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## Assessment of Motivation Strategies and Work Productivity of Library Staff in Academic Libraries in Cross River State, Nigeria

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### Abstract

The study assessed motivation strategies and work productivity in Cross River State, Nigeria. To conduct this research, two objectives, two research questions, and two hypotheses were established. A total of 382 participants from various academic libraries in Cross River State participated in the study, which used a survey research method. Since the population was small enough for the researcher to handle, no sampling strategy was employed. All 382 respondents, representing 100% of the library staff, made up the study sample. Data were gathered through a structured questionnaire and analyzed using one-way analysis of variance (ANOVA). Results showed that motivation significantly influences outcomes and that staff productivity is greatly affected by motivation. Additionally, the findings indicated that staff development and training substantially impact staff productivity. Based on these results, it was recommended, among other suggestions, that academic library staff training programs be improved to equip Cross River State library employees with the essential skills to enhance their performance and productivity.

**Keywords:** Motivation strategies, Training and Development, Administrative strategies, Productivity, Academic Libraries, Library Staff.

### Introduction

All of an employee's efforts toward the overall production of the company's goods and services with the least amount of labor, equipment, materials, and skills are referred to as productivity. The productivity of a librarian in the Nigerian academic library system includes acquiring and supplying up-to-date and pertinent educational materials that will stimulate a rise in paper publications among library staff and

patrons, innovative research projects at the university that will draw funding from both domestic and foreign organizations, and helping students find and access pertinent information to fulfill their information needs. This aids in elevating the university's standing and reputation among its peers. Therefore, it makes sense that if library employees want to boost their productivity in the university system, their employers

should properly and sufficiently incentivize and equip them.

The inner drive that propels people to accomplish a goal is known as motivation. Therefore, motivated behaviors are decisions that each employee makes voluntarily. Human motivation is intricate. A dynamic force that transcends many urges, desires, needs, wishes, and other influences, motivation drives people to take action. Every employee at the library is expected to be productive, and they are more inclined to go above and beyond in their work when they are motivated in some way. Librarians are tasked with selecting, acquiring, and organizing educational resources to facilitate easy access and retrieval by patrons. They also provide reference services and engage in Selective Dissemination of Information (SDI) to address users' specific information needs.

Paraprofessional and ad hoc staff contribute by maintaining a welcoming library environment, while administrative staff manage the library's daily operations. Scholars have argued that motivation enhances performance; thus, several opinions have been advanced as to what should constitute motivation, how employees should be motivated, whether or not they should be motivated, and whether motivation can influence productivity. In the same vein, studies have also emphasized the fact that staff training can greatly influence job productivity.

The structured learning experiences that educate people on how to perform their current and future duties are known as training. Training and development foster more favorable attitudes toward job performance and increase productivity. Individuals gain better job expertise through training and development, which also aids in determining the organization's objectives. Every organization's primary goal is to raise performance levels, which is impossible without effective staff performance. Employers utilize training and development as a key component of their organizational strategy to increase workers' productivity. Thus, the purpose of this study is to investigate how library staff productivity in

Cross River State's postsecondary institutions is impacted by motivation.

## 2.1 Objectives of the Study

The objective of the study is to investigate how academic library employees in Cross River State, Nigeria, are motivated and how productive they are at work

### The study also aims to:

- 1) Ascertain the influence of motivation on library staff productivity
- 2) Determine the influence of staff training/development on library staff productivity.

## Statement of hypotheses

The following hypotheses are formulated to guide this study:

- 1) Motivation does not significantly influence library workers productivity
- 2) Staff trainings or/development does not significantly influence library staff productivity

## 1. Literature review

Motivation is the process of encouraging individuals or groups to work together in a way that yields the best outcomes. The will to act is what matters (Shah & Shah, 2010). They insisted that the word "motivation" encompassed the full class of factors, such as needs, wants, drives, and the like. They assert that when you say that managers inspire their employees, you imply that they act in ways that they think will satisfy their desires and motivations and motivate them to act in a specific manner. Nonetheless, to maintain effective and efficient service delivery, which will boost productivity, library administrators must ensure that staff are always motivated. Lamptey, Boateng, and Antwi (2013) agreed that motivation is crucial for the improvement of an organization's performance. Additionally, Machara and Jain (2016) investigated elements influencing public library employees' motivation in a few Botswana public libraries. Data was gathered using a survey design, which included document analysis, questionnaires, and workplace

observations. Twenty-two librarians from eight public libraries made up the sample. The study's conclusions showed that librarians at these particular public libraries lack motivation and are unhappy in their positions.

A study on the correlational analysis of librarians' motivation and productivity at Nigerian public institutions was conducted by Yaja, Uzohue, and Akintayo (2016). 923 samples were chosen using a simple random selection from the population of 1254 librarians using a correlational survey design. Data was gathered using a questionnaire instrument. The study's conclusions showed a strong correlation between librarians' productivity and motivation in public university libraries.

Motivation, according to Bansal (2010), is a catalyst that establishes the degree of willingness and effort an individual makes to accomplish their goals. Additionally, motivation was described by Shah and Shah (2010) as encouraging individuals or groups to work together in a way that yields the best outcomes. One component of any organization's human resource management process is staff training and development. According to Abban (2018), for any organization to be successful, Training and development is key. Therefore, in terms of their performance on the job, training and development help employees to keep contributing in the right ways to the organization's success. Additionally, they demonstrate their knowledge and proficiency in carrying out their responsibilities.

## 2. Methodology

The study used a survey research design. The population comprised 382 library staff from all

tertiary institutions in Cross River State, including the libraries of the College of Health Technology Calabar, College of Education Akamkpa, College of Education Obudu, University of Calabar, Cross River University of Technology (CRUTECH), and the Institute of Management and Technology Ugep. , a census approach was employed due to the manageable size of the population, eliminating the need for sampling. Thus, the entire population of 382 library staff, representing 100% of the population, formed the sample. Details of the population distribution are presented in Table 1. Data were collected using a researcher-developed questionnaire designed to elicit information on motivation strategies and library staff productivity.

The questionnaire was constructed by the researcher and used to elicit information on motivation strategies and library staff productivity. The instrument consists of three sections: A, B, and C. A, B, and C are the three components that make up the instrument. Items requesting demographic information about the respondents, including institution, gender, years of work experience, and educational attainment, are included in Section A. Ten items in Section B evaluate motivating tactics, while fifteen items in Section C measure productivity, the study's dependent variable. A questionnaire with a four-point Likert scale was used to collect data on the study's independent and dependent variables. Respondents will be asked to select Strongly Agree (SA), Agree (A), Disagree (D), or Strongly Disagree (SD) for each topic. Responders must check (✓) in the corresponding columns for their responses.

**TABLE 1:** Population distribution of Library staff in tertiary institutions in Cross River State

| S/No | Name of Institution                          | Institution's location | No of library staff |
|------|----------------------------------------------|------------------------|---------------------|
| 1    | University of Calabar Library                | Calabar                | 256                 |
| 2.   | Cross River University of Technology library | Calabar                | 49                  |
| 3.   | Federal College of Education library         | Obudu                  | 52                  |
| 4    | College of Health Technology library         | Calabar                | 15                  |

|   |                                                |         |     |
|---|------------------------------------------------|---------|-----|
| 5 | Institute of Technology and Management library | Ugep    | 2   |
| 6 | College of Education library                   | Akamkpa | 8   |
|   | Total                                          |         | 382 |

Source: From the librarian's office of the various institutions (2021)

### 3. Discussion and Presentation of results

#### Hypothesis 1

The hypothesis stating that motivation does not significantly affect library staff productivity was tested using a One-Way Analysis of Variance (ANOVA). In this analysis, motivation served as the independent variable and was categorized based on scores obtained by respondents on a sub-scale ranging from 0 to 20. Scores were grouped into three levels: low (0–6), moderate (7–13), and high (14–20). Staff productivity, the dependent variable, was measured as a continuous variable.

As presented in Table 2, the mean productivity score for the high motivation group ( $M = 29.35$ ) was higher than that for the moderate ( $M = 25.81$ ) and low ( $M = 27.89$ ) motivation groups. This indicates that higher levels of motivation are associated with increased staff productivity. The result revealed a significant

difference among the groups ( $F = 7.46$ ,  $p < .05$ ), with the p-value of .001 indicating a significant effect of motivation on productivity. Consequently, the null hypothesis was rejected. To examine the specific group differences, a post hoc analysis using Fisher's Least Significant Difference (LSD) test was conducted.

The results presented in Table 3 indicate significant differences between the High and Moderate motivation groups ( $t = 2.621$ ,  $p < .05$ ) and between the Moderate and Low groups ( $t = 3.413$ ,  $p < .05$ ). The difference between the High and Low groups was not statistically significant ( $t = -1.07$ ,  $p > .05$ ). The group mean scores further suggest that administrators employing high motivation strategies ( $M = 29.38$ ) have a greater positive influence on library staff productivity compared to those using moderate or low motivation approaches.

**TABLE 2: One-way Analysis of Variance (ANOVA) results on the influence of motivation on productivity among library staff**

| Motivation | N   | Mean    | Std. Deviation |
|------------|-----|---------|----------------|
| High       | 76  | 29.3553 | 5.53704        |
| Moderate   | 134 | 25.8134 | 7.04141        |
| Low        | 147 | 27.8912 | 6.83577        |
| Total      | 357 | 27.4230 | 6.78298        |

| Source of variation | Sum of Squares | Df  | Mean Square | F     | Sig. |
|---------------------|----------------|-----|-------------|-------|------|
| Between Groups      | 663.129        | 2   | 331.565     | 7.468 | .001 |
| Within Groups       | 15716.002      | 354 | 44.395      |       |      |
| Total               | 16379.132      | 356 |             |       |      |

Table 3: Fisher's Least Significant Difference (LSD) Post Hoc Analysis of the Influence of Motivation on Library Staff Productivity

| Motivation       | High<br>(n=76)      | Moderate<br>(n=134) | Low<br>(n=147) |
|------------------|---------------------|---------------------|----------------|
| High             | 29.35 <sup>a</sup>  | 3.54 <sup>b</sup>   | 2.077          |
| Moderate         | 2.621 <sup>*c</sup> | 25.81               | -1.46          |
| Low              | 1.07                | -3.41 <sup>*</sup>  | 27.89          |
| MS within=44.395 |                     |                     |                |

**Note.** A = Group means (above the principal diagonal); B = Differences in group means (above the principal diagonal); C = Calculated *t*-values (below the principal diagonal). *p* < .05 indicates statistical significance.

## Hypothesis 2

There is no significant influence of staff training on productivity among library staff. The independent variable is staff training placed on categorization. The categorization of working conditions was done using the range of the scores obtained by the subjects on the sub-scale. The lowest score was 0 points, while the highest was 20 points. Based on this, the range (20 points) was used in categorizing the variable into the three dimensions, such that scorers from 0-6 points were considered as not adequate, those from 7-13 points as moderately adequate and 14-20 points as adequate. The dependent variable was staff productivity, which was measured continuously. The hypothesis was tested using the One-Way Analysis of Variance (ANOVA) test statistic. The results of the analysis are represented in Table 4. The result showed that the mean value ( $X=28.71$ ) for those who provide adequate training for their staff is greater than the mean value ( $X=28.07$ ) for those that moderately adequate training for their staff and the mean value ( $X=25.1$ )

for those who do not provide adequate training for their staff at all. This implies that the administrators provide adequate training as a strategy to enhance their productivity more than those in other categories. To further compare these mean differences, one-way analysis of variance (ANOVA) was used, and the result showed that ( $F=6.19$   $p<.05$ ). Since  $p$  (.002) is less than  $p$  (.05), this also implies that there is a significant influence of staff training on staff productivity. Hence, the hypothesis was rejected. A post hoc test was carried out using the Fisher Least Significant Difference (LSD) test to find out the pairwise mean difference (s) responsible for the influence and the result as shown in Table 5 showed that for not adequate versus moderately adequate ( $t = 3.771^* p<.05$ ), and not adequate vs adequate ( $t = -3.02$ ;  $p<.05$ ) and moderately adequate vs adequate ( $t= 1.21$ ;  $p>.05$ ). Results of the group mean values show that, it was administrators that provides adequate training as a strategy ( $X = 28.71$ ) that had influences on staff productivity in the library

**TABLE 4:** One-Way Analysis of Variance (ANOVA) Results on the Effect of Staff Training on Library Staff Productivity

| Staff training      | N              | Mean    | Std. Deviation |   |      |
|---------------------|----------------|---------|----------------|---|------|
| Not Adequate        | 122            | 25.7295 | 6.83699        |   |      |
| Moderately Adequate | 151            | 28.0728 | 5.49436        |   |      |
| Adequate            | 84             | 28.7143 | 8.24412        |   |      |
| Total               | 357            | 27.4230 | 6.78298        |   |      |
| Source of variation | Sum of Squares | Df      | Mean Square    | F | Sig. |

|                       |           |     |         |       |      |
|-----------------------|-----------|-----|---------|-------|------|
| <b>Between Groups</b> | 553.716   | 2   | 276.858 | 6.193 | .002 |
| <b>Within Groups</b>  | 15825.415 | 354 | 44.705  |       |      |
| <b>Total</b>          | 16379.132 | 356 |         |       |      |

**TABLE 5: Fisher Least Significant Difference (LSD) post hoc analysis results on the influence of staff training on productivity among library staff.**

| staff training      | Not adequate (n=122) | Moderately adequate (n=151) | Adequate (n=84) |
|---------------------|----------------------|-----------------------------|-----------------|
| Not adequate        | 25.1 <sup>a</sup>    | -.2.97 <sup>b</sup>         | -3.61           |
| Moderately adequate | -3.82* <sup>c</sup>  | 28.07                       | -0.64           |
| Adequate            | -3.92*               | -1.11                       | 28.71           |

MS within=39.393

**Note:** A = Group means (above the principal diagonal); B = Differences in group means (above the principal diagonal); C = Calculated *t*-values (below the principal diagonal). *p* < .05 indicates statistical significance.

#### 4.1 Discussion of findings

##### 4.1.1 Motivation and staff productivity

Hypothesis one, which stated that motivation has no significant influence on staff productivity, was rejected. This suggests that motivation does have a significant impact on staff productivity. This could be because every human likes to be appreciated or recognized for the minute things they do. When library staff are motivated either by promotion, provision of awards, or delegation of responsibilities among others, it induces in the staff a sense of belonging and helps them to put in their best to ensure that such action that was reinforced is sustained. Thus, they increase their productive capacity and are seen doing better than when they are not motivated. The findings align with those of Bamgbose and Ladipo (2017), who studied the impact of motivation on the performance and productivity of academic library staff in Lagos, Nigeria. Their study identified key motivational factors such as job security, remuneration, interpersonal relationships, performance evaluations, and financial incentives. However, they also found that many staff members expressed uncertainty about their career advancement and reported insufficient commitment and support from senior management.

##### 4.1.2 Staff training and staff productivity

Hypothesis two stated that there is no significant influence of staff training/development on staff productivity, was rejected. This implies that there is a significant influence of staff training/development on staff productivity. The result further showed that an administrator who provides adequate staff training/development enhances their staff productivity. This is because when staff are trained and developed periodically, it provides them with the opportunity to acquire new knowledge and attitudes that can cause behavioral changes and induce greater work commitment and productivity. More so training and development is the most important factors in the business world because it increases the efficiency and effectiveness of both the employee and the organization.

#### 4. Conclusion and Recommendation

The study concludes that motivating library staff significantly enhances their productivity. This means that an employer can devise a strategy that works for him/her to make his/her staff perform better. Literature shows that money remains the most significant motivational strategy employers can use to

get their staff's best performance. Also, another strategy that brings about good performance in the library is staff development/training. When library staff undergo training and development, it enhances their productivity.

### Recommendation

- i. In light of the study's findings, the following recommendations are put forward.
- ii. Best promotional strategies should be used with staff to induce more commitment to work
- iii. Staff training is essential in any organization; hence, management at all levels should support the conduction of employee training continuously.
- iv. Staff training programs in academic libraries in Cross River State for academic librarians should be further strengthened and extended to other categories of library personnel such as para-professionals and support staff to equip them with requisite job skills for higher performance and productivity.

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