have concerning their financial state. Financial reward enhances their impression of their self-worth to the organization. Salary as a motivational factor can be measured using the under listed checklist which are indicators of motivating financial rewards to university librarians.

SN	ITEMS	4	3	2	1
1	My salary as an academic librarian is quite satisfactory				
2	My salary can adequately provide for my family need				
3	As an academic librarian I earn good salary				
4	My salary provide me with steady income				
5	I cannot afford to build my personal accommodation with my salary				
6	My salary cannot provide my family need				
7	My salary as an academic librarian is very poor				

Any item in the scale of 4 and 3 shows greater relationship between salary and service delivery, while any item in the scale of 2 and 1 shows lesser relationship between salary and

service delivery. It shows that the greater the financial reward, the more effectively productive the university librarian becomes.

Promotion as Motivational Factors

Promotion as a form of motivational factors is a movement of an employee from a lower job position to higher significance and higher compensating job position. It is the movement of an employee upward in the hierarchy of the organization, typically that leads to enhancement of responsibility and rank and an improved compensational package, say from librarian II to librarian I and it comes along with greater responsibilities, more prestige and an increase in salary. Chang, Tsai and Tsai (2011) observed that promotion is one of the most concerned issues of employees. They went further to add that many employees devote themselves to work, and hope that they gain the chance to be promoted.

The result of the finding indicates that there is a significant relationship between promotion and service delivery of academic librarians among University libraries in South – South, Nigeria. This reveals the importance of promotion to academic librarians. Promotion is an important feature of an employee's life style and occupation, affecting other job experience levels, and can have an obvious impact on other job aspects like service delivery, job attachment and responsibilities. In this case, university libraries can apply promotions as a compensation factor for higher service delivery of academic librarians and developing an encouragement for them to be at their best. Additionally, promotion can influence the instrument of exerting better attempts, if academic librarians attach importance and value to it. Promotion as a motivational factor can be measured using the under listed checklist which are indicators of motivating promotion reward to university librarians.

S/N	ITEMS	4	3	2	1
1	I am promoted when I am due				
2	I foresee good promotion opportunity in the library				
3	As an academic librarian there are opportunities for me to rise to the highest cadre in the library				
4	In the library promotion is given to well-deserved staff whenever due				
5	There is prospect of promotion in the library				
6	I have a clear path for career advancement				
7	There is no prospect of promotion in the library				
8	Promotion of academic librarians is not regular				

Any item on the scale of 4 and 3 shows greater relationship between promotion and service delivery, while any item in the scale of 2 and 1 shows lesser relationship between promotion and service delivery. It shows that the greater the promotion opportunity the more effective and productive the university librarian becomes.

Fringe benefits as Motivational Factors

Fringe benefits as motivational factors are form of indirect pay within a compensational system. They are rewards other than wages, salaries or performance-related payments that employees receive in return for their continued service to an organization. It is an additional compensation provided to employees above and beyond an agreed-upon wage and salary. In addition to helping employees, offering fringe benefits help employers tremendously from a recruiting perspective. Among similarly focused organizations, employers can find it challenging

to attract desired talent based on salary alone, but by offering fringe benefits, especially those not available through a competitor, an employer stands a greater chance of attracting the level of talent it needs or wants. Kokemuller (2018) noted that fringe benefits are major considerations in a total compensation package. Salaries are important, but employees often accept and leave a job based on the quality of fringe benefits. With proper implementation of fringe benefits university libraries can use it as a tool to hire and retain top talent and to help create a motivated workforce.

The finding of this study that fringe benefits is significantly related to service delivery of academic librarians among University libraries in South –South, Nigeria, implies that fringe benefit is critical to academic librarians for effective service delivery and sustenance. Fringe benefit is another avenue for university libraries to increase the economic security of academic librarians and in doing so, improve workers’ retention and their service delivery. If fringe benefits are given the necessary attention by university library management, academic librarians will likely increase their service delivery. However, poor service delivery of academic librarians could be observed if the fringe benefits are not approached with seriousness or neglected. Fringe benefits as motivational factors can be measured using the under listed checklist which are indicators of motivating fringe benefit rewards to university librarians.

S/N	ITEMS	4	3	2	1
1	My institution has a good fringe benefit policy in place for academic librarians				
2	The library provides insurance benefit for academic librarians				
3	The library provides transport service for academic librarians				

4	My institution provides medical care services for academic librarians families				
5	My institution provides educational services for academic librarians children				
6	There is no fringe benefit policy in my institution				
7	Payment for fringe benefit services for academic librarians are regular				
8	The library provides recreational services for academic librarians				

Any item on the scale of 4 and 3 shows greater relationship between fringe benefits and service delivery, while any item in the scale of 2 and 1 shows lesser relationship between fringe benefit and service delivery. It shows that the greater the fringe benefit rewards, the more effective productivity of the university librarian becomes.

Good working condition as Motivational Factor

Working condition is another motivational factor that was discovered to have a moderate impact on the employees' effective service delivery. The environment in which people work has a tremendous effect on their level of service delivery, their pride and the work they do. Workers value work conditions as essential ingredients to their service delivery. Therefore, there is need for regular maintenance and replacement of those facilities that aid employees' comfort and reduce their stress of abandoning their duties in search of convenient places where comfort facilities are maintained regularly for optimum performance.

The finding of this study that good working conditions is significantly related to effective service delivery of academic librarians among University libraries in South –South, Nigeria,

means that improving service delivery of academic librarians depends to a great extent on good working conditions of the university library. Poor working conditions have adverse effects on the morale of the entire work force which in turn would affect their service delivery. The implication of these findings is that the working environment of academic librarians also determines their attitude and behavior towards their service delivery. If academic librarians work in a clean, friendly environment they will find it easier to deliver effective service. If the opposite should happen, they will find it difficult to accomplish their tasks. Good working conditions as motivational factors can be measured using the under listed checklist which are indicators of good working condition to university librarians.

S/N	ITEMS	4	3	2	1
1	I feel satisfied with the working conditions in the library				
2	The working tools in the library are adequate				
3	There is a good rapport among academic librarians				
4	The physical working conditions of my office is conducive				
5	The lights in my office are adequate				
6	The air flow conditionals in my office is adequate				
7	The physical working conditions of my office is not conducive				

Any item on the scale of 4 and 3 shows greater relationship between good working conditions and service delivery, while any item in the scale of 2 and 1 shows lesser relationship

between good working condition and service delivery. It shows that the more conducive working condition the more effective the productivity of the university librarian becomes.

Staff development as Motivational Factors

Staff development as a motivational factor is the opportunity made available by the university management and the university libraries to improve the performance of their academic librarians through various development methods that will contribute to the personal and professional development of the academic librarians. The absence of appropriate and sufficient staff development programmes and mechanisms may therefore account to a large extent for the poor service delivery of academic librarians. The emphasis on staff development in university libraries reflects the importance of the library in the university educational system itself. The university library as the heart of the intellectual life of the university needs well trained academic librarians to carry out its routine duties in line with the current trends in librarianship.

The finding of this study that staff development of academic librarians is significantly related to effective service delivery revealed the relevance of staff developments in equipping the academic librarian with skills, knowledge, experience and techniques required for efficient and effective service delivery. It corrects deficiencies which impede their performance and prepare the academic librarian to assume new roles in the university library. Staff development contributes to effective and efficient service delivery, minimizes wastage, and reduces cost. However, poor service delivery of academic librarians could be observed if staff development policies are not approached with seriousness or are neglected. Staff development as motivational factors can be measured using the under listed checklist which are indicators of staff development to university librarian.

S/N	ITEMS	4	3	2	1
1	My institution have a staff development policy in place				
2	My job afford me the opportunity of attending seminars and workshops				
3	Academic librarians are encouraged to improve on their job through in-service training				
4	I am encouraged to developed myself through study leave with pay				
5	My institution does not have staff development policy				
6	No academic librarian is allowed to undergo self-development in our library				
7	My institution sponsor academic librarians for further studies				
8	The library always organize in house training for academic librarians				
9	The library encourage me to attend conferences				

Any item on the scale of 4 and 3 shows greater relationship between staff development and service delivery, while any item in the scale of 2 and 1 shows lesser relationship between staff development and service delivery. It shows that the greater the development opportunity for staff, the more effective the productivity of the university librarian becomes.

Effective service delivery among university libraries

Effective service delivery is tied to performance at the organizational level. It means fulfilling organizational goals and objectives, especially in satisfying customer needs,

employees' need and the investors need. The effectiveness and efficiency of the service organization such as the university library is measured in terms of quality of service rendered to its users. The quality of service mainly depends upon the quality of its librarians (workforce), which in turn directly depends on their professional knowledge, adaptability, satisfaction and commitment levels working in a given library. The productivity levels of librarians depend upon their commitment to work, which depends on the satisfaction they derive from their jobs. A satisfied library professional is regarded as a productive professional who not only renders quality service to his/her users, but also ensures commitment to the parent organization in which he/she is serving and contributes to its image building (Gowda, 2009).

Achieving an organization's primary goal of productivity hinges principally on the contributions made by its personnel. To underscore the importance of academic librarians to the university library, Tella, Ayeni and Popoola (2007) assert that no matter how automated a library may be, high productivity depends on the effectiveness and efficiency of the librarians. There is no doubt that work occupies a substantial part of our lives, and the workplace is one of the most important institutions for providing human satisfactions. Effective service delivery can be measured using the under listed checklist which are indicators of service delivery of university librarians.

S/N	ITEMS	4	3	2	1
1	I always carry out my job with determination and happiness				
2	I accepts responsibilities at all times readily				
3	I develop solutions to problems as soon as they arise				

4	I am easily thrown off balance with users queries				
5	My decisions are always accepted by management				
6	I depend on others to answer users queries				
7	I use library resources effectively in answering users queries				
8	I always spend time in interpreting my query result to users				
9	I am dutiful when colleagues come to me with queries (needs)				

Any item on the scale of 4 and 3 shows greater relationship between motivational factors and service delivery, while any item in the scale of 2 and 1 shows lesser relationship between motivational factors and service delivery. It shows that the greater the motivational factors, the more effective and efficient service the university librarian will deliver.

Relevance of the findings

Theoretically, the equity theory used in this study provided a conceptual means of understanding motivational factors and its relationship with effective service delivery by giving guide to the needs and desires of academic librarians within the university system in South-South, Nigeria.

The recommendations made by this study based on the findings have provided a reference point to university management and university librarians in decision making as well as establishment of plans and policies on issues relating to motivational factors such as salary, promotion, fringe benefit, good working conditions, and staff development of valuable human resources unit for effective service delivery in the university library.

The findings of the study have also provided useful information to the university management and university librarians on how to make use of different motivational factors and policies to motivate academic librarians in their libraries. It has provided them with information on the need for periodic assessment and review of working conditions in order to improve library service delivery in line with the current trends in librarianship.

The study has provided a research literature and reference documents for the academic librarians, researchers, students and the general public who are interested in research in the related areas. The finding of hypotheses seven and eight of the study which revealed that no significant difference exists among gender service delivery due to motivational factors and no significant difference also exists among motivational factors and service delivery among academic librarians in university libraries in South-South, Nigeria based on type of university. This added new knowledge to the already existing literature on motivational factors and service delivery among university libraries.

Conclusion

It is clear from the findings that motivational factors and service delivery are correlated, whereby the dimensions of salary, promotion, fringe benefits, good working conditions, and staff development are the main variables that can cause effective service delivery among the academic librarians in the university libraries in South – South, Nigeria.

Although the study relates to the University Libraries in South – South, Nigeria in particular and the Nigerian university libraries situation in general, issues raised could be pertinent to the situation elsewhere in Africa and the developing world. University libraries in Nigeria need to realize that the parent institutions alone can no longer meet their budgetary requirements to operate efficiently and effectively. It is time these libraries explored other

sources of funding to meet some of their operational costs if the academic librarians' quality of life at work is to be improved and if their needs are to be met. When these needs are met, then these librarians would have been well-motivated for higher service delivery and increased productivity. The finding of the study will be disseminated through staff workshops, peer group conferences and seminars as well as through paper writing and publication.