ASSESSMENT OF THE EFFECT OF MOTIVATION ON JOB SATISFACTION OF TEACHER LIBRARIANS IN FEDERAL CAPITAL TERRITORY (FCT) ABUJA

BY

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SEPTEMBER, 2015

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MLS/EDUC/4525/2010-2011

A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES,
AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF A MASTERS IN LIBRARY AND INFORMATION SCIENCE (MLIS)

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SEPTEMBER, 2015

DECLARATION

I declare that this dissertation entitled "Assessment of the Effect of Motivation on Job Satisfaction of Teacher Librarians in Federal Capital Territory (FCT) Abuja" has been carried out by in the Department of Library and Information Science. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree at this or any other institution.

Sanusi Ladi Sa'adatu _____ _____

Signature Date

CERTIFICATION

This dissertation entitled "ASSESSMENT OF THE EFFECT OF MOTIVATION ON JOB SATISFACTION OF TEACHER LIBRARIANS IN FEDERAL CAPITAL TERRITORY (FCT) ABUJA" by Sa'adatu Ladi SANUSI meets the regulations governing the award of the degree of Master of Library and Information Science of the Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This thesis is dedicated to blessed the memory of my father Rtd. inspector Sanusi M. Aliyu,s my late sisters Jummai and Jamila.

ACKNOWLEDGEMENTS

All thanks and praises be to Allah for the great things he has done for me. My immense gratitude and appreciation go to my supervisors Prof. I. Ekoja and Dr. B.S. Aduku whose patience, guidance, assistance, commitment, constructive criticisms, intellectual and useful suggestions saw me through the successful completion of this work. I will not forget the kind words and fatherly encouragement of Prof. Zakari Mohammed, Prof. Tijjani Abubakar and Dr. Ezra S. Gbaje.

I wish to appreciate the Provost of FCT C.O.E. Zuba, Abuja, Dr. Gambo M. Hamza, the Registrar of the College Mallam Liman Madu, the College Librarian Yakubu Mohammed for their unflinching support towards the success of my work. I wish to also appreciate the understanding and prayers of Hajiya Aishatu Abuja, Hajiya Habiba Moshood and all staff of the College of Education Library, Zuba.

I wish to acknowledge my family members Barr. F.A. Kera, my mother Hauwa sanusi,the Idi's family, Barr. Hadiza Dija, the Dogara's family, the family of Eng. S. Alhassan, Dr. Garba Abari, Dr. A.A. Bello and Dr. Abdulmalik Yusuf for all their support, prayers and understanding.

Finally, many thanks go to my research assistant, Mr. John, all teacher librarians who responded to the questionnaire, Mr. Okon Abdullahi, Marcus Ameh (Case) and others too numerous to mention. To all others who contributed to the success of this work whose names are not mentioned, I appreciate your concern, prayers and support.

I thank you so much.

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ABSTRACT

This study investigated the effects of motivation on job satisfaction of teacher librarians in the Federal Capital Territory (FCT). The study employed Hertzberg's Theory as a framework for evaluating motivation and job satisfaction of teacher librarians in FCT. The entire population of teacher librarians from all secondary schools within the FCT was used. The population consisted of 164 teacher librarians, 80 from government schools and 84 from the private schools. Two (2) research questions were formulated to guide the researcher. Both were analyzed using simple percentages, represented on tables and graphically illustrated. In the same vein, one (1) hypothesis was also formulated to guide the researcher. The use of survey method was adopted in carrying out this study. The instrument used for the study was the questionnaire method which was divided into three sections. Section 1 dealt with social demographic data, section 2 dealt with information on motivational packages while section 3 sampled for information items on factors of job satisfaction. Responses on the questionnaire were in line with five point Likert scale type rating scale and analyzed descriptively. Data collected were statistically analyzed using SPSS package and tables with graphic illustrations. The result of the study revealed that teacher librarians are satisfied with the motivational facilities provided within the schools. However, the findings also revealed that teacher librarians were not motivated with the areas of sponsorship and the incentives provided. Similarly, the teacher librarian also indicated high level of job satisfaction with personnel interaction, in the area of institution and environmental factors as well as interpersonal relationship, there was however, no significant relationship between motivation and job satisfaction of teacher librarian within the FCT. It was recommended that the application of motivational factors for enhancing teacher librarian performance in the secondary school should be increased and sustained since it was found to increase their level of job satisfaction in this study among other recommendations.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The elementary school years are of considerable consequence for shaping achievement of children (Okebukola & Owolabi 2008). Children at this level experience learning far more with printed books. It is within the formative years that children can be easily motivated to learn. At the secondary school level, instruction specifically places more emphasis on learning content in academic subject areas. It is therefore imperative to develop both the skill and the will to read for students to develop into mature and effective readers to be able to cope with advanced reading and scientific skills required at the secondary school level. Several scholars have contributed greatly to literature on matters pertaining to African students and literacy. Their recommendations are for better teachers, better textbooks, smaller classes, reformed curricula, better teacher remuneration, new political visions or changed attitudes (Abel 2003; Okebukola 2008; Warwick, 1999). As noted by Warwick (1999), all of these solutions have their place but most are impractical in the short run. They cost too much or they depend on social or political change, which will take generations to bring out. Nigerians need practical solutions and research continues to play a contributory role, since the problem still persists.

To find a possible solution to the problem, there is a need to approach the problem from the perspective of teacher-librarian since the task of effecting this change on children falls on them. Perhaps if they perform their duties efficiently this problem might not have arisen in the first place. In order to increase the literacy level of school children in FCT, teacher- librarians must be motivated so that they are satisfied with their jobs.

In Nigeria, the Nigerian School Library Association (NSLA) has recommended that the designation “school librarians” be used for professionals, para-professionals and teacher librarians appointed to run school libraries. Such a person should have a minimum qualification of Diploma in Library Studies at Primary Schools and a Bachelor’s degree in Secondary schools. A background in education is also considered relevant.

Teaching and learning could be regarded as twin concepts or as the two sides of a coin that complement each other. Teaching takes place only when learning has taken place. For effective learning to take place, certain conditions must be met, such as environmental factors, people factors, equipment factors, information (textbooks, charts, formulas) and problem definition and time (task duration) of these factors. The one relating to information seeking becomes more important as it is indispensable to the teaching and learning process. This has led to the library being one of the important constituents of education – the Teacher –the Taught and – the Learning process.

Motivation is concerned with the factors that influence people to behave in certain ways. Motivating other people is about getting them to move in a certain direction in order to achieve a desired result. Today, concepts of social class often assume three general categories: a very wealthy and powerful upper class that owns and controls the means of production; a middle class of professional workers, small business owners, and low-level managers; and a lower class, which rely on low-paying wage jobs for their livelihood and often experience poverty. Until recently, employee interests and needs have been neglected and their personal development goals put at a back stage. What perhaps may have changed this ironical way of thinking about employees was research, referred to as the Hawthorne Studies,

conducted by Elton Mayo from 1924 to 1932. Understanding what motivated employees and how they were motivated was the focus of many researchers following the publication of the Hawthorne Study results. Five major approaches that have led to our understanding of motivation and that shall form the basis of the theoretical review are Maslow's need-hierarchy theory, Herzberg's two- factor theory, Vroom's expectancy theory, Adams' equity theory, and Skinner's reinforcement theory.

Motivation, in specific terms, is the set of processes that moves a person toward a goal. Hence, motivated behaviours are voluntary choices controlled by the individual. But Herzberg's Two-Factor Theory (1987) concentrates on the effect of motivation on the employees. It describes needs in terms of satisfaction and dissatisfaction. Frederick Herzberg (1987) examined motivation in the light of job content and context. According to him, motivating employees is a two-step process. First is to provide hygiene, and then later motivators. One continuum ranges from no satisfaction to satisfaction. The other continuum ranges from dissatisfaction to no dissatisfaction. Satisfaction comes from motivators that are intrinsic or job content, such as achievement, recognition, advancement, responsibility, the work itself, and growth possibilities. Herzberg uses the term motivators for job satisfiers since they involve job content and the satisfaction that results from them. Motivators are considered job turn-ons. They are necessary for substantial improvements in work performance and move the employee beyond satisfaction to superior performance.

1.2 Statement of the Problem

The process of teaching is a complex demand on the teacher librarian, the parent, the society and the employee. As a facilitator in the learning process, it is the responsibility of the teacher librarian to provide the specialized collection needed with

the aim of achieving the school's objectives. Edoka (2000) asserted that the responsibility of the teacher-librarians dwell on activities happening in the school libraries and the school library is an educational institution that supports the educational work of their parent institutions. The teacher-librarian motivates the students to study their book along their curriculum, guides and assists them in selection and acquisition of book, makes him/herself aware of the materials available in the school library and beyond, participates amongst others in the designing of their school curriculum, gives the students assignment that can be carried out in the library.

Children in the FCT and indeed Nigeria lack opportunities for catching up to the rest of the world in terms of satisfying employees as a result of their low literacy levels and limited horizons. There is also no contending the fact that improvements of literacy levels in schools throughout Africa pose a serious challenge requiring urgent intervention (Abel 2003; Bamhare 1999; Okebukola 2007; Warwick 1999). Onukaogu (2001) provides an excellent overview of the poor state of literacy and minimal experience of print immersion compared with children in the developed world in FCT schools.

Several scholars have contributed greatly to the research literature on matters pertaining to African students and literacy. Their recommendations are for better teachers, better textbooks, smaller classes, reformed curricula, better teacher remuneration, new political visions or changed attitudes (Abel 2003; Okebukola 2008; Warwick, 1999). As noted by Warwick (1999), all of these solutions have their place but most are impractical in the short run. They cost too much or they depend on social or political change, which will take generations to bring out. Nigerians need practical solutions and research continues to play a contributory role, since the problem still persists.

To reduce the falling literacy level of school children, there is a need to explore the problem from the perspective of the role of teacher-librarians. For the teacher librarians to perform effectively and efficiently, they have to be committed to their jobs, in other words, they have to be satisfied with their jobs.

This study investigates the effect of motivation on job satisfaction among the FCT teacher librarians using Herzberg's Dual factor theory as a framework.

1.3 Research Questions

The research questions formulated to guide the investigations were as follows:

1. To what extent do motivational factors affect job satisfaction of teacher librarians in Federal Capital Territory (FCT), Abuja?
2. What is the extent of job satisfaction of teacher librarians in the Federal Capital Territory (FCT), Abuja?

1.4 Research Hypothesis

The following hypothesis was formulated to guide the study:

1. There is no significant relationship between motivation and the job satisfactions of teacher librarians in the FCT, Abuja.

1.5 Objectives of the study

The purpose of the study was to investigate the effect of motivation on the job satisfaction of teacher librarian in the FCT. Specifically however, the objectives were to:

1. determine the extent of teacher librarian job satisfaction in FCT, Abuja.
2. determine the extent of job satisfaction of teacher librarians in FCT, Abuja.

1.6 Significance of the Study

This study will be significant in the following ways. It will be of great benefit to the FCT Secondary Education Board (SEB), The Education Resources Centre (ERC), school administrations and the nation as a whole. It is believed that motivation affects performance, hence, when motivational tools are properly put in place, will result in increase in staff performance and an increase in satisfaction.

This study will also enable the FCT Education Board and other education stakeholders use the outcome of this study for planning and evaluating impact of motivation and job satisfaction on educational programmes. Other researchers can also use the outcome for further studies and investigations.

It is hoped that the findings arising from this study if successfully implemented by the Education Resources Centre and School Proprietors, would lead to increase in motivation and improve the level of job satisfaction of teacher librarians. This will also translate to enhanced school / academic performance within the FCT.

1.7 Scope and Delimitation of the Study

The study target area is FCT, Abuja. The subjects of the study are only teacher librarians and the population of the teacher librarians will be drawn from the six area councils, covering government and private secondary schools within the FCT. This population will be used to generalize the impact of motivation and job satisfaction of the teacher librarians within the FCT.

1.8 Abbreviations

FCT - Federal Capital Territory

NPC - National Population Commission

ERC - Education Resource Centre

SEB - Secondary Education Board

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CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The purpose of this chapter was to present review of related literature under the following sub-headings:

2.2 Concept of Motivation and Job Satisfaction

2.3 Theories of motivation

2.4 Relationship between motivation and job satisfaction

2.5 Application of motivational theories to staff performance

2.6 Effects of motivation on employee performance

2.7 Strategies of employee motivation

2.8 Determinants of job satisfaction

2.9 The teacher librarian

2.10 Summary of the review

2.2 Concept of Motivation and Job Satisfaction

Motivation is derived from a Latin word *"moveer"* which implies "to move". Campbell (1970) defined motivation as the process arising from movement in an organism, and this movement is produced and regulated through the release of energy within the body tissues. According to him, motivation is concerned with how behaviour gets started, energized, sustained, directed and the kind of subjective reaction present while these are going on. Beach (1975) defined motivation as the willingness to expend energy towards the achievement of a goal or reward. However, Higgines (1994) quoted by Iman (2003) opined that motivation is an internal drive to satisfy an unsatisfied need." The concept of motivation can be explained as a person's

willingness to expend energy to achieve a goal or reward. It is the urge to do more then what is specially required in a particular situation. Vroom, Deci & Campbell (1970) and Cole (1977) were of the opinion that motivation is the complex force, needs, tension, state, or other mechanisms that start and maintain voluntary activity directed toward the achievement of a person's goals.

In general, motivation refers to the factors that influence people to act. Psychologists like Gluck (1980) are of the view that motivation is the process of:

(a) Arousing behaviours in progress.

(b) Sustaining behaviours in progress

(c) Channelling behaviours into specific motives to induce the self (or will) to act and so result in behaviour

This definition may sound enough, but it is anything but simple as the following factors reveal: the person changes by influencing his or her motives. Thus a person's motivation is not fixed over time (i.e.at various points in life).

Whereas some writers equates job satisfaction with employee attitude, Ukeje (1992) refer to job satisfaction as attitude of satisfaction with a desire to continue in, and willingness to strive for the goals of a particular group or organization.

Motivation therefore is crucial for organizational efficiency. The school establishment and indeed FCT, Education Resource Centre, the Education Board, etc, need to arouse, sustain and direct the energy of their staff towards ensuring the realization of the schools objectives, which are to provide qualitative education. At its most general level of conceptualization, job satisfaction is simply how contented an individual is with his/her job.

Locke (1970) gave a comprehensive definition of job satisfaction as pleasurable or positive emotional state resulting from the appraisal of one's job or job experience.

Job satisfaction is a result of employee's perception of how well their job provides those things that are viewed as important. Luthan (1998) posited that there are three important dimensions to job satisfaction.

- Job satisfaction is an emotional response to a job situation as such, it cannot be seen, only inferred
- Job satisfaction is often determined by how well outcome meets or exceeds expectation
- Job satisfaction represents several related attitudes such as work itself, pay, promotion, people, supervision and co-workers.

Ebru (1995) however, was of the opinion that job satisfaction of librarians naturally depends on the economical social and cultural conditions in a given country.

In view of these it has been observed that in countries grappling with dwindling economy and late payment of salaries, people tend to migrate to better and consistently paying jobs. This view was also shared by Fafunwa (1971). From this point of view, satisfaction on a job might be motivated by the nature of the job and professional status. Age is one of the factors affecting job satisfaction as shown by Davis (1983) that a meaningful relationship exists between age and job satisfaction, St. Liter (1994) however, reported the result of a survey of Librarians' perceptions of their jobs. The result showed that salaries and benefits are related to job satisfaction and that librarians with academic rank were more satisfied than non-Librarians.

From this framework, the teacher librarian's motivation will go a long way in enhancing job satisfaction and commitment to both academic and research work.

2.3 Theories of Motivation

In this section, some theories of motivation are looked at.

2.3.1 Need Theory

One of the earliest, Maslow (1954) considered several needs theory to explain human behaviours, and proposed that these needs have a hierarchy; that some needs are lower order needs as compared to others. He also presumed that individuals are primarily motivating creatures, motivated by a desire to satisfy certain specific types of needs. He proposed five main hierarchical levels in the needs as shown in figure 2.1.

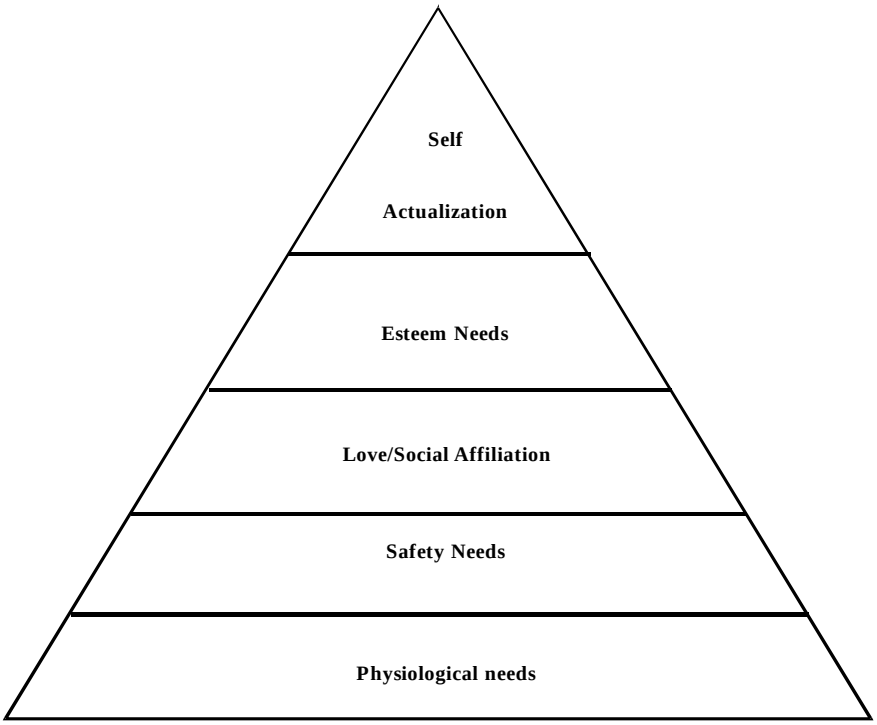

Figure 2.1 Maslow's Hierarchy of Needs

Educational Psychology (3rd ed) by Stephen N. Elliot & Co.

- The physiological needs are the most basic needs (such as sex; hunger, thirst. All these are symbolized by wages and salaries)
- The safety needs (such as safety and security from physical and emotional or self- preservation.

- ❖ Social affiliation/love or belongingness needs. (The desires for acceptance by one's peers, affection and to develop friendship).
- ❖ The esteem needs include the desire for a high evaluations of one's self and for recognition and appreciation by others.
- ❖ The last and highest order needs are those of the self – actualization needs (The desire to develop to one's full potentials).

When applied to work organizations the lowest order needs would be those of salaries, the security needs would include the seniority and security in the job. Love needs would include the need for belonging to a friendly work group; the esteem needs would be the needs of status and promotion. The highest self – actualization needs, is the need for achievement of things according to one's self-image.

Maslow's theory made a very valuable contribution in drawing attention to the lower order needs which may be neglected in some organizations, and in the essence of the satisfaction of these needs, the highest order needs may not be operative. The limitation of the theory however, is that in no organization do the higher order needs await the other needs that operate simultaneously. This was pointed out by Heresy and Blanchard (1977), in Agboola (2004). One level of needs does not need to be completely satisfied before the next level. Maslow's theory of motivation implicitly distinguishes between self – actualization as the needs characterized by development and growth of the individual, and the other which makes up for some deficiency.

Ogunu (2000) stated that "people tend to satisfy their needs systematically starting from the basic physiological needs and then move forward to self-fulfilment while Udeozor (2004) stated that the crux of Maslow's theory centres on human motivation within the organization. Managers are therefore expected to understand the physiological and motivation nature of employees.

Ogunu (2000) also observed that other studies on Maslow's theory are not conclusive, for instance, the systematic movement up the hierarchy does not seem to be a consistent form of behaviour for many people. In other words, Maslow did not take into cognizance that individuals differ, so also the work environment. These factors affect motivation to the extent that Maslow's theory is not a straightforward pyramid that is not uninterruptible. However in spite of these weaknesses, Maslow's theory has led to the understanding and application of its principles to solve organizational goals. It has also gained ground in such organizations and branches of knowledge that deal with management, that is general and personnel management in particular (Udeozor, 2004).

2.3.2 Two–Factor Theory of Motivation

Hertzberg (1957) formed and advanced the two – factor theory of motivation. The two- factor theory is based on a study of need satisfaction and the effects of an average individual, who has a set of needs, which can be broadly classified into lower and higher order needs. The two- factor theory of work motivation is most widely known, applied and discussed. He classified the various needs he found into what he called the hygiene factors (factors which may prevent satisfaction). According to Hertzberg (1957) preventing or reducing dissatisfaction in the work situation is not the same as providing positive satisfaction. According to him, motivation can be provided if motivators are used in work situation. This has led to programmes of redesigning of jobs called job enrichment, rather than job enlargement. It was due to this, that Landry and Trumbo (1980) in Agboola (2004), treated two-factor theory of motivation as belonging to the needs theory.

Beach (1975) stated that some of the specific leadership practices that this theory can institute are delegation of responsibility and authority, job enrichment, full

utilization of employees' toward subordinates, granting of earned pay increase and promotions. Hinrichs and Mishking (1970) opined that motivation factors account for variance in overall job satisfaction with little or no bearing on overall job satisfaction below that level. Bobbitt and Behling (1992) found "that both motivation and hygiene factors are actually potent in yielding satisfaction and minimizing dissatisfaction while Ukaeje et al (1992) observed that work itself brings satisfaction when it offers adequate mental challenge by offering opportunities to use skills, creativity, variety and some measure of autonomy in task performance.

In the study, Herzberg and his associates asked the subjects to think of times when they felt especially good and when they felt especially bad about their jobs. Each employee was then requested to describe the condition that led to these particular feelings. It was found that the employees named different kinds of conditions as causes of each of their feelings. Based on the findings of this study, Hertzberg reached two conclusions.

a. Some conditions of a job operate primarily to dissatisfy employees when they are not present. However, the presence of these conditions does not bring about satisfaction. Hertzberg called these maintenance factors since they are necessary to maintain a reasonable level of satisfaction. He also noted that many of these have often been perceived by managers as factors that can motivate staff but that they are in fact more potent as dissatisfiers, when they are absent. He identified 10 maintenance factors:

    i. Company policy and administration

    ii. Technical supervision

    iii. Interpersonal relations with supervisor

    iv. Interpersonal relations with peers

v. Interpersonal relations with subordinates

vi. Salary

vii. Job security

viii. Work condition

ix. Status and

x. Personal life

b. The second conclusion was that some job conditions build high level of job satisfaction and motivation. However, if these conditions are not present, they do not prove highly dissatisfying. They serve as motivation factors. He described six of these motivation factors, or satisfiers as:

i. Achievement

ii. The work itself

iii. Recognition

iv. Possibility of personal growth

v. Advancement and

vi. Responsibility

He concluded by stating that maintenance factors can cause much dissatisfaction when not present but do not provide motivation when present. Motivation factors on the other hand lead to strong motivation and satisfaction when present but the lack of them does not cause much satisfaction.

The study therefore suggested that the opposite of satisfaction is not dissatisfaction but simply ‘no satisfaction.” It also showed that motivational factors are job centered, that is, they relate directly to the job itself, the individual performance, the job’s responsibilities, the growth and recognition obtained from it. Maintenance relate to the external environment of the work itself. The study also

found out that when employees are highly motivated and satisfied they have a high tolerance for dissatisfaction arising from the maintenance factors.

The psychological terms ‘intrinsic’ and ‘extrinsic’ motivation are used to distinguish between motivational and maintenance factors. Intrinsic motivators are part of the job and occur when the employee performs the work. The opportunity to perform a job with intrinsic motivational potential is motivating because the work itself is rewarding. Extrinsic motivators, on the other hand, are external rewards that have meaning or value after performing the work.

Two important features related to the two – factor theory of motivation are job enlargement and job enrichment. Job enlargement attempts to make a job more varied by removing the full nature associated with having to do repetitive operations. This means enlarging the scope of the job by adding similar tasks without enhancing responsibility. In job enrichment, an attempt is made to build into jobs a higher sense of responsibility by giving workers freedom in decision – making.

The theory however focuses on the workers satisfaction as well as their jobs. The choice of the two factor theory in this study arose because of its relevance to the FCT teacher librarians who like the subjects in the original study consist of groups who are motivated to seek advanced education and expect to be rewarded. More so there is need for advancement in globalization, the need to be ahead in technology is very necessary.

Koonth and Donnel (1976) held the view that managers should expect that people have needs that spread over the entire spectrum of Maslow’s hierarchy, and that even the lowest employee has needs for esteem and self-actualization. This study will therefore attempt to find out how much of theories are brought to bear in the

management of motivation and job satisfaction of FCT school librarians to ensure efficiency at work place.

2.3.3 Expectancy Theory

Vroom (1964) focused his attention on individual behaviour in the work place. He observed the work behaviour of individuals with the object of explaining the process involved. He assumed that much of the observed behaviour should be motivated. His principal methodology was objective observation with the belief that motivated behaviours are a product of two key variables:

(a) The valance of an outcome for the individual

(b) The expectancy that a particular act will be followed by a predictable outcome.

According to Vroom, valance is the anticipated satisfaction from an outcome while expectancy is a monetary belief concerning the likelihood that a particular act will be followed by a particular outcome. Force is used in the sense of pressure to perform an act.

Lower and Porter (1967) in particular, have extended Vroom's ideas by developing a model, which attempts to address two major issues:

1. Factors that determine the efforts a person puts into his job.
2. Factors affect the relationship between effort and performance.

Guest (1984) concluded that "Expectancy theory continues to provide the dominant framework for understanding motivation of work. In his study, Kuhlen (1963) also suggested that occupational satisfaction is a function of the degree to which needs are satisfied in the occupation, particularly for those who view career as a source of need gratification. Hodgetts (1979) however opined that the needs theories have not handled the problem of individual differences.

Conclusive in Nigeria, the struggle for the meeting the basic needs presently preoccupy a greater percentage of the working population given similar work environment as is provided in the industrialized world where the theories were developed such as agitations, insecurity, poor learning environments, poor funding, lack of proper physical facilities, poor power outrage and lots more. This invariably affect to a significant level the performance and level of job satisfaction within the Nigerian schools.

2.3.4 Affect theory

Locke's Range of Affect Theory (1976) is arguably the most famous job satisfaction model. The main premise of his theory is that satisfaction is determined by a discrepancy between what one wants in a job and what one has in a job. Further, the theory states the value of a given facet of work (e.g. the degree of autonomy in a position) moderates how satisfied/dissatisfied one becomes when expectations are /aren't met. When a person values a particular facet of a job, his satisfaction is more greatly impacted both positively (when expectations are met) and negatively (when expectations are not met), compared to one who doesn't have that facet.

The teacher librarian in the FCT must expect some satisfaction which is derived from incentives or rewards. This can also serve as motivator to employees as long as some expectations are met.

Apart from the teaching, the teacher librarian in the FCT among others are also responsible for the instructional / educational goals as well as non-academic needs and also serve as parents to the pupils and participation in co-curricular activities (such as sports games, religious and cultural activities).

2.4 Relationship between Motivation and Job Satisfaction

The terms motivation and satisfaction are synonymous concepts. Whereas Koonlz and O' Donnell (1976) defined "motivation as a drive and effort to satisfy a want or goal, satisfaction refers to the contentment experienced when a want is satisfied. Locke (1970) saw job satisfaction as the pleasurable emotional state resulting from the perception of one's job as fulfilling or allowing the fulfilment of one's important job values, provided those values are comparable with one's needs.

According to Ume (1981) in Garba (1991) the dominant theories of job satisfaction have been derived from theories of work motivation, which are based on more general theories of motivation psychology. They went further to explain that the behaviour of individuals was assumed to be more than a reaction to various stimuli which could be intrinsic in nature. Argyle (1974) stated the "intrinsic" nature of work motivation is particularly important to the more educated, highly skilled, and status people. These consist of variables of job content such as self-expression and control over working methods, use of one's skill, having responsibility, mixing freely, which are all characteristics that make a job satisfying. Parker (1971) on the other hand stated that repetitive work, useless tasks, insecurity, long hours of work and close supervision, which all constitute a feeling of dissatisfaction. Vroom (1969) and Hertzberg (1987) suggest job enrichment as opposed to job enlargement, because the latter seeks to improve human efficiency and satisfaction. Locke (1970) also saw "job satisfaction and dissatisfaction as functions of the perceived relationship between what one wants and the job expectation". He also concluded that the causes of job satisfaction are not in the job or solely in man, but lie in the relationship between them.

In a study of teacher motivation, Spuck (1974) indicated that non-material rewards such as social environment, a sense of accomplishment and self-expression are related to job performance. Loitie (1975) on the other hand identified internal satisfaction or psychic rewards as the most powerful reward available to schoolteachers. It is therefore assumed that pay serves to avoid dissatisfaction, while motivational forces that keep teacher in classrooms are a combination of intrinsic reward such as being able to grow personally and professionally. This agrees with Hertzberg's (1959) theory of hygiene factors as motivators, which confirmed that satisfaction and dissatisfaction on the job are caused by different factors.

Peter (1991) however stated that satisfaction is one variable that is part of motivation. This is displayed when an employee experiences low motivation from the organization's perspective and yet enjoys every other aspect of the job while a highly motivated employee may be dissatisfied with every aspect of the same work. For instance, a satisfied professional teacher may not be motivated by high salary, because he/she loves teaching, while another teacher may demand for higher salaries or ever refuse the teaching profession no matter how fat the packages. Therefore, educational administrators need to be aware of how teacher librarians motivation can be aroused, directed and sustained towards the achievement of educational goals.

2.5 Application of Motivation Theories to Staff Performance

Hertzberg (1959) made some contribution to the earlier views on satisfaction. He stated that human relationships are of critical importance, and argued that the causes of dissatisfaction are separate and distinct. He was also of the view that there is a close relationship between job satisfaction and job performance.

Popoola (1982) revealed this when he stated that "job satisfaction is the totality of an individual's social and psychological well-being related to his job, and his job performance. On the other hand, Bidwell (1955) in his study of satisfaction in teaching, found that teacher satisfaction depends on teachers' expectation of how administrations should behave and the extent to which these expectations were fulfilled. The study by Popoola (1982) also revealed that:

> *The nature of work was the most critical factor. According to the data collected and analysed the nature of work had 47%, interpersonal relations, 32.9%, promotion ranked 9.8%; salary 8.6%, and supervision, 1.8%, He concluded that the nature of work constitutes a factor of great important to satisfaction.*

This result is consistent with those obtained by Hertzberg (1957) and Schultz's (1973). In another related study, Atchison and Hill (1978) expressed the view that job satisfaction is a necessary condition for performance. Ejigu (1985) explained that the extent of an employee's feeling of job satisfaction significantly affects his job performance. Satisfaction and performance can therefore be explained as when staff likes his job, it shows that he is satisfied as this offers motivation. Thus, he puts in his effort to achieve the set goal. From the above statement it could be said that for an individual, satisfaction depends on the discrepancy between his expectation from the organization and what the organization actually offers him. If the offer is satisfying to him, his performance will be high (Lawler, 1973 and Locke, 1970).

It is therefore important that administrators of schools note varieties of tools which can create uniformity in order to enhance teacher librarians potentials; such will increase active participation in work place and job satisfaction.

Gilley and Davidson (1993) created a framework that serves as a planning tool when conducting developmental evaluations. They identified five different types of appraisal opportunities, each of which differs in application, focus, purpose,

manager's role, employee's role, and also highlighted is the degree to which manager/employees share power. Power distribution within the organisation as seen from the information below, are designed for specific outcome requiring managers and employees to constantly shift roles so as to create a framework in line with characteristic's which have impact on job outcome. This helps determine which type of developmental evaluation activity is the most appropriate to conduct a guide in the execution of each of the different types of developmental evaluation frameworks as seen in Figure 2.2 (see Appendix).

In another related study, Sylvia and Hutchinson (1985) observed that:

> *Teacher motivation is based on the freedom to try new ideas, achievement of appropriate responsibility levels, and intrinsic work elements. Based upon their finding, schemes such as merit and pay were predicted to be counterproductive. True job satisfaction is therefore derived from the gratification of higher order need, social relations, esteem and actualization rather than lower order needs.*

They also discovered many factors in an attempt to find which ones promoted teacher motivation the more. Pay incentives have been found to be unsuccessful in increasing motivation. They concluded that teacher motivation is based on the freedom to try new ideas, achievement of appropriate responsibility level and intrinsic work elements. Based upon their findings, schemes such as merit pay were predicted to be counter –productive, while security and financial motives promote entering the teaching profession.

Johnson (2006) clarifies the terms "incentive and rewards". Incentive according to him refers to contemplated reward that leads workers to modify their behaviour, a stimulant, an inducement for further efforts, or a catalyst, which influences or, motivates a person to action. A reward, however, is a benefit received after a task has been accomplished. Incentives therefore can be thought to precede

rewards. Incentives and rewards are used to motivate and compensate workers' performance, rewards are used to compensate workers performance.

In a study of teacher motivation, Spuck (1974) indicated that nonmaterial rewards such as social environment, a sense of accomplishment and self – expression were related to job performance effectiveness. The use of incentives and reward to improve teacher performance is a topic that is being widely debated during the current surge of interest in the reform of public education in Nigeria as a whole. Administrators must also concern themselves with how a high level of teacher motivation can be aroused, directed and sustained.

2.6 Motivation and Staff Performance

The theories of motivation were developed in the industrialized western world, where modernization has been built over the years with both economic and human prosperity and infrastructure given priority. In the developing world, a lot of doubts have been expressed about the application of these theories of motivation. To the average Nigerian worker motivation and staff satisfaction are largely due to the differences in the economic as well as socio –cultural factors of the workers. This brings to mind the prominent questions of what an individual expects from his job.

Anikpo (1982) in Agboola (2004) argued that the needs theories didn't define needs which may have culturally determined peculiarities. He also opined that Maslow's need is better for the Nigerian situation. He identified the Nigerians worker's needs as "property ownership (money), power and status. Money is then seen as part and parcel of the worker's immediate and ultimate needs. In spite of the importance placed on money, other studies by Okpara, Fashina and Eza (1982) established that money and other fringe benefits may not be a source of motivation.

On the other hand, Amaechi (1982) indicated that salary increases are not tied to success or improved performance, but done as a routine exercise as long as the worker completes a specified number of years within the organization. If this is true, the assumptions of expectancy theories of work motivation and job satisfaction have failed to gratify the workers expectations, which often lead to frustration. This was observed mostly when workers assume that they shouldn't sweat or undergo hardship in carrying out their jobs. Osuagwu (1982) however, agreed with the description of the common workers, some who maybe lazy, neither have no pride, no ambition nor disciplined, and irresponsible when left to work on their own without proper supervision.

This had led to agitations and admonitions for the satisfaction of basic needs. Ifedi (1988) supports that the system should not emphasize purely on economic reward at the expenses of the desire of the worker, for no amount of money will make up for failure to treat people as human being.

In summary, it is observed that when theories are applied to the Nigerian worker, most especially when given all the favourable conditions and work environment, will lead to an increase in work force. But most of the workers are still struggling to meet the basic or lower level needs. This presently occupies a greater percentage of the population.

2.7 Effects of Motivation on Employee Performance

To be able to give excellent services, it is most important that people feel good about themselves and their jobs. Dell (1988) opined that "we look for ways to give a feeling of respect and value to each individual we serve. Osuagwu (1982) in his study submitted that motivational factors are effective when workers respond to work

incentives and are interested in jobs that offer them opportunities for growth and personal achievement rather than mere acquisition of money. He also stated that "workers are motivated by group solidarity, recognition, and participation in matters affecting their jobs that provide a variety of activities. This was also supported by Popoola's study of motivation (2007).

Ocho (1982) suggested that recognition/approval is also a significant factor that contributes to make job more pleasurable, that "working with an understanding boss" is ranked higher in preference to a "job that offers more pay." Imade (1982) in his study identified that provision of media freedom and initiative as well as teamwork" contribute to greater job satisfaction. It is generally believed that rather than make employees fit into jobs, most organizations should tailor the job to fit the employees' needs. This will create more flexibility of jobs, consequently work places increasingly become more responsive to staff needs.

This is in agreement with Gilley and Galbraith (1984) who stated that increased harmony between leaders and employees improves their collective problem – solving effectiveness, which in turn improves the efficiency of the organization because leaders are more aware of job – related problems. This was effectively represented in the following (figure 2.3).

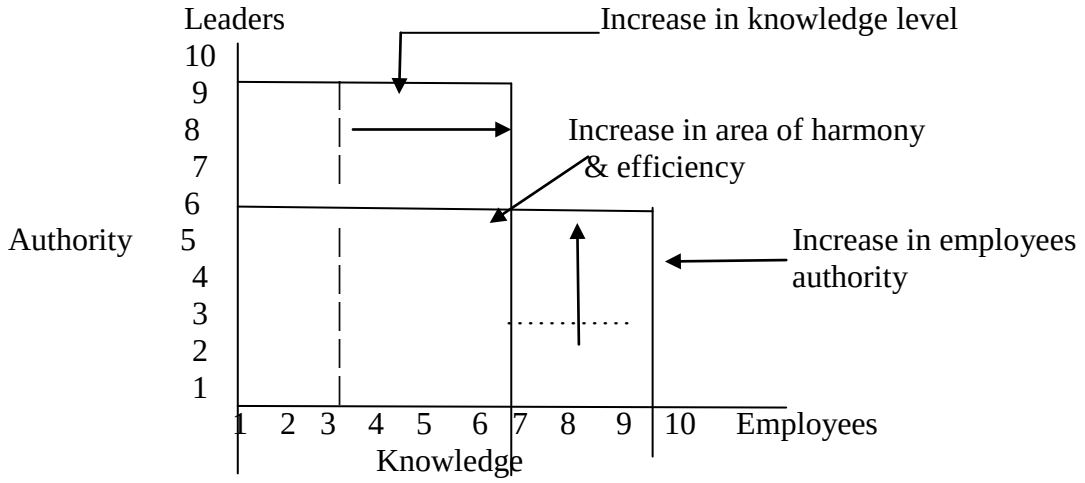

Figure 2.3 Areas of Increase in Harmony and Job Efficiency

Gilley & Galbraith (1984)

For successful job satisfaction alignment of the variables highlighted reveals the importance of increasing the area of harmony and efficiency in any organisation, which lead to productivity and profitability.

In agreement with this, Larsaon and Lafasto (1989) observed that for motivation and job satisfaction to be effective, a supportive decision – making climate, and trusting group members with meaningful levels of responsibility in the following areas must be adhered to.

- Providing team members with necessary autonomy to achieve result.
- Presenting challenging opportunities that stretch the individual abilities of team members.
- Recognising and rewarding superior performance.
- Standing behind the team and supporting.

When these behaviours are present, it's believed that staff will be encouraged to unleash their talents and abilities, resulting in the effective and efficient decision outcome.

From observation formal incentive such as money, promotions and commendations do take place within the schools in the FCT. The essence is that good work performance is somehow recognized and rewarded. But the question is how frequent are these rewards? What about other added benefits such as leisure and anniversary awards, car wash services, discount cards, unemployment insurance benefits, etc.

2.8 The Determinants of Job Satisfaction

The major approaches being used to study employee job satisfaction include the measurement of the overall job satisfaction, on the basis of identification of certain factors. Hoppock (1935) and Vitelis (1953) in their respective studies included the following factors - Personal rewards, immediate supervision, and company operation, psycho-physical conditions of work, work relations and integration in the organization.

Job satisfaction is a worker's sense of achievement and success on the job. It is generally perceived to be directly linked to productivity as well as to personal well-being. Job satisfaction implies doing a job one enjoys, doing it well and being rewarded for one's effort. Job satisfaction further implies enthusiasm and happiness with one's work. Job satisfaction is the key ingredient that leads to recognition, income, promotion, and the achievement of other goals that lead to a feeling of fulfilment (Kaliski, 2007).

Job satisfaction is the collection of feeling and beliefs that people have about their current job. People's levels of degrees of job satisfaction can range from extreme satisfaction to extreme dissatisfaction. In addition to having attitudes about their jobs as a whole, people can have attitudes about various aspects of their jobs such as the kind of work they do, their co-workers, supervisors or subordinates and their pay (George *et al*., 2008).

Job satisfaction represents a feeling that appears as a result of the perception that the job enables the materials and psychological needs (Aziri, 2008).

The factors used by Hulin and Smith (1964) in their study of "Sex differences in job satisfaction" are: work, pay, promotion, supervision and people.

Another approach taken by Herzberg's (1976) study is to categorise factors of job satisfaction into satisfier or motivators and dissatisfiers or 'hygiene' factors. They discovered that dissatisfiers were contextual factors which involved negative aspects of supervision, interpersonal relations, physical working conditions, company policy and salary. They observed that when present, these factors did not lead to satisfaction, but when inadequate, they served to make the worker extremely unhappy. The factors that led to positive job attitudes such as achievement, recognition, responsibility and work itself did so because they satisfied the individual's need for self-actualization, recognition, autonomy, esteem and challenge in work, hence they are motivators. This is presented in Table 2.1.

Table 2.1 Job Satisfaction Factors

Hygiene Factors	**Motivators**
Company policies	Achievement
Supervision	Recognition
Interpersonal relations	Work itself
Work conditions	Responsibility
Salary	Advancement
Status	Growth
Job security	

Herzberg (1976)

Surveying causes of job satisfaction, Argyle (1974) found that intrinsic nature of work and other features of work are particularly important to men, more educated people and those at higher levels of skill and status. He also observed that job security issues are contradictory, as the results depend on the country and the historical period in which studies were carried out. From this statement, it can be assumed that people

who are most concerned about security are those in the lower income group. Furthermore it was also observed that more intelligent people are also very interested in long term security. Apart from measures being taken-by some governments to protect job security and safety, workers associations and unions also struggle to make jobs secure through negotiations and collective bargaining with managements, failure of which often results in strike actions.

Christen, Iyer and Soberman (2006) provided a model of job satisfaction presented in Figure 2.4 in which the following elements are included job related factors, role perceptions, job performance and firm performance:

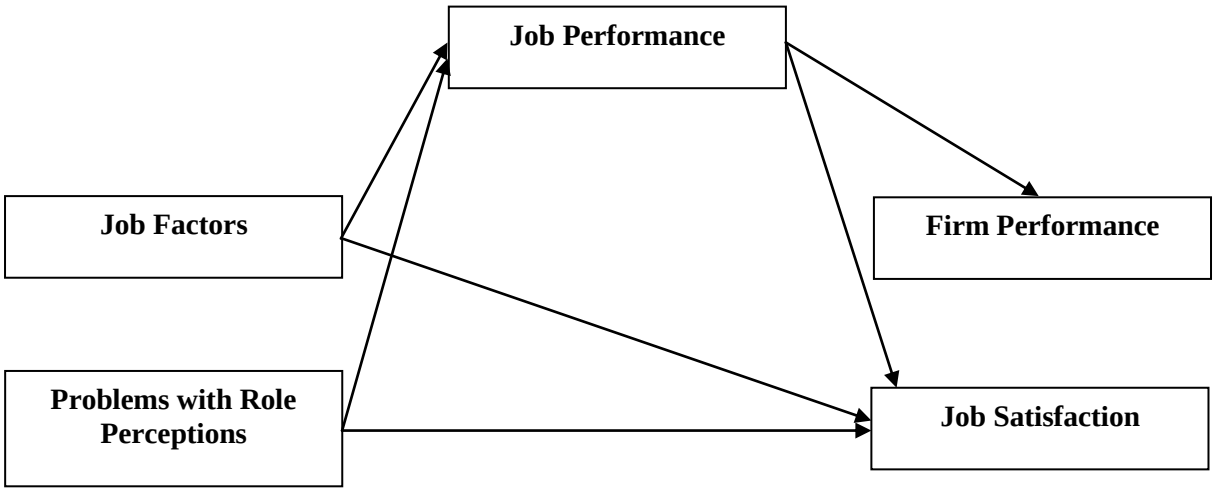

Figure 2.4 Model of Job Satisfaction by Christen, Iyer and Sobeman (2006)

From the above, organizations should be guided by human values. Such organizations will be oriented towards treating workers fairly and with respect. In such cases the assessment of job satisfaction may serve as a good indicator of employee effectiveness. High level of job satisfaction may be sign of a good emotional and mental state of employees. Second, the behaviour of workers depending on their level of job satisfaction will affect the functioning and activities of the organization's business. From this it can be concluded that job satisfaction will

result in positive behaviour and vice versa, dissatisfaction from the work will result in negative behaviour of employees. Third, job satisfaction may serve as indicators of organizational activities. Through job satisfaction evaluation different levels of satisfaction in different organizational units can be defined, but in turn can serve as a good indication regarding in which organizational unit changes that would boost performance should be made.

2.9 Teacher–Librarians

The teacher Librarian, usually a trained professional teacher takes up the role of a Librarian because our educational system believes anybody can be a Librarian even though the person has no training at all in librarianship. This is most common at the primary and secondary levels of education where a library even exists.

Another breed of the teacher-Librarian is the one that trained as a teacher and got some kind of library training usually very minimal, (workshop training). The loyalty here is tilted toward teaching his subject of specialization.

It is not an over statement to say that the success of the UBE implementation depends on teachers' information literacy which Amuchieze (1998) described as a set of skills and strategies which include the abilities to recognize a need for information, to retrieve and to evaluate and utilize it effectively to solve a particular problem. This means that the teacher librarian owes the responsibility of educating, enlightening and informing what is available but also how to access such information.

There is a significant body of research studies that demonstrate that a qualified teacher librarian has a positive role on school culture and students read more, enjoy reading, write better, have free access and use information effectively and excel in academic content areas. For example, Eisenberg and Brown's (1992) study indicated that the higher level of involvement a teacher – librarian has in the school curriculum,

the higher will be the level of achievement of students in reading skills, vocational study skills, with a wider breadth and quality of reading.

Augu (1993) also acknowledged that teacher – librarians are qualified to take an active role in curriculum support, design and implementation. Curry (2006) found that well-funded school libraries with active teacher-librarians tended to achieve higher average reading and test scores in all subjects, no matter what type of demographic or socio-economic community the students live in. Tallman (1995) supported these findings by stating that a teacher- librarian who is active in a curriculum and instructional role will have a positive impact on students' achievement and on the perception of the school by the school community and external community.

Similarly in Nigeria, Udoh (1986) emphasized that the teacher – librarian plays a central role in the execution of any educational programme of excellence. This is because libraries are the most important component of any educational setup. Kolade (1986) stressed that it is important for a school library media centre to have adequate and efficient staff because the effectiveness and success of the school library media centre's programme depends not only on the physical facilities but on the competency of the staff.

Based on the foregoing, Oyesiku (2009) briefly summarized that personnel is a crucial element in formal and informal organizations; they are activators of functions, services and implementers of policies of any organization, the school library inclusive.

In view of the above, the role of teacher-librarians therefore encompasses a wide range of tasks, the role in two dimensions which have evolved from administering resource materials to information and resources specialists, with

professional qualifications in education and information science/librarianship. The teacher-librarian is an educator who teaches and librarian who manages a given school library resources. As a consequence of his two roles, a teacher-librarian's day can involve instruction and research as well as maintaining, and updating the school library collection.

The teacher-librarian is, therefore, responsible for initiating and participating in the teaching of information literacy in the context of the total curriculum, and managing the schools information resources and services in order to facilitate teaching and learning. Hennessy (1993) and Kolade (1986) outlined teacher-librarian's duties in the following two dimensions - professional and administrative.

(a) Professional Duties

The professional duties of the school libraries include:

i. Identifying the information need of the school community

ii. Selecting and developing collections based on the objectives of the school / curriculum.

iii. Organizing all resources.

iv. Making available adequate access tools, e.g. catalogues.

v. Teaching the staff and students the basic library use skills to promote efficient use of learning resources.

vi. Planning learning activities with teachers.

(b) Administrative Duties

The administrative duties of the school librarian include:

i. General administration of the School Library

ii. Formulating library policies;

iii. Preparing and Administering Annual Budget;

iv. Ensuring the proper functioning of the school library

v. Soliciting for gifts; and

vi. Setting up of library committee

According to Lance (2003) in order to play an instructional role successfully, the school librarian must exercise leadership to create the sort of working environment needed to facilitate students and teachers success.

2.9.1 Teacher Librarians' Job Satisfaction

The literature on Nigerian Primary/Secondary School teacher's job satisfaction is virtually non-existent or not accessible to this researcher presently. By far more studies exist on the job satisfaction of teachers in the post primary and tertiary levels of education. However a few investigations were reviewed as presented below.

The Library is now seen as a provider for self-education and self-development; it is expected to provide services within the reach of every user irrespective of their social and mental status (physically disadvantaged). These crucial roles of the library in Nigeria schools today are either not realized or willingly neglected.

According to Elaturoti (2001) those in-charges of school libraries were found to have no training in librarianship. The obvious reason for this situation was that the trained teacher librarian leaves the school when promoted to higher posts as head of department, which carries recognition and allowances. Even when they do not leave, they often are responsible for other areas of curriculum for which better remuneration is paid.

Kolade (2001) however, opined that the teaching role of the school libraries comes up in the areas of imparting library skills, study skills including planning with the subject teachers, class projects and his involvement in curriculum or lesson

planning. From this statement it can be assumed that not many schools in Nigeria have qualified school librarians, a situation which necessitates the use of probably teacher-librarians as substitutes.

Alexandra (2011) estimates that for library education in e-learning to be successful electronic education should be based on saving time, cost and consistence in delivery of information to users. By implication, to reach those users, the librarian must be trained to create presentations with lots of live demonstrations and simulation interactivity. This combination of work and learning is usually more efficient in motivating and creating some level of job satisfaction both ways.

The major problem in connection to work and learning as it relates to the FCT teacher library exist in the nature of work itself. The teacher library has to do the work of teaching, handling the curricular activities as well as maintain and facilitate the use of library by providing relevant materials to users. Thus, assessing the quality of teaching and the services provided as a library may be problematic as end product matters more than the prior stages of learning. Therefore, the interest of the teacher library must be sustained through training to closely tie the quality of performance to a steady flow of motivation and job satisfaction.

2.10 Strategies of Employee Motivation

For the educational sector to succeed there are laws to guide it. Ogunu (2000) stated that education law refers to the rules and regulations enacted by the appropriate arms of government (i.e. the legislature) and enforced by the judiciary to guide educational operations. This is aimed at the regulation of the education profession to ensure proper development. In view of this, Boman (2004) identified some problems that need to be addressed by the law, which include denial of right, privileges, and

adequate employment and assignment of responsibilities, salaries and other financial benefits. These often cause conflicts between teachers and employers of the educational system, which invariably bring about demoralization. All this is because there is hardly any meaningful legislation against these vices.

Bennel (2002) stated that "low teacher motivation is reflected in the deteriorating standards of professional conduct, serious misbehaviour (in and outside the school), poor professional performance, and absenteeism. He was also of the opinion that teacher practices are characterized by limited effort with heavy reliance on traditional teacher centred practices (use of ICT facilities less in school libraries).

The 2004 World Development report neatly summarized these concerns about teachers as malfeasance and these causes are present in many settings. Luce (1998) on the other hand identified career ladders as beneficial to both teachers and their schools thus: "teachers may have new opportunity to experience professional growth and other work related incentives, while schools benefit from more capable teachers through programmes such as mentoring and instructional development".

The provision of appropriate working tools or facilities like classrooms, furniture, and teaching aids for the teacher is compulsory and therefore forms part of the right of the teacher. The scheme of service (2000) also itemized benefits due to the teacher as formal and informal incentive. These formal incentives include:-

- Formal commendations
- Awards
- Bonuses
- Promotion
- Special privileges

While informal incentives are:-

- Praise, encouragement
- Friendly attitudes to others
- Acceptance by group
- Minimum supervision

Others are certificates; gift and cash medals for good performance while scholarship, death benefits and even anniversary awards could be included in the motivation packages.

Identifying several rewards are particularly useful in motivating employees to participate in growth and development activities Le Boeutf (1985) was of the opinion that for effective overall performance, the following must be put in place..

- Recognition for successfully completing growth and development plans.
- Gifts or prizes for achieving desired developmental outcomes.
- Sabbaticals for increased effort toward growth and development.
- Challenging or high profile projects intended to advance employees or promote staff within the organisation.
- Promotion or job advancements linked to perform growth.
- Advanced titles or position status in lieu of financial compensation for improved growth and development. As shown in the following figure.

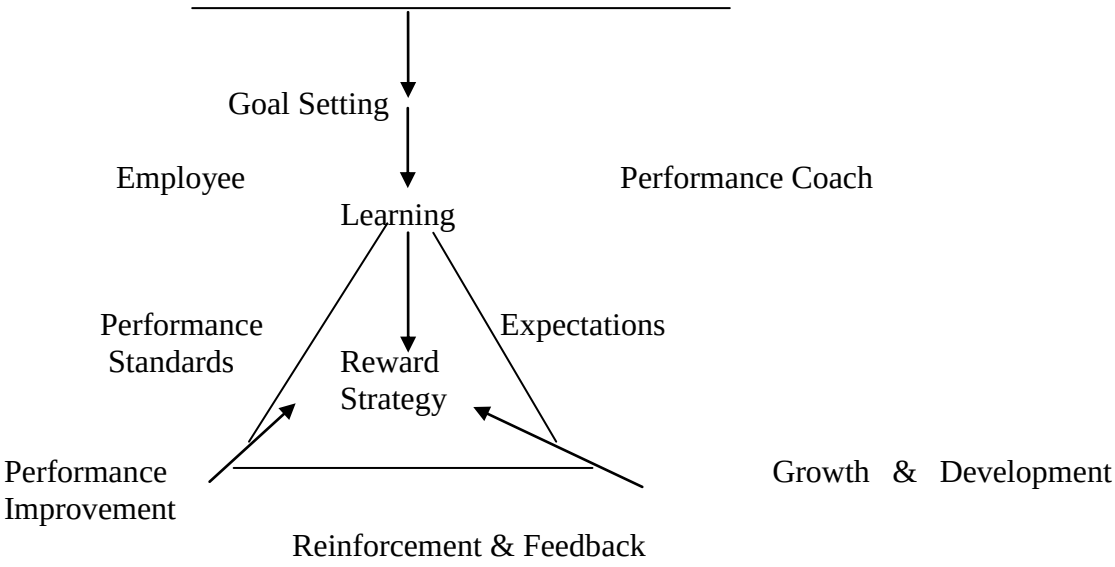

Figure 2.5 Components of an Effective Compensation and Reward Programme

The Performance Challenge by Jerry W. Gilley / Nathaniel (2009)

In 1969, a curriculum conference was held to look into the future of education in Nigeria. Others were National Seminar on Education (1973) UPE scheme (1976) the 6-3-3-4 system (1987) and many more. In each of the policies on education adopted, teacher education was given prominence. This need was more emphasized by the Ashby Commission (1960) also concerned with training of modern teachers by boosting their number. The National Policy on Education (1981) also observed that teacher education will continue to be given a major emphasis in all our education planning. This is because no educational system can rise above the quality of its teachers. All these clearly show that the teachers have to strive hard to meet the challenging nature of teaching, and this cannot be achieved if strategies are not put in place.

Work motivation in general has been said to refer to the psychological process that influences individual behaviour with respect to the attainment of workplace goals and tasks. It is, however, true that measuring the determinant and consequences of work motivation is complex because there are numerous organizational and

environmental obstacles that affect goal attainment. Bennel (2004) identified two key – inter related aspects of motivation, which are 'will do' and 'can do'

The first refer to the extent to which an individual has adopted the organizations goals and objectives. This he said is visible when a motivated teacher, for example, lacks the necessary competencies to teach effectively, ultimately leading to demoralization and de – motivation.

Secondly, Incentives can be offered to teachers to encourage individual contribution to organizational goals, and in teacher motivation. Johnson (2006), clarified the term incentive as a stimulant, inducement for further effort or catalyst. Reward is a benefit which motivates a person to action, is a benefit received after a task has been accomplished. Simply put, incentives are used to motivate worker performance, while rewards are used to compensate workers for enhanced performance. Most occupational psychologists according to Bennel et al. (2004) and Bray et al. (2000) opined that pay on its own does not increase motivation. The extent of this according to them is mostly prevalent in Africa and South Asia, where there appear to be a mounting concern on high proportions of teachers working in public schools and poorly motivated due to a combination of low-morale and job dissatisfaction, poor incentives and inadequate controls and other behavioural sanctions.

The 2000 EFA Assessment for Pakistan also noted that poor teachers' motivation is a "colossal problem", which is seriously compounded by political "interference". Another study carried out by Carr-Hill (2003) in Mozambique, Kenya and Tanzania shows that the morale among teachers is surprisingly high while there appears to be more cause for concern in Malawi, Nepal, Zimbabwe, and in most African countries, Bennel (2004).

In Nigeria, motivation of employees are guaranteed in the civil service rules (Rules 05101 and 05103) that is to ensure the payment of salaries to Civil servants. This also entails official transport or money on assignment, night allowance which is reviewed from time to time annual leave and leave grant. Others are absence on medical grounds, leave for examination. All these are applicable to the teacher in every part of the country depending on viability and need to attract and retain qualified teachers.

2.11 Summary of the Review

This chapter contains a review of related literature on the theories of motivation and job satisfaction with particular focus on the teacher librarians'. Some approaches to work motivation need to be recognized by schools because man is a complex being, therefore, various approaches should be devised to enable the organizational goals as well as personal ones. Attempt was also made to discuss the concept of motivational tools by reviewing previous literature, strategies, and the effect of motivation on job satisfaction. In order to achieve a higher standard of performance by school librarians, it is important that management also understand the motives of its staff, status, and reaction in situation by ensuring a fully transparent and rigorous process, where the rights and duties of each school librarian are precisely stated.

In conclusion, research efforts have shown that job satisfaction among workers cannot be overemphasized. Human beings have a desire to fulfil certain needs, the urge to satisfy these needs account for the greatest variance in human work behaviour, good, bad or in different.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology for the study under the following sub-headings; research design, population of the study, research instrumentation, procedure for data collection and procedure for data analysis.

3.2 Research Design

Survey research method was adopted for this study. This method, according to Ali (2006) is a descriptive study which seeks or uses the sample data of an investigation to document, describe and explain the phenomenon being investigated. Obeka (2011) also in agreement stated that it is a distinctive methodology used in social sciences application. Daudu (2009) stated that survey research focuses on describing and interpreting existing conditions, prevailing practices, attitudes and belief.

The use of survey by the researcher was appropriate for the study because it enabled the researcher to collect data aimed at determination of availability of motivation and job satisfaction packages for the teacher librarians in the FCT.

3.3 Population of the Study

The target population for this study comprises all the 164 teacher librarians in the FCT, which is made up six (6) area councils. Population is all the items or subjects that possess characteristics or that have knowledge of the phenomenon being studied, (Ali, 2006).

For this study, the researcher used the entire population of the existing teacher librarians within the six (6) Area Councils. This consists of eighty (80) teacher librarians from the Government Schools and eighty four (84) teacher librarians from the Private Sector Schools, giving a grand total of 164 school librarians.

According to Polit and Beck (2001) a sample is a subset of your population which you select to be participants in your study. Rudolph (2002) defines it as proportion of the entity or a subset which must be representative of the entire population. The use of 100% is in agreement with the sample size rule of thumb theory by Curry (2006) "that the size of population from 0-100 but less than 200 should use 100% sample rate". This was also supported by Baba (2005)"that in a true representation of population, the smaller the population size, the larger the sample needs to be". Therefore, a population under 150 needs no sample.

Table 3.1 Population of the Study

S/N	Area Council	Total No. of Govt. Sch. SSCE	JSS	Total Teacher Librarian Population	Total No. of Private Sch. SSCE	JSS	Total teacher Librarian Population
1	Abaji	5	7	8	3	3	6
2.	Bwari	10	16	13	26	37	20
3.	Gwagwalada	7	11	16	6	25	15
4.	Kuje	6	9	6	7	9	14
5.	Kwali	6	7	7	4	4	2
6.	Municipal	23	35	30	84	28	30
Total		**57**	**85**	**80**	**130**	**106**	**84**
Grand Total							**164**

Source: Education Resource Centre (2013) Handbook

3.4 Research Instrumentation

The instrument designed by the research for this study was strictly questionnaire method titled Motivation and Job Satisfaction of Teacher Librarians (AEMJSTL) a self-administered questionnaire. The instrument was constructed in three sections. Section I consists of six items drawn to obtain demographic data such

as age, sex status, job designation, marital status and educational qualification from the respondents. Section II consists of questions aimed at investigating fourteen motivational factors such as interest, incentives, superior, subordinates, adequacy of facilities, esteem for the job, adequate packages, regular promotion, recognition for achievement in cash, achievement in kind, provision of basic needs, development in terms of soft training, program sponsorship and needs for training. Section III solicited for information aimed at investigating job satisfaction such as recognition, job itself, achievement, power/authority, interpersonal relationship, management policies, supervision, and school location, size of library, income, work environment, staff matters, status, job security and self-actualization. Section II and III was structured along the five – point Likert (1932) type rating scale. The rating scales used in section II was Very Good (VG), Good (G), Average (AV), Low (L), and None (N) while section III used Very Satisfied (VS), Satisfied (S), Fairly Satisfied (FS), Dissatisfied (DS) and Very Dissatisfied (VDS).

The questionnaire was structured with particular emphasis on Frederick Herzberg's theory of motivation and job satisfaction. The perceptions of teacher librarians as reflected in their responses were analyzed using the Statistical Package for Social Science (SPSS).

3.4 Validity of the Instrument

The validity of instrument is an essential feature of any research method, because it helps ascertain what is intended to be measured. The design and content of the questionnaire were vetted by the supervisors of the study. This procedure was in line with Kerlinger (1983) who stated that validation by others is an effective method for content validation of research instrument. This lends credence to the suitability of the instrument.

3.5 Reliability of the Instrument

To enhance the reliability of the questionnaire, copies were administered for a pilot study using forty two (42) randomly selected teacher Librarians during a UBE workshop in school libraries in Kogi State.

The split half method was used to calculate the co-efficient of reliability using the person's Product Moment Correlation Co-efficient. The calculated co-efficient reliability obtained was 0.69, which means the instrument was reliable and consistent to guide the researcher to make appropriate adjustment.

3.6 Procedure for Data Collection

The questionnaire were distributed to teacher librarians bearing in mind the proportion of each Area Council. For economic reasons and time factor, three (3) trained research assistance were used in the distribution and collection of the questionnaire from Abaji, Kwali and Kuje area councils while the researcher collected the questionnaire from Gwagwalada, Bwari and the Municipal Area Council. This covered a period of two month.

3.7 Procedure for Data Analysis

The data collected for the study with the use of instrument were analyzed using SPSS. For high motivation and job satisfaction in research question 1 and 2, simple percentages and graphic illustrations were used while hypothesis 1 was tested using Pearson Product Moment Correlation Coefficient (PPMC). The hypothesis was tested at 0.05 alpha level of significance.

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CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presents the statistical analyses of the data collected under the following sub-headings: responses rate, socio-demographic characteristics of respondents, analysis based on the research questions and hypotheses.

4.2 Response Rate

The response rate for the administered questionnaire is as contained in Table 4.1.

Table 4.1 Questionnaire Response Rate

Location	Total population	Questionnaire administered	Total Returned	Percentage
Abaji	32	18	15	83.3
Municipal	230	40	32	80
Bwari	122	30	27	90
Gwagwalada	80	29	26	89.7
Kuje	51	22	19	86.4
Kwali	30	12	10	83.3
Total	**545**	**151**	**129**	**85.4**

One hundred and sixty four copies of the questionnaire were administered to the respondents while 129 (85.4%) were duly filled, returned and found usable for the study. This was a good representation of the teacher librarians within the Federal Capital Territory (FCT).

4.3 Socio-Demographic Characteristics of Respondents

Descriptive data collected for the study were presented in the order of the research questions beginning with demographic information of the respondents. These variables were tabulated in frequencies and percentages and the percentages were graphically illustrated in figures respectively.

4.3.1 Demographic Information

Table 4.2 and Figure 4.1 present the distribution of the teacher librarians by their age group.

Table 4.2: Classifications of the Teacher Librarians by Their Age Group

Age	Frequency	Percent
Below 21years	8	6.2
21 - 30years	43	33.3
31 - 40years	57	44.2
41 - 50years	20	15.5
Over 50years	1	0.8
Total	129	100.0

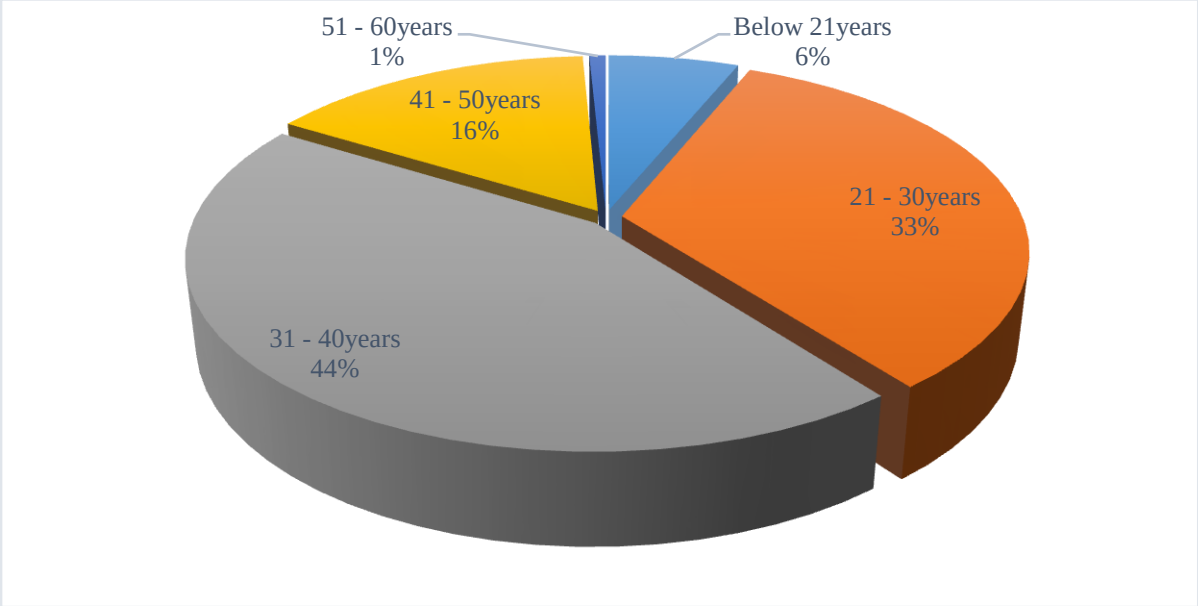

Figure 4.1 Percentage Classification of the Respondents by Age Group

Table 4.2 and Figure 4.1 shows that 57 (44.2%) teacher librarians were between the age group of 31 – 40 years while 1 (0.8%) teacher librarian was above 50 years. This implies that most of the teacher librarians were between the ages of 31 – 40 years.

4.3.2 Gender

The classification of the teacher librarians by sex is presented in Table 4.3 and the percentage representations are presented in Figure 4.2.

Table 4.3 Classifications of the Teacher Librarians by Their Sex

Sex	Frequency	Percent
Male	73	56.6
Female	56	43.4
Total	129	100.0

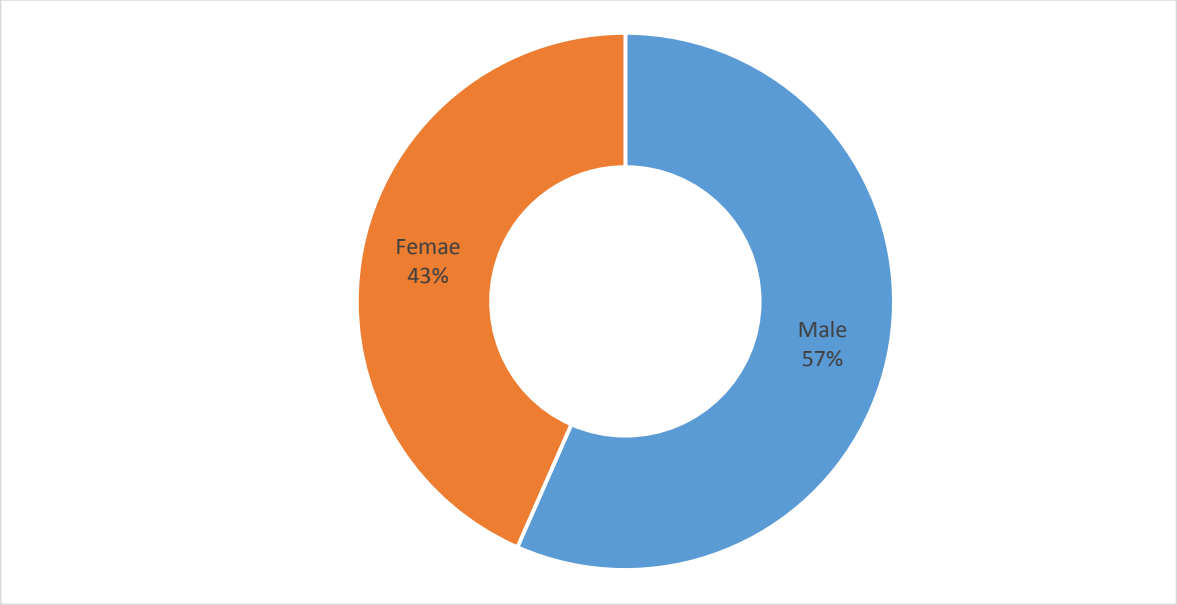

Figure 4.2 Percentage Classification of the Respondents by Gender

Table 4.3 and Figure 4.2, shows that 73 (56.6%) of the respondents were male while 56 (43.4%) were female. This shows that the male responded more in this study.

4.3.3 Marital Status

Table 4.4 shows the classifications of the respondents by marital status. The percentages are graphically represented in Figure 4.3.

Table 4.4: Classification of the Respondents by Their Marital Status

Marital status	Frequency	Percent
Single	37	28.7
Married	92	71.3
Total	129	100.0

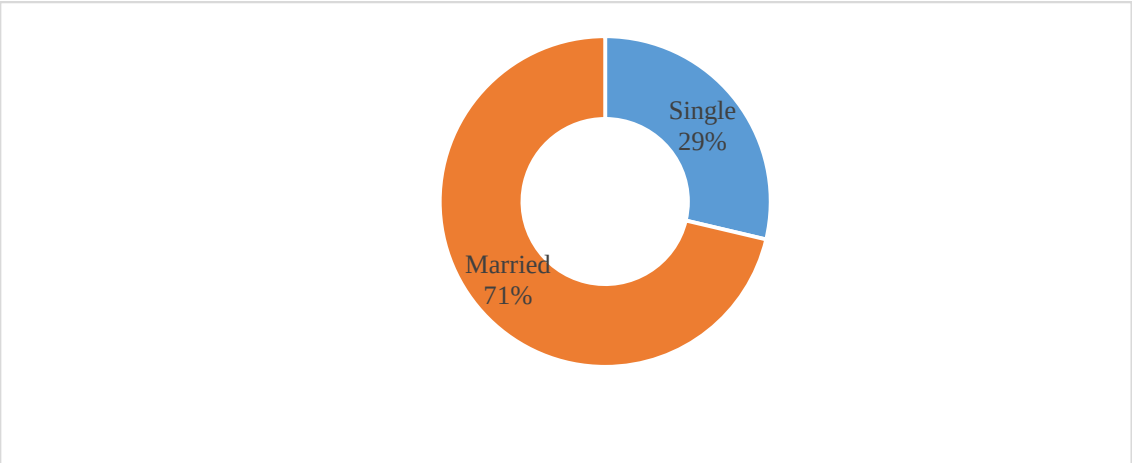

Figure 4.3 Percentage Classification of the Respondents by their Marital Status

Table 4.4 and Figure 4.3 shows that 92 (71.3%) respondents were married while 37 (28.7%) were single. This means that the married teacher librarians were more than the unmarried ones.

4.3.4 Job Description

Table 4.5 shows the type of job teacher librarians perform. The percentages for the respective frequency scores are presented in Figure 4.4.

Table 4.5: Classifications of the Respondents by Their Job Description in the Schools

Job description	Frequency	Percent
Teacher librarians	113	87.6
Professional librarians	7	5.4
Non-professional	9	7.0
Total	129	100

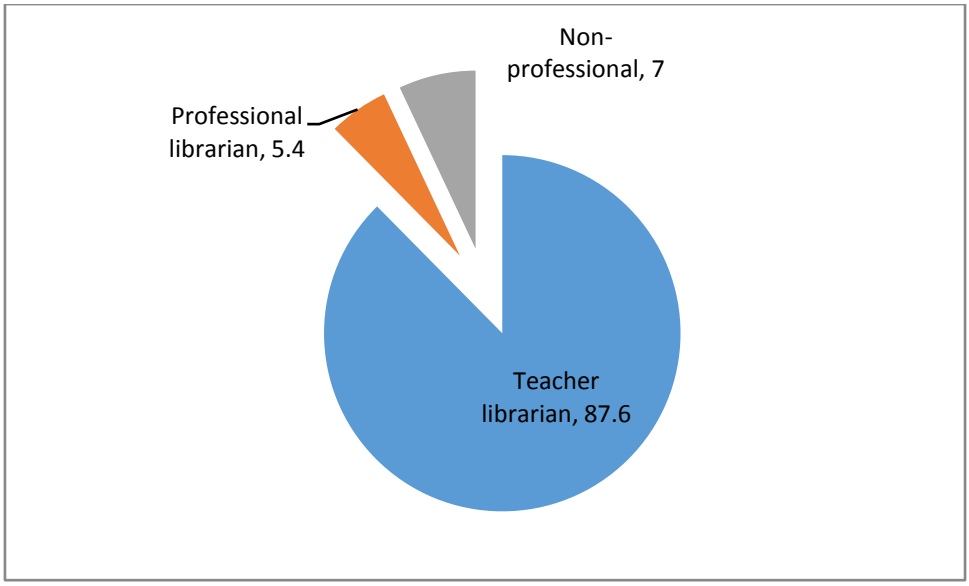

Figure 4.4 Percentage Classification of the Respondents by their Designations

The distribution in Table 4.5 and Figure 4.4 show that 113 (87.6%) respondents were teacher librarians, 9 (7.0%) belonged to the non-professional category while 7 (5.4%) were professional librarians. This implies that there were more teacher librarians in the FCT.

4.3.5 Educational Qualifications

Table 4.6 shows the distribution of the teacher librarians by their highest educational qualifications. The percentages are graphically represented in Figure 4.5.

Table 4.6: Classification of the Teacher Librarians by Their Highest Academic Qualifications

Academic Qualification	Frequency	Percent
NCE	63	48.8
Degree	59	45.7
Masters	2	1.6
Ph.D.	1	0.8
Others	4	3.1
Total	129	100.0

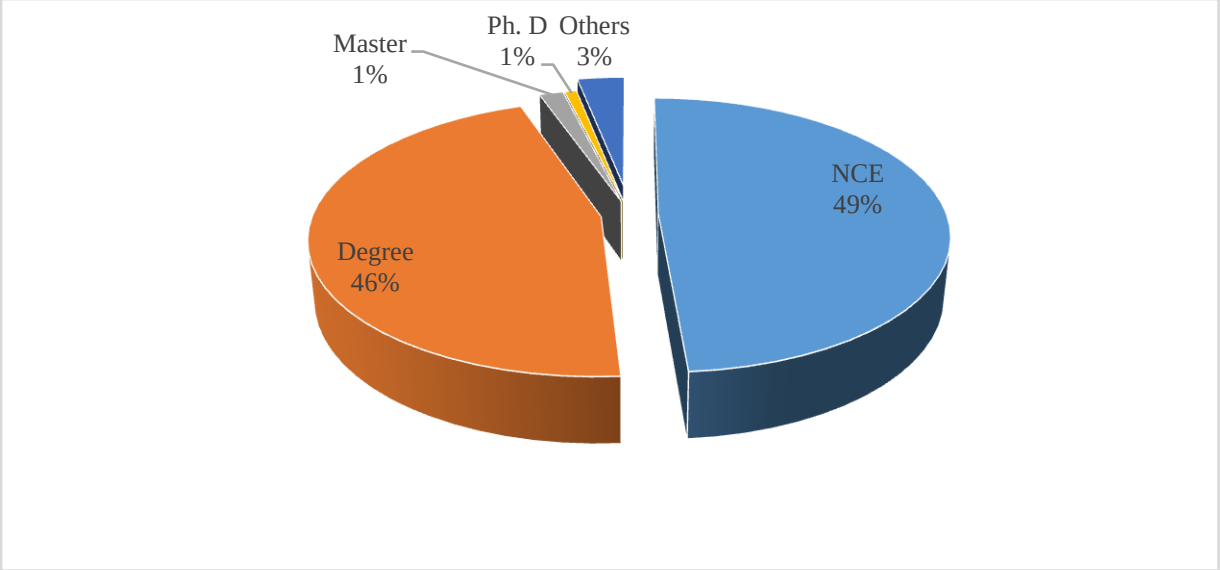

Figure 4.5 Percentage Distribution of the Respondents by their Highest Educational Qualifications

The distribution in the case of educational qualification as shown in Table 4.6 and Figure 4.5 reveal that 63 (48.8%) teacher librarians had the National Certificate in Education (NCE) as their highest qualification, 59 (45.7%) respondents belonged to those with first degree while only 1 (0.8%) has a Ph.D. as highest qualification. This means that most teacher librarians in the FCT have only Nigeria Certificate in Education (NCE) as their highest qualification.

4.3.6 Years of Experience

Table 4.7 shows the frequencies and percentage score of years of experience on the job by the respondents. The percentages were represented graphically in Figure 4.6.

Table 4.7: Classification of the Respondents by Their Years of Experience

Years of Service	Frequency	Percent
Less than 5years	77	59.7
6 - 10years	37	28.7
11 - 15years	5	3.9
16 - 20years	6	4.7
20years and above	4	3.1
Total	129	100.0

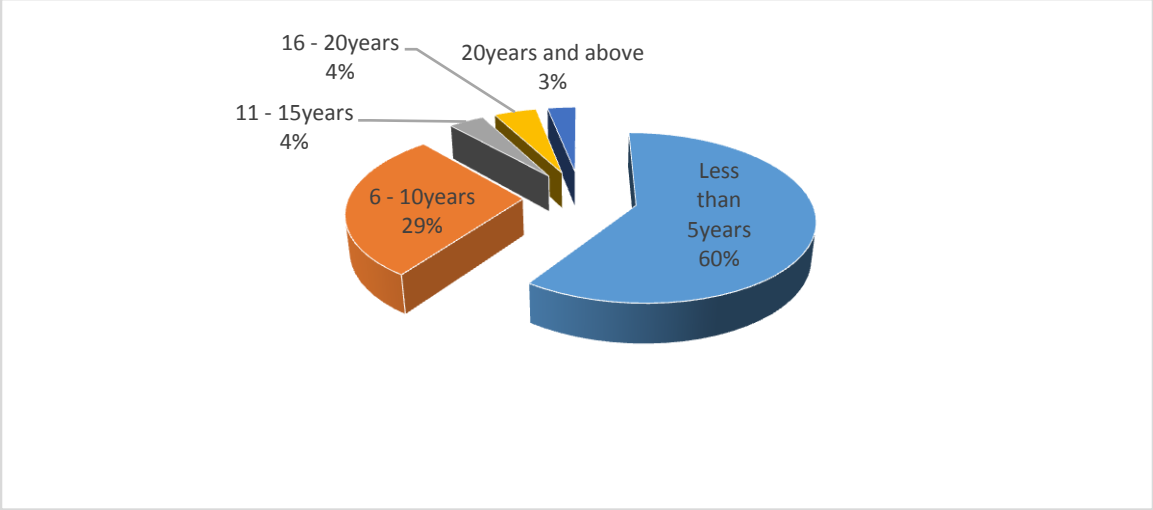

Figure 4.6 Percentage Classification of the Respondents by Years of Experience

Table 4.7 and Figure 4.6 show that 77 (59.7%) respondents have less than 5 years of working experience on the job, 37 (28.7%) respondents have 6 – 10 years working experience while only 4 (3.1%) have more than 20 years of work experience. This implies that there were less experienced teacher librarians within the FCT schools.

4.4 Analysis Based on the Research Questions

This section provides analyses and discussion of data collected for the study in line with research question.

4.4.1 Research Questions One: *To what extent do motivational factors affect job satisfaction of teacher librarians in Federal Capital Territory (FCT), Abuja?*

In Table 4.8, the ratings of the respondents on the motivational factors applicable to teacher librarians are presented on a five likert scale.

Table 4.8 Teacher Librarians' rating of the motivational factors in FCT

S/N	Motivational Factors	Very High		High		Average		Low		None		Overall percentage	Remark
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	%	
1	Interest	37	28.7	51	39.5	29	22.5	3	2.3	9	7.0	90.7	Good
2	Incentive	7	5.4	11	8.5	56	43.4	30	23.3	25	19.4	57.4	Average
3	Superior	12	9.3	49	38	42	32.6	10	7.8	16	12.4	79.8	Good
4	Subordinate	9	7	30	23.3	60	46.5	11	8.5	19	14.7	76.7	Good
5	Adequacy of facilities	5	3.9	20	15.5	61	47.3	29	22.5	14	10.9	66.7	Good
6	Esteem for the job	36	27.9	47	36.4	28	21.7	3	2.3	15	11.6	86	Good
7	Adequacy of packages	3	2.3	10	7.8	57	44.2	36	27.9	23	17.8	54.3	Average
8	Regularity of promotion	5	3.9	24	18.6	65	50.4	18	14	17	13.2	72.9	Good
9	Reward (cash)	3	2.3	7	5.4	27	20.9	29	22.5	63	48.8	28.7	Poor
10	Reward (Kind)	15	11.6	43	33.3	40	31	15	11.6	16	12.4	76	Good
11	Basic Needs	3	2.3	60	46.5	35	27.1	11	8.5	20	15.5	76	Good
12	Self-training	7	5.4	38	29.5	59	45.7	5	3.9	20	15.5	80.6	Good
13	Sponsorship	6	4.7	11	8.5	31	24	38	29.5	43	33.3	37.2	Poor
14	Needs for training	22	17.1	78	60.5	14	10.9	6	4.7	9	7	88.2	Good

In terms of the interest in the job itself, 117 (90.7%) of the teacher librarians indicated it was good. The percentage rating for incentives available for enhancing the performances of teacher librarians was 74 (54.7%). Going by this rate, incentive is a high source of motivation. A total of 103 (79.8%) indicated that the relationship between teacher librarians and other personnel is good, 99(76.7%) indicated their relationship with their subordinate is good. For adequacy of teaching and learning facilities in FCT schools, 86 (66.7%) indicated the facilities are adequate and 111 (86%) indicated they held their jobs in high esteem.

From table 4.8, it could be deduced that interest (90.7%) and the need for training (88.4%) provide a high rate of motivation for job satisfaction of teacher librarians in FCT while Sponsorship (37.2%) and Cash Reward (28.7%) indicated low motivation.

This implies that teacher librarians in FCT are highly motivated by the interest for the profession. This finding agrees with the report by Bennel (2002) who stated that low teacher motivation is reflected in the deteriorating standards of professional conduct, serious misbehavior (in and outside the school), poor professional performance and absenteeism.

4.4.2 Research Questions Two: *What is the extent of job satisfaction of teacher librarians in the Federal Capital Territory (FCT), Abuja?*

The job satisfaction of the teacher librarian was assessed on a multidimensional level, in this regard, the satisfaction derived from interpersonal interaction / relationship, personal needs and institutional/environmental factors were considered.

Satisfaction with interpersonal interaction/Relationship

Table 4.9, presents the rating of the respondents with interpersonal relationship in the Schools.

Table 4.9 Respondents' Rating of Job Satisfaction with Interpersonal Relationship

S/N	Job satisfaction with interpersonal relationship	Very Satisfied		Satisfied		Fairly Satisfied		Dissatisfied		Very Dissatisfied		Overall	Remark
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	%	
1.	Employers	44	34.1	49	38	20	15.5	6	4.7	10	7.8	**87.6**	**Satisfied**
2.	Colleagues	34	26.4	60	46.5	26	20.2	2	1.6	7	5.4	**93**	**Satisfied**
3	Pupils	30	23.3	63	48.8	20	15.5	7	5.4	9	7	**87.6**	**Satisfied**
4	Community	9	7	35	27.1	40	31	10	7.8	35	27.1	**65.1**	**Satisfied**
5	Confidence given	58	45	45	34.9	21	16.3	2	1.6	3	2.3	**96.1**	**Satisfied**
6	Appreciation when needs are met	32	24.8	67	51.9	20	15.5	7	5.4	3	2.3	**92.5**	**Satisfied**
7	Position and hierarchy of authority	12	9.3	73	56.6	34	26.4	6	4.7	4	3.1	**92.2**	**Satisfied**
8	**Channel of communication**	**49**	38	**45**	34.9	**29**	22.5	**2**	1.6	**4**	3.1	**95.3**	**Satisfied**

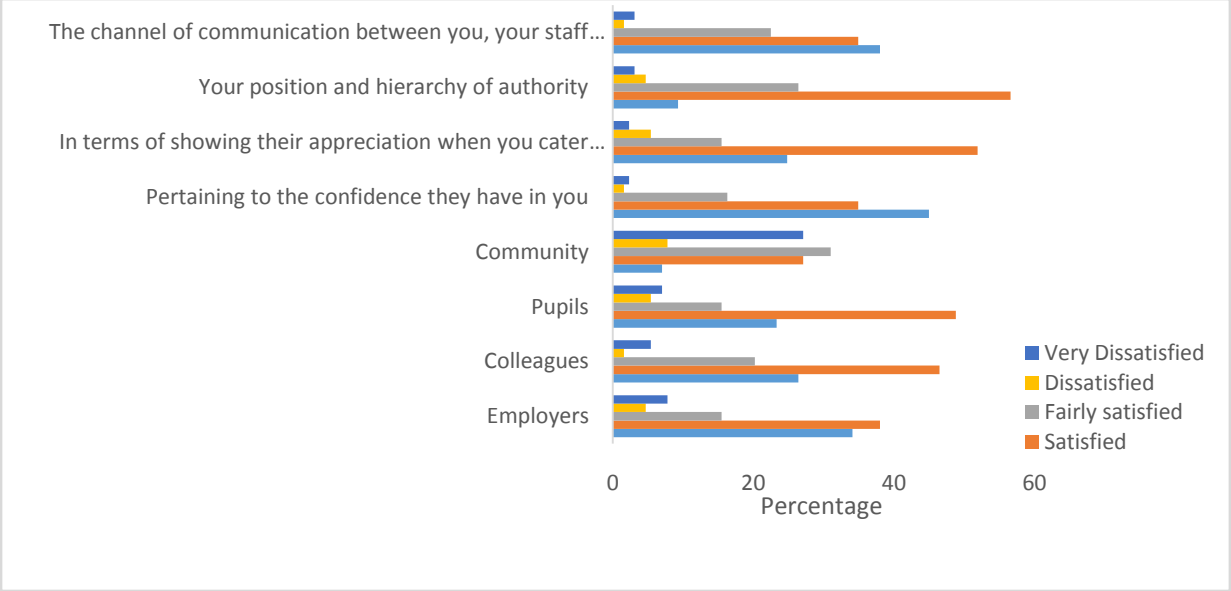

Figure 4.8 Respondents' Rating of Satisfaction with Personal Interactions / Relationship

From Table 4.9 and Figure 4.8, the teacher librarians' job satisfaction on the basis of confidence given to staff had highest ratings 96.1%. This was followed by channel of communication with 95.3% while satisfaction with the community had the least score of 65.4%. This finding implies that the teacher librarians were satisfied with the level of interpersonal interactions / relationship they enjoyed within their schools. In agreement with this, Olajide (2000) was of the opinion that organizations should improve the way departments communicate, cooperate and collaborate with one another. According to him, sharing information enhances subordinates level of competence with one another within the community.

Satisfaction with Institutional and Environmental Factors

Table 4.10 shows the rating of the teacher librarians' satisfaction with institutional and environmental factors. The percentages are represented in Figure 4.9. Though the respondents' ratings were scored on a five point scale in the Table 4.10, in the discussion, the 'very satisfied', 'satisfied' and 'fairly satisfied' are merged to form one option for satisfaction while the 'dissatisfied' and 'very dissatisfied' are merged

to imply dissatisfaction. This was to enable the direction of the respondents' ratings of the satisfaction with the institutional and environmental factors in the schools.

Table 4.10 Respondents' Rating of Teacher Librarians' Job Satisfaction with Institutional and Environmental Factors

S/n	Job satisfaction with Institutional and environmental factors	Very Satisfied		Satisfied		Fairly Satisfied		Dissatisfied		Very Dissatisfied		Overall	Remark
		Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	%	
1	Developing the school curriculum	28	21.7	62	48.1	32	24.8	3	2.3	4	3.1	94.6	Satisfied
2	Providing materials (books and non-books)	18	14.0	44	34.1	50	38.8	12	9.3	5	3.9	86.8	Satisfied
3	Generating ideas for improving teaching and learning in the school	34	26.4	53	41.1	31	24.0	7	5.4	4	3.1	91.5	Satisfied
4	Monitoring Students	47	36.4	56	43.4	21	16.3	2	1.6	3	2.3	96.1	Satisfied
5	Supervising teaching	30	23.3	60	46.5	21	16.3	8	6.2	10	7.8	86.0	Satisfied
6	The institutional needs	23	17.8	55	42.6	20	15.5	3	2.3	28	21.7	76.0	Satisfied
7	Control your staff and pupils	41	31.8	53	41.1	28	21.7	3	2.3	4	3.1	94.6	Satisfied
8	Reward or punish your staff and pupils	27	20.9	50	38.8	35	27.1	12	9.3	5	3.9	86.8	Satisfied
9	Allocate resources to your staff	13	10.1	58	45.0	36	27.9	12	9.3	10	7.8	82.9	Satisfied
10	Inspectors	15	11.6	73	56.6	29	22.5	2	1.6	10	7.8	90.7	Satisfied
11	Supervisory heads	14	10.9	64	49.6	34	26.4	6	4.7	11	8.5	86.8	Satisfied
12	Executive secretary	8	6.2	25	19.4	34	26.4	14	10.9	48	37.2	51.9	Fair
13	Your school's location	44	34.1	37	28.7	36	27.9	5	3.9	7	5.4	90.7	Satisfied
14	The size of your library	9	7.0	28	21.7	56	43.4	27	20.9	9	7.0	72.1	Satisfied
15	Physical plants	41	31.8	38	29.5	22	17.1	16	12.4	12	9.3	78.3	Satisfied
16	Adequacy of furniture supplies	12	9.3	56	43.4	32	24.8	17	13.2	12	9.3	77.5	Satisfied
17	Adequacy of equipment and materials for teaching and learning	15	11.6	48	37.2	39	30.2	17	13.2	10	7.8	79.1	Satisfied
18	The library environment	12	9.3	50	38.8	41	31.8	18	14.0	8	6.2	79.8	Satisfied
19	Recruitment	13	10.1	42	32.6	41	31.8	19	14.7	14	10.9	74.4	Satisfied
20	Utilization	7	5.4	45	34.9	49	38.0	13	10.1	15	11.6	78.3	Satisfied
21	Transfer	4	3.1	32	24.8	45	34.9	15	11.6	33	25.6	62.8	Satisfied
22	Sanction and discipline	53	41.1	28	21.7	18	14.0	15	11.6	15	11.6	76.7	Satisfied

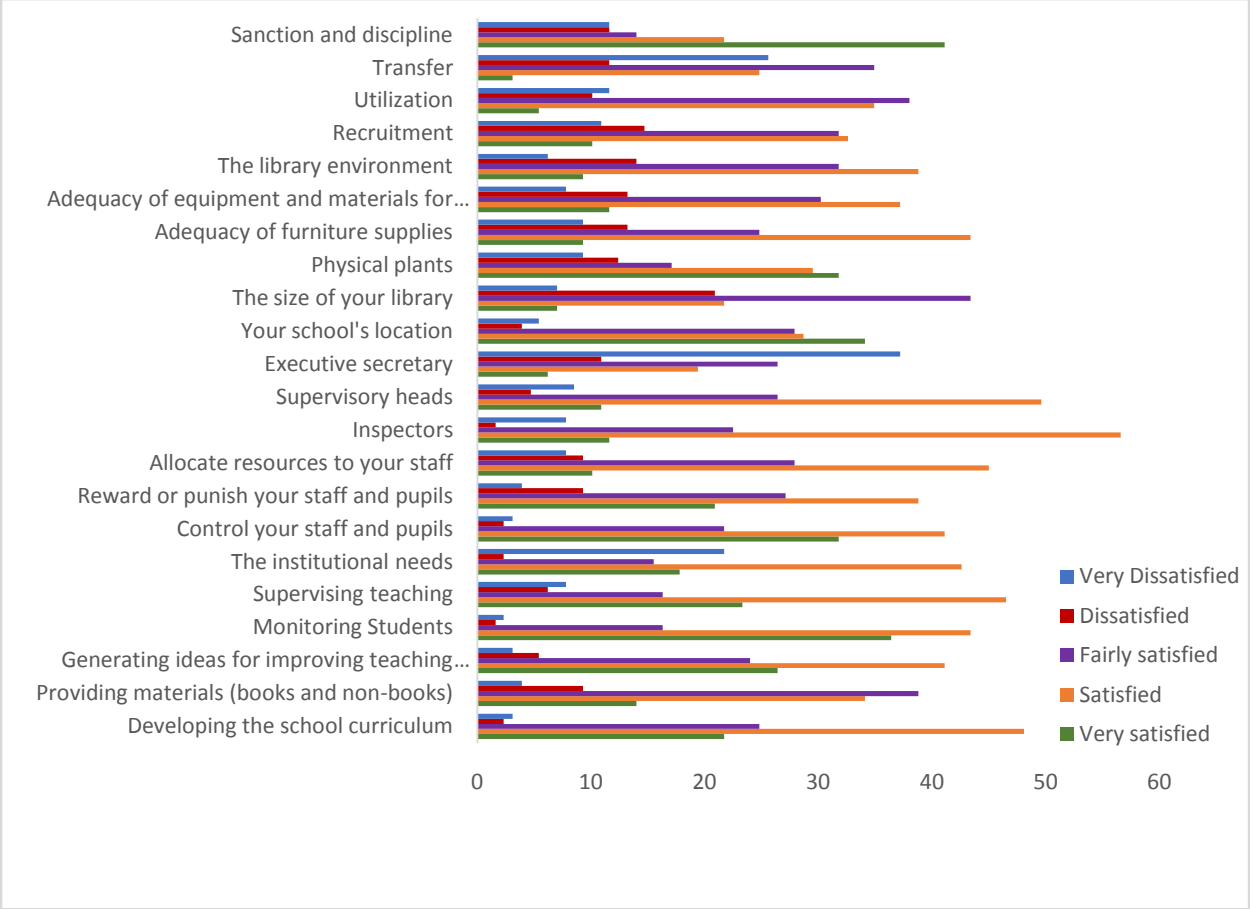

Figure 4.9 Respondents' Percentage Satisfaction with Institutional Environmental Factors in the Schools

Table 4.10 and Figure 4.9 indicate that the teacher librarians were generally satisfied with the institutional and environmental factors in the schools. The highest ratings in the areas of satisfaction were in monitoring students' activities 96.1%. The development of school curriculum and control of staff and pupils had 94.6% respectively. The lowest ratings recorded for teacher librarians' satisfaction was in respect of the function of the Executive Secretary 51.9%. The implication here is that there is a general level of satisfaction with institution and environmental factors with the exception of the role played by the Executive Secretary. The implication here is that it is consistent with Curry (2006) who reported that that well-funded school libraries with an active teacher-librarian tended to achieve higher average reading

scores and test scores in all subjects no matter what type of demographic or socio-economic community the students live in.

Satisfaction with Personal Needs in the Schools

Table 4.11 shows the personal needs derivable from the job like appropriateness and payment of salaries and other entitlements, the perceive status as a teacher librarian in the schools and the possibility of achieving self-actualization among others in the job, which is also presented and graphically in Figure 4.10.

Table 4.11 Respondents' Rating of Teacher Librarian Job Satisfaction with Personal Needs

S/N		Very Satisfied		Satisfied		Fairly Satisfied		Dissatisfied		Very Dissatisfied		Overall	Decision
	Job Satisfaction with Personal Needs	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	%	
1	The personal needs	13	10.1	59	45.7	27	20.9	6	4.7	24	18.6	76.7	Satisfied
2	The appropriateness and payment of other entitlements	20	15.5	43	33.3	50	38.8	3	2.3	13	10.1	87.6	Satisfied
3	Salary	5	3.9	44	34.1	55	42.6	14	10.9	11	8.5	80.6	Satisfied
4	Incentives	2	1.6	12	9.3	51	39.5	30	23.3	34	26.4	50.4	Satisfied
5	Your status as a teacher librarian	10	7.8	51	39.5	57	44.2	6	4.7	5	3.9	91.5	Satisfied
6	The security of your job	13	10.1	43	33.3	55	42.6	6	4.7	12	9.3	86.0	Satisfied
7	Possibility of achieving self-actualization	11	8.5	62	48.1	44	34.1	5	3.9	7	5.4	90.7	Satisfied

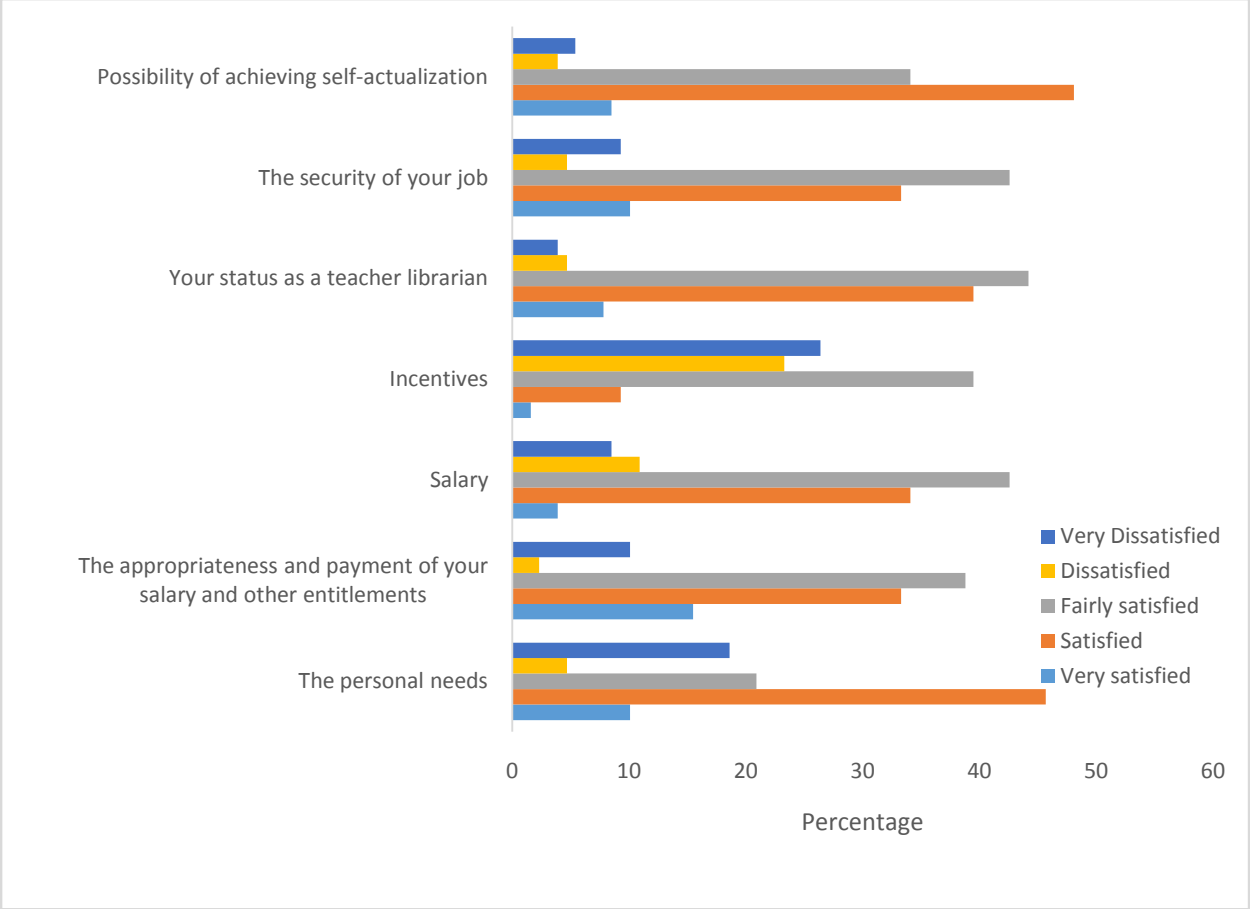

Figure 4.10 Respondents' Percentage Teacher Librarian Satisfaction with Personal Needs

Table 4.11 and Figure 4.10, show that the respondents were highly satisfied with their status as teacher librarians (91.5%), possibility of achieving self actualization within the schools had the next highest score (90.7%). The least was in the area of incentive with 50.4%. From the general observations in the Table 4.11 and Figure 4.10, the rated job satisfaction of the teacher librarians within the FCT was generally satisfactory.

This finding agrees with Carr-Hill's (2003) study, which showed that the morale among teachers was surprisingly high when basic needs were catered for within organizations. The extent to which the available motivational factors contributed to this level of satisfaction expressed by the teacher librarians in the schools was subjected to statistical test in the related hypothesis of this study.

4.5 Test of Hypothesis

The analysis that follows is based on the tests of the hypothesis that was formulated for this study.

Hypothesis I: *There is no significant relationship between motivational factors and the job satisfactions of teacher librarian in the Federal Capital Territory (FCT), Abuja.*

This hypothesis was tested by relating the rated scores for the motivational factors and those of the job satisfaction by the teacher librarians. The hypothesis was tested with Pearson Product Moment Correlation Coefficient (PPMC) to test and establish the relationship between the two variables. A summary of the test is presented in Table 4.12.

Table 4.12 Correlation between Motivational Factors and Job Satisfaction of the Teacher Librarian in the FCT

Variables	N	Mean	Std. Deviation	Std. Error	r-calc.	Df	P
Motivation	129	2.97	0.489	0.043	0.606	127	0.000
Satisfaction	129	3.47	0.600	0.053			

The calculated score revealed that the two variables (motivation and job satisfaction) were significantly correlated. The observed correlation coefficient for the test is 0.606 at 127 degree of freedom while the critical value is 0.174. The observed significant level is 0.000 ($P < 0.05$) alpha level of significance. Therefore, the hypothesis of no significant relationship between motivation and job satisfaction of teacher librarian in the FCT is rejected.

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CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter is presented under the following sub-headings; summary conclusion and recommendations.

5.2 Summary of the Study

This study investigated the impact of motivation on the satisfaction of teacher librarian in the FCT. In order to achieve this noble objective, two research questions and one null hypothesis were formulated. The research questions sought to determine the extent to which motivational factors affect job satisfaction of teacher librarians in Federal Capital Territory (FCT), Abuja, determine the extent of job satisfaction of teacher librarian in the Federal Capital Territory (FCT) Abuja.

The study reviewed literature under the following sub-headings; concept of motivation and job satisfaction relationship between motivation and job satisfaction, application of motivational theories to staff performance, strategies of employee motivation, determinants of teacher librarian job satisfaction.

A survey of the teacher librarians in the secondary schools of the six area councils within the Federal Capital Territory of Abuja was conducted with the aid of a structured questionnaire designed by the researcher. A set of questionnaire was administered to 164 teacher librarians in the secondary schools out of which 129 were found to be completely filled, returned and used for this study.

The data obtained from the questionnaire were statistically analyzed with the aid of Statistical Package for the Social Sciences (SPSS version 17) using a descriptive analysis consisting of frequency and percentages tables along with graphical presentations for all the characteristics and the research questions of the

study. The hypothesis was tested using inferential statistics of Pearson Product Moment Correlation at 0.05 alpha level of significance.

5.3 Summary of Major Findings of the Study

1. It was discovered that the application of motivational factors for teacher librarians in the secondary schools of the Federal Capital Territory was relatively high.
2. Similarly, it was established by this study that teacher librarians in the secondary schools of the Federal Capital Territory have high levels of job satisfaction and committed to their careers.
3. It was further discovered that motivational factors significantly influence job satisfaction of the teacher librarians in the FCT.

5.4 Conclusion

From the findings of the analysis carried out on assessment of the effect of job satisfaction of teacher librarians in Federal Capital Territory (FCT) Abuja, it showed that the application of motivational factors is relatively high among the teacher librarian in the FCT. Hence, the need to maintain motivational factors should be sustained in order to encourage staff job satisfaction.

Teacher librarian in the Federal Capital Territory have high level of motivation and are generally satisfied as well as committed in carrying out their jobs. It is therefore concluded that the application of the motivational factors significantly influences the satisfaction of the teacher librarians which invariably increases their performance within the FCT.

5.5. Recommendations

Based on the findings, the following recommendations are advanced for more effective management of teacher librarians within the Federal Capital Territory:

1. The FCT secondary school education board should be actively engaged in the application of motivational factors for enhancing teacher librarians' performance, since it was found to increase the job satisfaction of teacher librarian in the study.
2. The FCT school management board should adopt formulas on how on the job and off the job training programmes should be organized for its staff. This will help staff acquire knowledge and skills as well as enable teacher librarians to perform effectively.
3. The FCT educational resource center should lay more emphasis on performances of the teacher librarians during inspection and supervision as a way of improving and encouraging staff, thereby eliminating frustration (where necessary). Adequate physical facilities (library materials) will also go a long way in promoting and encouraging the teacher librarian towards the execution of their jobs.

5.6 Suggestions for Further Studies

In the light of the findings and conclusions of the study, further researches in the following areas have been suggested:

1. An Assessment of the Physical Infrastructures in Secondary School Libraries in the FCT
2. An Appraisal of Teacher Librarian's Academic Qualification in the FCT

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APPENDIX A: Letter of Introduction

F.C.T. College of Education

P.M.B. 61, Garki

Abuja

9th December, 2014

Dear Sir / Madam

QUESTIONNAIRE ON AN ASSESSMENT OF THE EFFECTS OF MOTIVATION AND JOB SATISFACTION OF FCT TEACHER LIBRARIANS (AEMJSTL)

This questionnaire is aimed at collecting data on the effects motivation and job satisfaction of FCT teacher librarians, which is the topic of my Masters in Library and Information Science (MLS) dissertation in the department of Library and Information Science, Ahmadu Bello University, Zaria.

The goal of this study is to appraise motivation and job satisfaction of teacher librarian in the Federal Capital Territory Abuja. I am therefore seeking your kind co-operation in filling the questionnaire.

I am giving the assurance that the data collected for this study will be used strictly for the purpose it is intended, and will be handled confidentially. Your cooperation is highly appreciated.

Thank you

Yours faithfully,

Sanusi L. S.

SECTION I DEMOGRAPHIC DATA

Kindly indicate the appropriate answers to each of the following items by ticking (√) where appropriate.

1. Name of school----------

2	Sex	Male	Female

3	Age	< 21 yrs	21-30	31-40	41-50	41-50

4	Marital status	Single	Married

5	Job description	Teacher librarian	Professional librarian	Non-professional

6	Qualification	NCE	Degree	Masters	Ph.D.	Others

7	Work experience	< 5 yrs	6-10 yrs	11-15 yrs	16-20 yrs	20 & above

SECTION II Sought to find out Motivational Factors of School Librarians

Please kindly indicate the appropriate answers to the following by ticking √ the relevant item.

Key: very good (VG).
High (H)
Low (L)
Average (AV)
None (N)

MOTIVATORS		**Very good (VG)**	**Good (G)**	**Average (AV)**	**Low (L)**	**Non (N)**
How would you rate:						
	The work itself					
1	Interest					
2	Incentive					
	Positions of responsibility					
3	Superior					
4	Subordinate					
	Provision of facilities					
5	Adequate					
6	Esteem for the Job					
7	Adequate Packages					
	Advancement (promotions)					
8	Regular					
	Recognition for Achievement					
9	Cash					
10	Kind					
11	Basic needs					
	Development programmes					
12	Self training					
13	Sponsorship					
14	Needs for training					

SECTION III Sought to find out job satisfaction factors

Kindly indicate the appropriate answer to each of the following items by ticking (√) one of the columns.

Key: very satisfied (VS).
Satisfied (S).
Fairly satisfied (FS).
Dissatisfy (DS).
Very dissatisfied (VDS).

	How satisfied are you with	**Very Satisfied (VS)**	**Satisfied (S)**	**Fairly Satisfied (FS)**	**Dissatisfied (DS)**	**Very Dissatisfied (VDS)**
1.	The recognition given to you by your i. Employers					
	ii. Colleagues					
	iii. Pupils					
	iv. Community					
2.	Your job in terms of i. developing the school curriculum					
	ii. providing materials (books-non books)					
3	iii. generating ideas for improving teaching and learning in the school					
	iv. monitoring students					
	v. supervising teaching					
	Your achievement in terms of i. the institutional needs ii. personal needs					
4.	The power/authority given to you to i. control your staff and pupils					
	ii. reward or punish your staff and pupils					
	iii. allocate resources to your staff					
5.	The interpersonal relationship between you and your staff i. pertaining to the confidence they have in you					
	ii. in terms of showing their appreciation					

	when you cater for their needs					
6	The management policies in terms of i. your position and hierarchy of authority					
	ii. the channel of communication between you, your staff and the head office					
	iii. the appropriateness and payment of your salary and other entitlements					
7.	The supervision of your library by i. Inspectors					
	ii. Supervisory Head					
	iii. Executive Secretary					
8.	Your school location					
9.	The size of your library					
10	Your income i. Salary					
	ii. Incentives					
11	Your working environment in terms of i. physical plants					
	ii. the adequacy of furniture supplies					
	. the adequacy of equipment and materials for teaching and learning					
	iv. the library environment					
12	The staffing and staff matters in terms of i. recruitment					
	ii. utilization					
	iii. transfer					
	iv. sanction and discipline					
13	Your status as a teacher Librarian.					
14	The security of your job					
15	Possibility of achieving self-actualization.					

Thank you.

Ratings on Motivational Factors	Good		Not good	
	Freq.	%	Freq.	%
Interest	117	90.7	12	9.3
Incentive	74	57.4	55	42.6
Superior	103	79.8	26	20.2
Subordinate	99	76.7	30	23.3
Adequate	86	66.7	43	33.3
Inadequate	89	69.0	40	31.0
Esteem for the job	111	86.0	18	14.0
Adequate packages	70	54.3	59	45.7
Regular	94	72.9	35	27.1
Cash	37	28.7	92	71.3
Kind	98	76.0	31	24.0
Basic needs	98	76.0	31	24.0
Self-training	104	80.6	25	19.4
Sponsorship	48	37.2	81	62.8
Needs for training	114	88.4	15	11.6
Teacher Librarian Job Satisfaction with Interpersonal Relation	**Satisfied**		**Not satisfied**	
	Freq.	**%**	**Freq.**	**%**
Employees	113	87.6	16	12.4
Colleagues	120	93.0	9	7.0
Pupils	113	87.6	16	12.4
Community	84	65.1	45	34.9
Pertaining to the confidence they have in you	124	96.1	5	3.9
In terms of showing their appreciation when you cater for their needs	119	92.2	10	7.8
Your position and hierarchy of authority	119	92.2	10	7.8
The channel of communication between you, your staff and the head office	123	95.3	6	4.7
Teacher Librarian Job Satisfaction with Institution and Environmental Factors	**Satisfied**		**Not satisfied**	
	Freq.	**%**	**Freq.**	**%**
Developing the school curriculum	122	94.6	7	5.4
Providing materials (books and non-books)	112	86.8	17	13.2
Generating ideas for improving teaching and learning in the school	118	91.5	11	8.5
Monitoring Students	124	96.1	5	3.9
Supervising teaching	111	86.0	18	14.0
The institutional needs	98	76.0	31	24.0
The personal needs	99	76.7	30	23.3
Control your staff and pupils	122	94.6	7	5.4
Reward or punish your staff and pupils	112	86.8	17	13.2
Allocate resources to your staff	107	82.9	22	17.1
The appropriateness and payment of your salary and other entitlements	113	87.6	16	12.4
Inspectors	117	90.7	12	9.3
Supervisory heads	112	86.8	17	13.2
Executive secretary	67	51.9	62	48.1

Your school's location	117	90.7	12	9.3
The size of your library	93	72.1	36	27.9
Salary	104	80.6	25	19.4
Incentives	65	50.4	64	49.6
Physical plants	101	78.3	28	21.7
Adequacy of furniture supplies	100	77.5	29	22.5
Adequacy of equipment and materials for teaching and learning	102	79.1	27	20.9
The library environment	103	79.8	26	20.2
Recruitment	96	74.4	33	25.6
Utilization	101	78.3	28	21.7
Transfer	81	62.8	48	37.2
Sanction and discipline	99	76.7	30	23.3
Your status as a teacher librarian	118	91.5	11	8.5
The security of your job	111	86.0	18	14.0
Possibility of achieving self actualization	117	90.7	12	9.3

APPENDIX B: Types of Employee Review

Point of Contact → / How It Works ↓	Work Planning and Review	Compensation Review	Developmental Planning	Career Planning	Human Resource Planning
In Other Words	• Management of objectives • Management by results • Performance appraisals	• Salary review • Merit increases • Bonuses • Benefits and nonmonetary rewards	• Planning for self-improvement and growth • Action planning	• Determining career interests • Setting career goals • Taking the "long view" • Life planning: career counselor	• Continuity or organizational • High potential career planning • Succession planning • Career pathing
Focus	Job	Rewards	Skills	POTENTIAL Individual	Organization
Purpose	**Direct and Control Performance** • Traditional work supervision	**Motivation** • Reward worker for past performance • Motivate worker for future performance	**Improve Personal Skills** • Knowledge • Attitude • On-the-job skills	**Identify Goals** • Determine career goals and clarify career plans	**Maintain Organizational Continuity**
Manager's Role	**Boss** Manager should be assertive and forthright.	**Judge** Manager should evaluate performance and provide rational for decision.	**Consultant** Manager provides insights about worker skills and potential; suggests ways to develop and where to focus efforts.	**Advisor** Manager shares knowledge about organization, personal experience, etc.; makes worker aware of choices available, possible future, etc.	**Planner** "What's best for the company as a whole?"
Employee's Role	**Subordinate** Employee should accept direction and advice.	**Salesperson** Can vary from active to passive, but always concerned that accomplishments and performance be noticed and hopefully rewarded.	**Initiator** Employee should be proactive regarding the career options	**Owner** Employee assembles information, weighs alternatives and makes a personal choice.	**Resource** Employee should provide advice and recommendations.
Power	**Manager** 90% but room for employee input.	**Manager** 70% or more, but room for negotiation.	**Balanced Input** 50% from both parties.	**Employee** 100% ultimate decision rests with employee.	**Manager** 100% some employee input, but manager makes final decision.

The Performance Challenge by Jerry W. Gilley / Nathaniel (2009)