

---

## Staff Motivation, Self-efficacy and Job Performance of Library Personnel in Public Libraries in Kwara State, Nigeria

Qudus Ajibola Bankole\*, Mohammed Lawal Akanbi\*\*,  
Kabiru Gambari Sulaiman\*\*\*, Abdullahi Olayinka Isiaka\*\*\*\*

---

### ARTICLE INFO

#### Article history:

Received 23 November 2022

Revised 14 January 2023

Accepted 26 January 2023

#### Keywords:

Motivation,  
Staff motivation,  
Self-efficacy,  
Job performance,  
Library personnel,  
Public libraries

### ABSTRACT

A person's job performance is the result of their efforts, influenced by their skills, personality, and perceptions of their role. Job performance is the execution of statutory obligations or functions based on the area of expertise of library personnel that are directed toward achieving the library's goals. The purpose of this study was to investigate the impact of staff motivation and self-efficacy on the job performance of library personnel in Kwara State, Nigeria. The descriptive survey approach of correlational type was used in this investigation. To cover all the library personnel at the participating public libraries in Kwara State, Nigeria, total enumeration or census survey methodologies were used. Eight objectives are used to steer this investigation. The findings demonstrated a significant correlation between staff motivation and job performance, while self-efficacy and job performance have a significant negative relationship. The authors recommend that library personnel who receive training, particularly training focused on providing them with development chances, may perceive that the organization values them as individuals, which increases their sense of self-worth and, as a result, helps them create stronger job performance.

---

## 1. Introduction

The willingness to maximize employee productivity benefits organizational success in most public establishments, particularly public libraries. Public libraries typically meet the needs of the general public's educative, intellectual, and recreational activities, which serve all kinds of communities.

---

\* Master Student, Department of Library and Information Science, University of Ilorin, Ilorin, Nigeria (ajibolabankole01@gmail.com) (Frist Author)

\*\* Associate Professor, Department of Library and Information Science, University of Ilorin, Ilorin, Nigeria (mohammedlawala@gmail.com) (Co-Author)

\*\*\* Librarian II, Kwara State Library Board, Ilorin, Nigeria (skgambari09@gmail.com) (Co-Author)

\*\*\*\* Assistant Lecturer, Department of Library and Information Science, Kwara State Polytechnic, Ilorin, Nigeria (abdulyinka.isiaka@gmail.com) (Co-Author)  
International Journal of Knowledge Content Development & Technology, 13(4): 031-059, 2023.  
<http://dx.doi.org/10.5865/IJKCT.2023.13.4.031>

---

The government or other community organizations formed, supported, and funded the organization. It gives everyone in the community, regardless of one's racial group, country of origin, age, sexual identity, religious practice, dialect, physical or mental disability, financial status, employment status, or educational level. Everyone should have equal access to information, knowledge, and creative content through various resources and services (The Public Library Service, 2001).

The public library's human resources, comprised of library personnel and led by directors, are the primary channel through which the public library's diverse resources and services reach users. Librarians in Nigerian public libraries perform various functions, including managing activities in the ministry's libraries and information centres, integrating professional and administrative activities associated with library services, and selecting, assessing, acquiring, and arranging library resources.

Ndulaka (2018) stated that there are two types of staff at the library: non-professional and professional. The researchers further stated that librarians (i.e. university degree holders) make up the professional staff of a library. In contrast, non-professional staff members include library officers, library assistants, and support staff, including porters, word processors, IT-specialist, security guards, maintenance personnel and message-bearers. In order to guarantee that the library provides the services the parent institution requires, professionals and non-professionals collaborate. Mohammed, Mashi, and Salisu (2017) emphasized that no matter the size of an organization or the breadth and depth of the information resources if the personnel is not adequately motivated, trained, and equipped, the management of a library will not be able to achieve its goals.

Tania (2017) argues that motivation is the circumstance that motivates personnel to accomplish organizational objectives. Motivation is everything a manager is aware of that influences the direction and rate at which an employee exhibits complete dedication to the company's success (Al-Madi et al., 2017). Correspondingly, motivation is a crucial element that affects several educational variables, such as teaching practice, contentment, and well-being. Additionally, the researchers further contend that motivation is crucial in figuring out how to draw in and keep library personnel who are enthusiastic and persistent about their work (Han & Yin, 2016). Although each library employee has a distinct personality and set of needs, administrators must inspire them to collaborate toward a common goal.

Staff motivation can be defined as the elements that encourage employees to put their all into their work. More so, it refers to elements that allow employees to make genuine efforts toward accomplishing the organization's stated goals and objectives (Yaya, 2017). Work motivation is setting up conditions at work that persuade employees to engage in a particular activity or task against their better judgment to advance the company's objectives and simultaneously meet their own needs (Ayub & Rafif, 2011). Tella, Ayeni, and Popoola (2007) reaffirmed that great employee productivity is still dependent on the workforce's degree of enthusiasm and efficacy, regardless of how automated a company or library may be. Similarly, when compelling employee motivation is used, it could be an essential tool for getting the best performance out of the It could be an essential tool for getting the best performance out of the employees while also enhancing greater productivity (Bamigbose & Ladipo, 2017). Workplace policies, opportunities for professional development and training, competitive pay and career progression, among other factors, were identified by Kolawole, Abolaji, and Olagoke (2015) as determinants of employee motivation in organizations.

---

Yaya (2018), as revealed in its findings, the study was successful in dispelling the earlier submission about library personnel's lack of motivation. Also, it was aimed at the well-being of librarians and personal concerns, such as motivating factors. The study's findings revealed that employee motivation improves librarian productivity in Nigerian libraries. As a result, librarians' welfare should be taken seriously in public libraries. The researcher further stated that library personnel must be sufficiently and somewhat motivated to carry out their responsibilities constructively. Administrators must seek out and implement motivating factors to increase employee productivity.

One's evaluation of their capacity to organize and carry out the steps required to accomplish distinct kinds of performance constitutes their level of self-efficacy (Bandura, 1986). According to Mensah and Lebbaeus (2013), Self-efficacy is the conviction that one can perform in a particular way to achieve specific goals; an individual's opinion about their competencies to produce specified performance levels and exert control over life-changing events. More so, Wijayanti and Nugrohoseno (2014), self-efficacy is a performance-influencing factor. Individuals will put more effort into achieving those goals if they believe they will do a good job. Low self-esteem and pessimistic views of an individual's abilities and personal growth are characteristics of those who lack self-efficacy (Manasseh, 2015). As a result, library employees with high levels of self-efficacy are more likely to be innovative and take on challenging tasks.

Similarly, as people gain confidence in their ability to manage their affairs, they develop self-efficacy (Türkoğlu, Cansoy, & Parlar, 2017). Library personnel may have high or low self-efficacy. While those with high self-efficacy frequently work harder to get through the test, those with low self-efficacy are more likely to give up or lose faith in challenging circumstances. The practical skill of any library employee to show dedication to a job process depends significantly on their level of job mastery and their awareness and comprehension of the field's technological advancements (Ikonne, Unegbu, Soyemi, & Arinola, 2019). It has been demonstrated that increased self-efficacy is associated with better job performance. That is why; Miao, Qian, and Ma (2017) asserted that higher self-efficacy predicts task success. As a result, motivated library staff with high self-efficacy seem more inclined to work harder and stay longer than employees with low efficacy (Adeeko, Aboyade, & Oyewole, 2017). Given this circumstance, Doll and Torkzadeh (1989) asserted that the crucial concept of "self-efficacy" has been put forth as a criterion for a person's capacity to accomplish a task effectively.

Idiegbeyan-Ose et al. (2019) asserted that work performance is the aspect of the work behaviour domain related to the job and the organization's goals. Organizational performance varies. Library jobs include, for example, material selection, acquisition, cataloguing, and classification, as well as borrowing and returning library materials to users. Fattah (2017) defined work performance as the conclusion of primary duties based on employees' areas of expertise toward accomplishing organizational goals. Lydia (2015) found that financial incentives further increased the job performance of library staff but did not increase job satisfaction. Because employee knowledge capacity is a crucial component of enhancing employee performance, a good organization works to enhance the abilities of its personnel (Ramadhani, 2016). Thoha (2017) said that individual performance is primarily determined by individual characteristics such as abilities, needs, beliefs, determination, willingness, experience, knowledge and expectations. Motivation grows from the attitude of an employee who faces a work situation.

---

The ability of an employee to do the task assigned to them and the degree to which that task impacts the achievement of the company's goal are factors in job performance (Parashakti et al., 2020). Ubagu and Gbuushi (2020) concluded that respondents agreed that salary payment affects the library personnel work performance at Benue State universities. Also, Donmez (2013) and Lunenburg and Ornstein (2012) averred that motivation had been one of the most significant factors in administration due to its connection to job performance, efficiency, and efficacy. Job satisfaction, work engagement, motivation, and work performance are all influenced by self-efficacy, according to Demir's (2020) research. These are known as "performance variables" in the related literature. Library personnel's motivation and job involvement increased as their employee commitment, self-efficacy ideologies, and work satisfaction increased. In this manner, library personnel influence and exuberantly carry out library and training activities.

Yusuf (2015) conclusions showed that fixed, regular compensation, workplace environment, job sharing, career progression, job satisfaction, promotion, and training and development are among the benefits of the job and were the primary methods used to motivate paraprofessional library personnel. The study's findings also showed a substantial significant link between the libraries' employment of motivating techniques and the productivity of their paraprofessional library personnel in Kaduna State. Furthermore, Self-efficacy significantly affects staff performance in the sampled library. It demonstrates that the performance of the staff at the sampled library will improve as their sense of self-efficacy grows. Employees will be happier at work if they can successfully complete their tasks. Employee performance will rise as a result of employees' increased ease and enthusiasm in the workplace due to their confidence in their competence (Ginting & Sihombing, 2021). More so, Yaya (2017) found a strong link between librarian effectiveness in Nigerian public university libraries and motivation, emotional intelligence, and the development of human capital.

Contrary to popular opinion, it found that librarians had high job satisfaction and productivity levels. The ability to consult colleagues when work is challenging, rewards and bonuses for well-done work and a positive work environment are all factors that motivate library staff to perform better in the library. Additionally, the findings found a significant correlation between job performance and staff motivation, suggesting that raising staff motivation will raise job performance (Tella & Ibinaiye, 2020).

### *1.1 Research questions*

Based on the objective of the study, the following research question was generated:

- 1) To what extent is library staff motivated in the public libraries in Kwara State?
  - 2) What is the level of self-efficacy of library personnel in the public libraries in Kwara State?
  - 3) What is the level of job performance of library personnel in the public libraries in Kwara State?
  - 4) What significant relationship exists between staff motivation and the library personnel's job performance in Kwara State public libraries?
  - 5) Is there any correlation between self-efficacy and job performance of library personnel in public libraries in Kwara State?
-

- 6) What significant relationship exists between educational qualification and the library personnel's job performance in Kwara State public libraries?
- 7) Is there any significant difference in job performance of librarians and library officers in public libraries in Kwara State?
- 8) Which staff motivation and self-efficacy best determine job performance of the library personnel in public libraries in Kwara State?

## 2. Literature Review

### 2.1 Motivation

Cherry (2020) said that using incentives to entice someone to engage in an activity constitutes motivation. Job satisfaction correlates with motivation, and motivation leads to better performance. The process of directing the inherent dynamism of the learner toward several aims or targets is known as motivation (Bamigbose & Ladipo, 2017). Additionally, they claimed that in the workplace, in this case, a public library, motivation is a mental sensation that activates action, offers its purpose, and guides enthusiastic actions. Internal and external motivations are the two main categories used to describe motivation. Internal motivation is described as motivation that results from completing an activity (Ledford, Gerhart, & Fang, 2013). Anything that inspires workers to work hard by meeting their needs is considered a form of motivation. The researcher pointed out that various definitions of motivation share terms like ambition, necessitates, demands, objectives, aims, desires, and financial incentives. Motivation among librarians is essential in information hubs and libraries. Motivated librarians are generally more likely to be content with their jobs and productive. Undoubtedly, academic libraries' ability to keep their staff motivated is essential to the institution's overall achievement in terms of learning, research, and teaching (Ogunrombi & Elogie, 2015).

That is why Hassan and Romle (2015) postulated that personnel could be encouraged to complete an assignment since it makes them feel successful, competent, and fulfilled. Instead, external motivation originates from elements unrelated to the individual. It develops by hoping to be rewarded externally for successful work through compensation, gains, enticement, advancement, and acknowledgement. Additionally, a disgruntled and demoralized employee might leave the company or cause trouble, which promotes inefficiencies, reduced performance, or dedication to accomplishing the institution's aims and objectives (Ademodi & Akintomide, 2015). Personnel motivation must be given proper attention for employees to be efficaciously guided to succeed in their roles, including staff training and timely salary payment (Rafiei & Davari, 2015). Lilin (2018) discovered a link between job satisfaction and work motivation, which could help library management design the work environment to maximize library personnel productivity and motivation. Tumba and Temboge (2018) assert that greater productivity depends on the workforce's motivation and efficiency, regardless of how computerized a company or library is. Therefore, a key tactic for employee motivation is staff training. Conclusively, the objectives and advantages of motivation include: improving employee performance, maintaining the stability of the entire employees, simplifying employee recruitment, improving employ-

---

ee work discipline, fostering positive working relationships, and fostering fidelity, innovation, and employee engagement. Raising employee welfare, making workers feel more accountable for their work, and increasing the effectiveness of tools and raw materials (Afandi, 2016).

## 2.2 *Self-Efficacy*

A person's self-efficacy is confidence in their capacity to execute and finish a task (Dullas, 2018). Demir (2018) opined that self-efficacy beliefs are influenced by their level of self-confidence, the amount of energy they utilize teaching, and the targets they set. Kear (2000), A person with high self-efficacy expectations is determined to succeed and will persevere perpetually until a task is finished. Conversely, those less aware of their self-efficacy are less likely to carry on with their tasks even though they foresee failure. Furthermore, Positive attitudes, satisfaction, and excellent job performance are all associated with high efficacy beliefs (Loeb, 2016). Elstad and Christophersen (2017) confirmed that individuals with high self-efficacy view challenging circumstances as a contest and work to produce good outcomes instead of avoiding them because self-efficacy effectively encourages people to continue improving. The contribution of academic performance self-efficacy plays a significant role in its advancement (Yokoyama, 2019). Their level of self-efficacy significantly impacts one's academic performance in an online environment with information and communications technology (ICT). This finding supports the idea that self-efficacy plays a role in anticipating the outcomes of web-based learning (Cussó-Calabuig et al., 2018).

Alqurashi (2016) addressed the significance of self-efficacy in web-based learning, highlighting internet and computer self-efficacy as the variables with the most significant impact on the field. The author further stated that the study of self-efficacy in online spaces is still in its early stages. According to Zhang, Ardasheva, Egbert, and Ullrich-French (2019), some studies have discovered a significant correlation between learning techniques, self-control, self-motivation, and self-efficacy. Additionally, self-efficacy is essential in mediating the correlations between personal willpower, productive behaviour, and academic effort, with substantial evidence that they all contribute most significantly to the study of ideal performance (Phan et al., 2020). Cheng (2020) suggested that teachers could use this problem to enhance online courses' concepts and evaluations to increase students' self-efficacy to keep studying successfully at their residence if required. Yan, Brown, Lee and Qiu (2019) discovered that self-assessment intention was significantly predicted by attitude, subjective norms, self-efficacy, and perceived controllability, while self-assessment behaviour was influenced by self-efficacy and intention in Hong Kong. The Rasch analysis performed admirably in this study, enabling us to measure and assess many variables to determine the complex relationship between them to derive precise conclusions and results.

According to one study, firm self-efficacy beliefs protect employees from stress and burnout while increasing job satisfaction (OECD, 2020). As a result, it was discovered that staff who reported firmer self-efficacy beliefs and job satisfaction are associated with colleagues who collaborate regularly. (OECD, 2020). Chen (2020) concluded in the study that self-efficacy mechanisms include selection, cognitive, incentive, and emotional processes. Behavioural and environmental decisions are influenced by self-efficacy. Furthermore, when coupled with motivational elements or processes, self-efficacy

---

beliefs significantly impact cognitive processes in several ways.

### *2.3 Job performance*

Clearly described, job performance refers to the degree of output attained when completing a specific work or project. It could be described as a procedure or method of carrying out a duty or task or as the accomplishment of a specific task concerning the correctness, thoroughness, and cost of already established standards (Billikopf, 2014). Correspondingly, Anyim (2020) believes that performance reflects how effectively the workforce achieves the organization's mission and objectives. The definition of job performance is the application of one's abilities to produce products and services that satisfy a specified need. A crucial aspect of a person's physical existence has been and continues to be his job. Additionally, Harikaran (2015); a person's job performance is the result of their efforts, influenced by their skills, personality, and perceptions of their role. Job performance is the execution of statutory obligations or functions based on the area of expertise of library personnel that are directed toward achieving the library's goals.

Al-Omari and Okasheh (2017) showed in their study that the main workplace circumstances that can adversely affect job performance and need to be addressed are situational restrictions, which are made up of elements including noise, office furniture, ventilation, and light. However, improving their working environment is crucial because it will make it possible to attain the desired job results and goals. Study analysis of the eight-factor model of job performance used in the research was analyzed. The results from the Southeastern Nigerian region showed that librarians performed highly (Mean = 3.03, SD = 0.67). They said librarians should receive frequent training or learn new skills to handle the demanding library work setting (Nwokike & Unegbu, 2019). Alegbeleye et al. (2020) looked at the correlations between employee performance and the work environment in Southern Nigerian libraries. According to the findings, the performance of personnel was significantly correlated with their workplace. Popoola and Fagbola (2021) suggested that when library personnel members receive training designed to give them a chance to grow, they may feel that the firm values them as people. It accentuates their sense of worth and, as a result, aids in developing a more robust work engagement. Ikonne and Fajonyomi (2019) concluded that the librarians' motivational factors working in North-East Nigerian libraries had no impact on the librarians' job performance. Completing tasks and performing well can have a sense of pride and mastery among individual workers. Low job performance and failure to meet goals may be perceived as unsatisfactory or even a personal failure. Several factors could cause poor organizational performance. Anyim (2021) lists the contributing factors: lack of job satisfaction, misunderstanding of their responsibilities, a lack of facilities and resources, domestic problems, unhealthy working circumstances, and managerial errors.

### *2.4 Related research*

#### *The public libraries in Nigeria*

State governments establish and fund Nigeria's public libraries. Public libraries are viewed, treated,

---

and funded as parastatals under the ministries of education in these various states. Their personnel, including librarians, are paid from the state governments' subventions to the libraries. For example, they usually have different rights than their counterparts in academic libraries. After working for the public library for eight years, one of the study's authors/researchers felt compelled to conduct a study to scrutinize issues of job satisfaction and motivation among these public librarians. Akanwa (2013) explained that the public library provides informational materials, services, and leisure activities to most of the population, including the youth, old, educated, and illiterate. The public library is open to all users, unlike other kinds of libraries, and its collections are created to represent the variety of its patrons. Its facilities, resources, and services must be tailored to the demands of its users and communities locally. In the contribution, Aiyebelehin, Onyam, and Akpom (2018) argue that public libraries are organizations that support schooling and work to eradicate ignorance among the populace by giving residents access to political, social, and educational information. It acts as the community's information hub, making all information and knowledge available to its clientele. Ogbonna (2018) suggested that the Nigerian state library be changed. The Nigerian National Library should collaborate with the directors of Nigerian libraries to form a committee that will create a model of public library law (edict) for state public libraries. In addition, each state library should modify the model edict to meet its specific needs and preferences. This way, any omissions, errors, or inadequate that may arise in the various states' amendments to the edict will be eliminated.

According to Nwofor and Ilorah (2015), the modest beginnings of the Tom Jones Library in Lagos in 1910 marked the beginning of public library growth in Nigeria. However, the UNESCO Seminar on Public Library Development in Africa held at the then-University College (now University of Ibadan) Ibadan between July 27 and August 21, 1953, was a watershed moment in Nigerian public library history (Abubakar, 2017). Public libraries began offering rural extension services as early as the 1940s through book boxes, mobile library services, and libraries on boats (Nwofor et al., 2015). Opara (2008) expressed that the seminar suggested that public libraries be established in Africa, among other things. In Nigeria, public libraries are state libraries, and their branches are divisional ones. The Library Services Director oversees the daily operations of public libraries, which are overseen by state library boards. The Ministry of Information is in charge of supervision. (Onwuka, 2016). The main goal of Nigerian public libraries is to address the informational and developmental needs of people and groups by offering facilities, materials, and services in a range of media.

Ogbonna (2018) stated that the challenges of public library administration in Nigeria are enormous, with persistent issues such as insufficient funding, inadequate library space, insufficient resources, and insufficient library personnel. According to the researcher, Nigeria's public libraries need to investigate effective public library administration more than ever to overcome these challenges. Furthermore, the directors of libraries in Nigeria must pay close attention to issues in public library administration, such as effective planning, organization, communication, staff training, and fund management. According to Eze, Okeke, and Okoroafor (2019), these public librarians are dissatisfied with certain aspects of their jobs due to low pay, inadequate office equipment, and the social status of librarians in Nigerian public libraries. These issues have been shown to correlate with job satisfaction

---



strongly and, as a result, worker performance.

Furthermore, the researchers saw this as critical, given that workers' job satisfaction can affect their performance and input into the service of the library or any organization involved. Additionally, Ogbonna (2018) asserted that the public library administration in Nigeria includes the organization of Nigerian public libraries based on the age-old traditional pattern of public library organization and the use of various communication channels in the management of Nigerian public libraries. In addition, the library's staff is undertrained and understaffed.

### *2.5 Motivation, library personnel and libraries*

Motivation is correlated with how satisfied a person is with their employment's terms and conditions and the elements that make up their physical working environment. In other words, how people value different aspects of their jobs and their work surroundings as sources of satisfaction or dissatisfaction directly affects how they perceive their work situation (Sanvaneviciete & Stankeviciute, 2011). Alternatively, highly motivated people will approach their work with a positive attitude, while those who lack motivation will do the opposite. Attitudinal control, which has to do with motivating library staff, is one of the librarians' most essential and challenging duties. A motivated library staff can easily accomplish the library's objectives. The stated objectives of the community they serve may only be achieved when a library has motivation. The number of motivated personnel within a public library system determines the quality of its output.

Usman, Abdulraheem, Eromosele, and Olukade (2018) evaluated the influence of motivation on the performance of associate professionals in the libraries of tertiary institutions in Kaduna. The results demonstrate that fixed pay, employment rotation, employment growth, job improvement, promotion, training, and education were the primary methods for inspiring paraprofessional library personnel. Moreover, According to Tella and Ibinaiye (2020), most library personnel reported that they are both highly and moderately motivated. The researchers also noted that regular pay, a sense of security at work, and frequent interaction with coworkers all contribute to the motivation of library personnel. Additionally, they found a sizable difference in the motivation of librarians, library officers, library assistants and the supportive staff. It could be because of a reward. Professionals frequently earn more than non-professionals. If the opposite is true, a problem may arise. It could account for the disparity in motivation between these two types of library personnel.

Komolafe and Gbotosho (2019) opined that motivation factors include pay and benefits, recognition for services rendered, financial incentives, appreciation, and favourable working conditions. The researcher further stated that in addition to financial incentives, the library might use additional motivational strategies to boost personnel confidence, enable them to perform more effectively, and help the facility and its patrons. The working environment may positively or negatively impact how well library personnel accomplish their duties. Library personnel would function more effectively given the right conditions, such as a cosy workplace with enough space, computers, and the internet (Agada & Tofi, 2020). More so, Arinola and Ikonne (2019) supported that employee job happiness increases employee efficiency because contented employees perform more effectively. It was especially true for library officers at public libraries. In this way, it is crucial for the libraries that receive

---

public funding to consider library officers' welfare and personal difficulties. Library personnel can adequately carry out their duties because they are sufficiently and genuinely motivated.

Idiegbeyan-Ose et al. (2019) suggested in their study that the librarians in the libraries under investigation were more intrinsically motivated than extrinsically motivated. In other words, their internal motivation—which came from things like work experience, talents, and higher education, among other things—was more significant than the motivation they were given by their subordinates, including pay, advancement, and job stability. Likewise, Machara and Jain (2016) investigated how motivation affects job satisfaction. The findings revealed that customer service could be challenging to deliver effectively and efficiently because there is no electronic database for tracking library resources. It gives readers the incorrect impression that librarians are unfit for their jobs because they neglect to inform clients where the book is located without directing them to the card catalogue. It is a result of librarians' low self-esteem. The research also demonstrates that librarians lack motivation in the organization due to a lack of career opportunities; there are not many training programs available, and there is not much room for advancement. Employee job satisfaction is increased when employees are motivated.

Upev et al. (2015) researched to investigate the effect of motivation on library staff performance and productivity and discovered that from 2004 to 2011, only three (4.2%) employees were sponsored for training. It is because trained library personnel have the necessary knowledge and skills to perform their duties with zeal and ease (Ahamed et al., 2019). Because of their training, they can meet the needs of their clients while also attracting promotions (Parvez et al., 2019). Chadwick (2019) discovered five variables that have an impact on staff motivation, including:

- 1) **Rewards and recognition:** Rewards and recognition go hand in hand. Praise is less effective without rewards; praise loses its impact without rewards. Employees who are not rewarded for their extra efforts to be exceptional lose motivation. In some cases, recognition is sufficient, but in other cases, extra effort must be rewarded to keep them motivated. Employees can be rewarded in a variety of ways. Different types of rewards vary in price and impact, so they should offer a variety, such as once-in-a-lifetime trips and experiences, vouchers, or even something as simple as more vacation time. In order to encourage and motivate employees to reach their full potential, reward and recognition programs are designed to reward them and recognize their achievements.
  - 2) **Training/Development:** Studies have shown that 20% of workers prefer opportunities for professional growth and training to monetary rewards, proving the importance of growth in motivating employees. Employee development makes them self-sufficient and enables them to contribute more effectively in the workplace; it also assists employees in increasing their contribution to their organization. Investing in employees fosters loyalty, retention, and motivation. According to a Harvard Business Review study, when managers take a genuine interest in their development, it shows the employee that the company believes in them and wants them to advance. Employees are motivated to work harder to satisfy the company that has invested in them.
  - 3) **Leadership:** A Gallup survey found that only 2 out of every ten workers strongly agree that their performance is managed in a way that motivates them to do outstanding work - demonstrating
-

how much a good leader motivates employees. A good leader understands what truly motivates and inspires people to perform at a high level. Good leaders set reasonable expectations, give credit where credit is due, and value their employees.

- 4) **Job Security:** Being confident that one can work for however long they want and will not lose it gives them a sense of security, which in turn motivates them to cling to their position of employment highly.
- 5) **Work environment:** Positive working conditions are ideal for motivated staff. The workplace and its surroundings comprise the physical environment; the non-physical environment is everything else. Please look at Google; they are well known for having fantastic office spaces prioritizing employee health and safety, including green areas, quiet rooms, and beach volleyball, to name a few! Employee performance is improved in environments that are sensory-rich and open. Google spends much money on the workplace environment because they believe it significantly affects employees' motivation. Google encourages staff to collaborate because they believe that life at the company extends beyond work, showing how this fosters innovation, boosts output, and motivates workers. Interaction and communication in the intangible workplace are essential to motivated employees. Growth opportunities, ongoing criticism, and regular difficulties can raise engagement. Effective communication is based on ongoing, open dialogue based on mutual trust. Honest and open communication between all company departments is the basis for creating a work environment where all employees can thrive.

Anyim (2021) explained that organizations have daily challenges with employee motivation. Employees who lack motivation and interest can undermine profits and productivity. Managers may create an engaging and joyful workplace culture by being aware of the variables that drive employees. Given that different people are motivated by different things, it may not be appropriate to use a one-size-fits-all strategy. Studies show that employee motivation increases output, engagement, and profitability. Employee motivation should not be taken for granted; instead, it should be nurtured so that workers feel valued and inspired to give the organization their all. Idiegbeyan-Ose et al. (2019) concluded that motivating library employees are essential to boosting their satisfaction with their work, particularly in libraries. Therefore, the head of the library and all division heads should include motivating factors that will increase librarians' level of job satisfaction.

### *2.6 Library Personnel Self-efficacy*

Blanco et al. (2020) suggested that people (i.e., library personnel) who are confident in themselves also have self-efficacy at a high level. Furthermore, the researchers demonstrated that it could be corrected by maintaining elevated levels of self-efficacy and self-confidence to ensure the best possible delivery of library services in library environments. Workers should be passionate about their careers, have a high level of self-efficacy in their capacity to perform their duties, have a positive attitude toward their work, and satisfaction with the benefits they derive from it. By helping society's members develop the appropriate traits, these worker qualities successfully create a society with the intended standards (Buluç & Demir, 2015).

---

Adeeko et al. (2017) asserted in their study that library staff in universities in Southwest Nigeria performed at high levels. According to a study, library staff members in university libraries in South-west Nigeria have high levels of self-efficacy. The study also found significant correlations between job success and self-efficacy, which suggests that only workers with high levels of self-efficacy would be able to do their jobs successfully (Adeeko et al., 2017). Wilde and Hsu's (2019) research discovered that those with low general self-efficacy had a more challenging time finishing tasks than those with higher levels. Low self-efficacy individuals were more likely to compare themselves unfavourably to others, which hindered their ability to raise their levels of self-efficacy.

Estira (2020) also noticed that individuals are enormously motivated by online learning but need more self-efficacy in online communication. The researcher said that while people widely use social media sites, they need to be more capable of using software or technological tools for educational purposes. According to Rafiola, Setyosari, Radjah, and Ramli (2020), self-efficacy does not significantly influence individual achievement. However, participants' achievement is significantly influenced by learning motivation, self-efficacy, and hybrid learning.

Studies investigating the correlations between employee self-efficacy and job satisfaction now take on more significance. Numerous studies have shown that self-efficacy influences worker job satisfaction positively (Arslan, 2019; Buluç & Demir, 2015); Demir, 2020; Saracaloğlu et al., 2017; Soto & Rojas, 2019). Kasalak and Dağyar (2020) opined that because staff self-efficacy and job satisfaction are positively correlated, the organization may need to take the required steps to boost educators' professional self-efficacy. Additionally, Educators can receive on-the-job training to boost their sense of professional efficacy. Workers' intentions to leave their profession are reported to be low when they have high levels of sovereign, motivation, self-efficacy, and work satisfaction are present in this situation (OECD, 2020). Zubairu and Oyekale (2021) concluded that work environment, self-efficacy, and library staff are the main factors influencing productivity in libraries in South-west Nigeria.

### *2.7 Library Personnel Job Performance*

One of the most crucial metrics for monitoring organizational performance, according to Silva and Borsato (2017), is job performance. Additionally, a greater focus has been placed on the workers' absolute competitive advantage derived from performance to improve responsiveness in typical organizational effectiveness. Furthermore, Kibichii, Kiptum, and Chege (2016) contended that, contrary to what employers want from training, training outcomes should emphasize performance rather than merely learning. When librarians identify a lack of supervisor recognition as hindering job performance, they are unmotivated to do their best.

Tella and Ibinaiye (2020) discovered a link between employee motivation, job performance, and job satisfaction. A significant increase in their motivation tends to positively influence their job performance and job satisfaction, according to the variables examined under "librarians and library staff motivation," which produced significant results. According to Gbushi and Ubagu's (2020) research, training improves library personnel's job performance. This effect is perceived to be more pronounced at universities than at other universities in the state.

---

A study conducted by Ghaffari et al. (2017) it was shown that job performance and all motivational elements (increased pay, bonuses, management, job advancement, accountability, and mentoring) had a strong positive correlation. The findings showed that the motivational elements among the administrative staff were modest. These mean values indicate the aspects that are most likely to motivate employees. As a result, according to the research survey, the motivation of the sample's employees is more likely to come from their education and training, obligations and monetary rewards, increased pay, and supervision than from the promotion factor. In addition, Gbushi and Ubagu (2020), according to their study findings, motivation has a positive effect on the library personnel job performance in Benue State universities. As a result, the indices of training motivation and salary payment made a substantial disparity in library personnel job performance at the partaking universities where the survey was conducted. These suggestions were made in light of the study's findings: University library personnel in Benue State should be constantly sent on training and retraining such as seminars, conferences, workshops, and ICT tutoring as examples of such activities to improve their work skills for effective job performance. Salaries for university library personnel should be paid on time to enhance their dedication to duty and improve job performance. . Also, Jaoko (2014) revealed that academic qualification as perceived to have a positive relationship with job performance.

Ikonne and Fajonyomi (2019) averred that when librarians receive recognition from library administration, compensation as due, sponsorship to attend training courses, conventions, and workshops both within and beyond the library, and payment for recognition benefits, they may perform better. As a result of their moderate motivation, the librarians in these libraries performed their jobs moderately well. However, this strengthens the correlation between job performance and motivation. Fajonyomi (2021) stated that Librarians' performance includes having tasks and obligations allocated accomplished on schedule, in an effective and efficient manner. Conclusively, Tumba and Temboge (2018) stated that it is universally believed that motivation helps employees continue to give all their effort to any task given to them. Organizations can survive and prosper when their employees are motivated. Library personnel should be motivated by providing workshops in various aspects of their profession. It will, in effect, assist them in acquiring various skills that will improve their job performance.

### 3. Methodology

The 151 library employees from eight (8) public libraries in Kwara State made up the study's population. For the study, a correlational survey research design was employed. In order to include all 151 library employees in the eight (8) chosen public libraries in Kwara State, a total enumeration or census survey was used. The survey titled: staff motivation; self-efficacy and job performance (SMSEJP) scale of library personnel were used for data collection. The questionnaire was divided into four (4) main divisions 1-4. The first division contains the demographic information of the respondents' like an institution, educational qualification, age, years of work experience, gender and professional status (six items). The second division measured the staff motivation of the

---

respondents. It is an adaptation of a five (5) item staff motivation scale from (Tella & Ibinaiye, 2020). The response scale is 1 for strongly disagree (SD) to 5 for strongly agree (SA). Cronbach’s alpha reliability coefficient for the initial instrument was 0.734. Cronbach’s alpha was 0.706 in the current study. The third division measured the respondents’ self-efficacy. The standardized self-efficacy scale (GSS), which has fifteen (15) items, was created by Stanley et al. in 2002 and was adapted from Arinola and Ikonne (2019). The response scale is 1 for strongly disagree (SD) to 5 for strongly agree (SA). Cronbach’s alpha reliability coefficient for the initial instrument was 0.63 (Stanley et al., 2002). Cronbach’s alpha was 0.818 in the current study. The fourth division measured the respondents’ Job Performance. It is an adaptation of a five (5) item scale from (Tella & Ibinaiye, 2020). The response scale is 1 for strongly disagree (SD) to 5 for strongly agree (SA). Cronbach’s alpha reliability coefficient for the initial instrument was 0.980. Cronbach’s alpha for the current study was 0.689. In all eight (8) of the Kwara State public libraries that were chosen for the study, the questionnaire was given to the library personnel (see Table 1) through four (4) research assistants’ direct interaction who were library personnel in the selected public libraries for this study. The research assistants were trained for five days after being hired on how to distribute the questionnaire to the respondents.

The questionnaire was distributed to the library staff in 151 copies. They were distributed, and responses were collected as soon as they were completed. The respondent’s cooperation and the research assistants’ efforts ensured that the exercise went off without a hitch. Out of 151 copies questionnaire administered, a hundred and Fifty (150) were completed and returned, yielding a response rate of (99%). All 150 copies were found to be suitable for analysis. Table 1 shows the questionnaires’ distribution and response rate across the partaking public libraries in Kwara State, Nigeria. The Statistical Product and Service Solution (SPSS) version 28 was used for data analysis. Additionally, to analyze research questions 4 through 8, inferential statistics such as Pearson Product Moment Correlation, T-test and Multiple Regression Analysis were used, using an alpha level of 0.05 for all hypotheses tests.

Table 1. Administration and retrieval of questionnaires by library personnel in each participating public library in Kwara State

Name of public libraries	Total population	Administered questionnaire	Number of responses	Rate of response (%)
A	86	86	86	100
B	8	8	8	100
C	15	15	15	100
D	17	17	17	100
E	10	10	10	100
F	6	6	6	100
G	5	5	5	100
H	3	3	2	99
Grand Total	151	151	150	99.3

## 4. RESULTS

### 4.1 Demographic characteristics of respondents

Table 2. Respondent distribution based on educational qualification

S/N	Educational Qualification	Frequency	Percent (%)
1	ND	42	28.0
2	HND	65	43.3
3	BSc	37	24.7
4	MSc	6	4.0
5	PhD	0	0.0
Total		150	100.0

Table 2 revealed the respondent distribution based on educational qualification. ND and HND holders make up the majority of the respondent. Explicitly, 42 (28.0%) are ND holder, while 65 (43.3%) holds HND degree. Nevertheless, of respondents holding a BSC aggregate, 37 (24.7%) and 6 (4.0%) are MSc holders, while none hold a PhD.

Table 3. Respondent distribution based on age

S/N	Age	Frequency	Percent (%)
1	less than 30	15	10.0
2	31-40	89	59.4
3	41-50	30	20.0
4	51-60	14	9.3
5	60 and more	2	1.3
Total		150	100.0

Respondent distribution based on age is shown in Table 3. The majority of those aged 31 to 40 are 89 (59.4%), while those aged 41 to 50 are 30 (20.0%). Nonetheless, The older respondents, those aged 51-60 years, and the younger respondents, aged less than 30 years, account for approximately 14 (9.3%) and 15 (10.0%), respectively. More specifically, those aged 60 and more account for 2 (1.3%) of the respondents.

Table 4. Respondent distribution based on gender

S/N	Gender	Frequency	Percent (%)
1	Male	80	53.3
2	Female	70	46.7
Total		150	100.0

The gender distribution of the respondents was showed in Table 4. The results in the table showed that there are 80 (53.3%) males and 70 (46.7%) females. It implies that the vast majority of those respondents were men.

Table 5. Respondent distribution based on years of work experience

S/N	Years of work experience	Frequency	Percent (%)
1	1-5	39	26.0
2	6-10	59	39.3
3	11-15	25	16.7
4	16-20	19	12.7
5	21-25	6	4.0
6	26-30	2	1.3
Total		150	100.0

Table 5 revealed the respondent distribution based on years of work experience. The results revealed that 59 (39.3%) have 6-10 years of work experience, 39 (26.0%) have 1-5 years of work experience, 25 (16.7%) have 11-15 years of work experience, 19 (12.7%) have 16-20 years of work experience, 6 (4.0%) have 21-25 years of work experience, and 2 (1.3%) have 26-30 years of work experience. It implies that most respondents have 6-10 years of work experience.

Table 6. Respondent distribution based on professional status

S/N	Professional Status	Frequency	Percent (%)
1	Librarian	38	25.3
2	Library Officer	112	74.7
Total		150	100.0

Respondent distribution based on professional status is shown in Table 6. The result revealed that 112 (74.7%) of the respondents were library officers, i.e. paraprofessionals staff, while 38 (25.3%) were librarians, i.e. professionals staff. It suggests that library officers made up the majority of the sampled respondents.

#### *4.2 Research question 1: To what extent is library staff motivated in the public libraries in Kwara State?*

The result from Table 7 revealed that staff motivation in the public libraries in Kwara State, Nigeria were - the fringe benefits I received, in addition to my salary, are enough to keep me motivated ( $\bar{x}$ =3.81, SD =1.26); my workplace's regular pay increases usually motivate me ( $\bar{x}$ =3.17, SD = 1.36); my motivation comes from feeling safe from physical harm in my library ( $\bar{x}$ =3.12, SD =1.17).



Table 7. Staff motivation in the public libraries

S/N	Staff Motivation Items	Mean	SD
1	The fringe benefits I received, in addition to my salary, are enough to keep me motivated	3.81	1.26
2	For any employee to perform at their best, a favourable work environment is necessary	1.91	1.01
3	Regular pay raises motivate us to work harder.	2.05	1.04
4	My motivation comes from feeling safe from physical harm in my library	3.12	1.17
5	My workplace's regular pay increases usually motivate me	3.17	1.36

*4.3 Research question 2: What is the level of self-efficacy of library personnel in the public libraries in Kwara State?*

Table 8. Self-efficacy level of library personnel in public libraries

S/N	Self-Efficacy Items	Mean	SD
1	One of my issues is that I am unable to get to work when I should	3.69	1.10
2	I rarely succeed in my plans that I make	4.21	1.06
3	When unexpected problems arise, I am unable to deal with them effectively	4.13	1.07
4	If something appears to be overly complex, I will not even attempt it	4.39	0.85
5	I rarely achieve the essential goals I set for myself	3.77	1.33
6	Most of the issues that arise in life seem beyond my capacity to handle	4.06	0.97
7	I give up easily	4.63	0.84
8	I lack confidence in my competence	4.57	0.85
9	When my efforts are recognized, I am better able to fulfill my obligations	1.61	0.49
10	When I am physically and emotionally healthy, I am good at finding solutions to problems	1.39	0.49
11	When I work as a team member, I am more effective at my job	1.33	0.47
12	When I am unable to complete a task the first time, I keep trying until I succeed	1.67	0.47
13	When I see one of my coworkers/someone else doing the task, I can figure out the problem	2.17	1.22
14	When something appears to be too difficult for me, I refrain from attempting it	3.63	1.20
15	When faced with adversity, I can remain calm because I have faith in my power, coping strength, and abilities	1.67	0.47

The results in Table 8 showed that the self-efficacy of library personnel in the public libraries in Kwara State, Nigeria were – I give up easily ( $\bar{x}$ =4.63, SD =0.84); I lack confidence in my competence

( $\bar{x}$ =4.57, SD =0.85); If something appears to be overly complex, I will not even attempt it ( $\bar{x}$ =4.39, SD =0.85); I rarely succeed in my plans that I make ( $\bar{x}$ =4.21, SD =1.06); When unexpected problems arise, I am unable to deal with them effectively ( $\bar{x}$ =4.13, SD =1.06) Most of the issues that arise in life seem beyond my capacity to handle ( $\bar{x}$ =4.06, SD =0.97); I rarely achieve essential goals I set for myself ( $\bar{x}$ =3.77, SD =1.33); One of my issues is that I am unable to get to work when I should ( $\bar{x}$ =3.69, SD =1.10), the result above showed that the library has good self-efficacy because a more considerable number of the respondents strongly disagreed to the statement in the table.

*4.4 Research question 3: What is the level of job performance of library personnel in the public libraries in Kwara State?*

Table 9. Job performance level of library personnel in the public libraries

S/N	Job performance Items	Mean	SD
1	I am always on time for deadlines and the completion of tasks.	1.66	0.47
2	I make it a point to arrive at work on time.	1.49	0.50
3	I am always punctual for work and appointments	1.73	0.77
4	I act in the required manner in response to issues	1.74	0.44
5	In my library, I set reasonable priorities for task completion	1.69	0.59

Table 9 reveals that the job performance of library personnel in the public libraries in Kwara State, Nigeria were - I act in the required manner in response to issues ( $\bar{x}$ =1.74, SD =0.44); I am always punctual for work and appointments ( $\bar{x}$ =1.73, SD =0.77); In my library, I set reasonable priorities for task completion ( $\bar{x}$ =1.69, SD =0.59).

*4.5 Research question 4: What significant relationship exists between staff motivation and job performance of the library personnel in public libraries in Kwara State?*

Table 10. Staff motivation and job performance correlation

Groups	Mean	SD	r	P
Staff motivation	2.81	0.80	0.171	0.036
Job performance	1.66	0.40		

Significant at p<0.05

Results in Table 10 indicated that staff motivation mean and standard deviation scores were ( $\bar{x}$ =2.81, SD = 0.80), while those of job performance were ( $\bar{x}$ =1.66, SD = 0.40). Table 10 also revealed a link between library staff motivation and job performance. The analysis generated a correlation of r=0.171 and a p-value of 0.036. As a result, the p-value is less than 0.05, indicating a significant relationship between staff motivation and job performance. Furthermore, it implies that increased staff motivation will increase job performance.

*4.6 Research question 5: Is there any correlation between self-efficacy and job performance of library personnel in public libraries in Kwara State?*

Table 11. Self-efficacy and job performance correlation

Categories	Mean	SD	<i>r</i>	<i>P</i>
self-efficacy	3.12	0.44	-0.215	0.008
Job performance	1.66	0.40		

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

Results in Table 11 showed that self-efficacy mean and standard deviation scores were ( $\bar{x}$ =3.12, SD = 0.44), while those of job performance were ( $\bar{x}$ =1.66, SD = 0.40). The findings also revealed a significant negative relationship between self-efficacy and job performance in public libraries in Kwara State, Nigeria ( $r = -0.215$ ,  $p < 0.01$ ). As a result, self-efficacy was found to have a negative impact on the job performance of library personnel in public libraries in Kwara State, Nigeria.

*4.7 Research question 6: What significant relationship exists between educational qualification and library personnel's job performance in Kwara State public libraries?*

Table 12. Educational qualification and job performance correlation

Categories	Mean	SD	<i>r</i>	<i>P</i>
Educational qualification	2.80	0.77	0.265	0.001
Job performance	1.66	0.41		

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

Results in Table 12 showed that educational qualification mean and standard deviation scores were ( $\bar{x}$ =2.80, SD = 1.66), while those of job performance were ( $\bar{x}$ =1.66, SD = 0.41). The findings also revealed a significant positive relationship between educational qualification and job performance in public libraries in Kwara State, Nigeria ( $r = 0.265$ ,  $p < 0.01$ ). As a result, educational qualification was found to have a positive impact on the job performance of library personnel in public libraries in Kwara State, Nigeria.

*4.8 Research question 7: Is there any significant difference in job performance of librarians and library officers in public libraries in Kwara State?*

Table 13. Independent sample t-test analysis of difference in job performance of librarians and library officers

Variable	Groups	N	Mean	SD	<i>t</i>	<i>df</i>	<i>P</i>
Professional Status	Librarian	38	1.68	0.47	0.576	148	0.005
	Library Officer	112	1.63	0.39			

Results in Table 13 revealed the test of significant difference in job performance of the library personnel in public libraries in Kwara State by their professional status. From Table 5, one could infer that librarian had higher ( $\bar{\chi} = 1.68$ ) in job performance than library officer ( $\bar{\chi} = 1.63$ ). Hence, there is a significant difference ( $t = 0.576, p < 0.005$ ) in job performance of librarians and library officers in public libraries in Kwara State.

*4.9 Research question 8: Which staff motivation and self-efficacy best determine the job performance of the library personnel in public libraries in Kwara State?*

Table 14. Motivation, self-efficacy, and job performance of library personnel regression

(a) Model summary					
Multiple R	0.375				
R <sup>2</sup>	0.141				
Adjusted R <sup>2</sup>	0.129				
Std. error of the estimate	0.380				
(b) ANOVA					
	Sum of squares	df	Mean square	F	Sig.
Regression	3.498	2	1.749	12.062	0.000
Residual	21.313	147	0.145		
Total	24.811	149			
(c) Coefficients					
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. error	$\beta$	t	Sig.
(Constant)	2.251	0.222		10.151	0.000
Staff motivation	0.177	0.044	0.348	4.025	0.000
Self-efficacy	-0.347	0.079	-0.378	-4.370	0.000

The staff motivation and self-efficacy of library staff regression results are shown in table 14 results. The adjusted R<sup>2</sup> value for the regression is 0.129 in Table 14a, and Table 14b F-ratio is 12.062, which is significant at the 0.05 level ( $0.000 < 0.05$ ). According to these findings, the two independent variables—staff motivation and self-efficacy—explained or predicted 14% of the variations in the job performance of library personnel. The F-ratio suggests that the forecast is also significant.

The individual contributions of each of the two factors that go into determining the job performance of library personnel are detailed in Table 14c. First and foremost, the results show that each factor significantly influences the forecast, as shown by the significance of the t values, which are higher than 0.05 and are displayed in the “t” column of the table.

Additionally, the standardized coefficients ( $\beta$  values), which demonstrate the relative significance

of each component in the determinant of library staff job performance, reveal that staff motivation made up the minor portion of the determinant ( $\beta$  value = 0.348), followed by self-efficacy ( $\beta = -0.378$ ), in decreasing order of strength. These results show that motivation and self-efficacy are significant factors in determining the job performance of library personnel.

## 5. Discussion

The results of the findings on the staff motivation of library personnel showed that the library personnel were well motivated. It shows that the fringe benefits they receive, in addition to their salary, are enough to keep them motivated; their workplace's regular pay increases usually motivate them; their motivation comes from feeling safe from physical harm in their library. This study agrees with Tella and Ibinaiye (2020), who stated that most library personnel reported that they are both highly and moderately motivated. The researchers also noted that regular pay, a sense of security at work, and frequent interaction with coworkers all contribute to the motivation of library personnel. It was also in line with Komolafe and Gbotosho (2019) opined that motivation factors include pay and benefits, recognition for services rendered, financial incentives, appreciation, and favourable working conditions. The researcher further stated that in addition to financial incentives, the library might use additional motivational strategies to boost personnel confidence, enable them to perform more effectively, and help the facility and its patrons.

The results of this study also revealed that the library personnel's self-efficacy is based on the fact that they do not give up easily and they do not lack confidence in their competence; If something appears to be overly complex, they try to attempt and accomplish it; they succeed in their plans that they make; when unexpected problems arise, they deal with it effectively. The latter showed that the library personnel had high self-efficacy. This result is consistent with the results of Wijayanti and Nugrohoseno (2014), who found that self-efficacy is a performance-influencing factor. Individuals will put more effort into achieving those goals if they believe they will do a good job. The results also agree with those of Türkoğlu et al. (2017). They stated that library employees with high levels of self-efficacy are more likely to be innovative and take on challenging tasks. Similarly, as people gain confidence in their ability to manage their affairs, they develop self-efficacy.

The finding on the job performance of library personnel found that library personnel act in the required manner in response to issues; they are always punctual for work and appointments. In their library, they set reasonable priorities for task completion. This result is in line with the position that Thoha (2017) said that individual performance is primarily determined by individual characteristics such as abilities, needs, beliefs, determination, willingness, experience, knowledge, and expectations.

This study revealed a significant relationship between staff motivation and job performance. Furthermore, it implies that increased staff motivation will increase job performance. In line with this finding, Gbushi and Ubagu (2020), according to their study findings, motivation has a positive effect on the library personnel job performance in Benue State universities. As a result, the indices of training motivation and salary payment made a substantial disparity in library personnel job performance. In addition, this study found that self-efficacy had a significant negative correlation

---

with library personnel job performance. In this manner, it was concluded that self-efficacy negatively influenced the library personnel's job performance. The practical skill of any library employee to show dedication to a job process depends significantly on their level of job mastery as well as their awareness and comprehension of the field's technological advancements, as it collaborates with the study of (Ikonne et al., 2019).

This study also revealed a significant relationship between educational qualification and job performance. Furthermore, it implies that higher educational qualifications will lead to increase job performance. This finding is line with the study of Jaoko (2014) who revealed that academic qualification as perceived to have a positive relationship with job performance. More so, this study revealed that there was significant difference in job performance of librarians and library officers in public libraries in Kwara state. This implies that, librarian significantly had better job performance than the library officer. This finding correlate this the study Fajonyomi (2021) who stated that Librarians' performance includes having tasks and obligations allocated accomplished on schedule, in an effective and efficient manner.

Similarly, this study found that staff motivation and job self-efficacy are essential factors in job performance among library personnel. The relationship that occurs in this study among staff motivation, self-efficacy, and job performance corresponds with that of Tella and Ibinaiye (2020) discovered a link between employee motivation, job performance, and job satisfaction. The result also agrees with Ghaffari et al. (2017). They showed a strong positive correlation between job performance and all motivational elements (increased pay, fringe benefits, supervisor, promotion, responsibility, and training). Furthermore, Zubairu, and Oyekale (2021) concluded that the work environment, self-efficacy, and library staff are the most critical factors influencing library productivity in southwest Nigeria. Also, Elstad and Christophersen (2017) confirmed that individual with high self-efficacy view challenging circumstances as a contest and works to produce good outcomes instead of avoiding them because self-efficacy is effective in encouraging people to continue improving.

## 6. Conclusions

The study investigated the relationship between self-efficacy, staff motivation, and job performance of library personnel. Conclusions were drawn from this study's findings that there is a significant relationship between self-efficacy, staff motivation, and job performance. Additionally, it was found that library personnel who are highly motivated have a high level of self-efficacy, thanks to salary and other fringe benefits, receive a sense of security, the ability not to give up easily and to do things right, and praise for a job well done, among other things. This finding explains why an increase in motivation tends to influence job performance positively.

## 7. Recommendations

The following recommendations are given in light of the study's findings:

---

- Library personnel who receive training, particularly training focused on providing them with development chances, may perceive that the organization values them as individuals, which increases their sense of self-worth and, as a result, helps them create stronger job performance.
- Personnel must be given the freedom to handle work-related difficulties independently, encouraged to remain collected under pressure, and given a realistic workload to maintain a high level of self-efficacy. It would boost their confidence and self-esteem.
- Finally, library management's job is to evaluate each library employee's potential and execute the right incentive plan.

## 8. Implications of the Research

Staff motivation and self-efficacy are significant factors in job performance among public library personnel. Based on the findings of this study, the Human Resources department at the library can develop methods for employee motivation, efficacy, and job performance. The library administrator can analyze employees' motivation, efficacy, and relationship to job performance to make various organizational decisions and policies while keeping internal weaknesses and external opportunities in mind.

## References

- Abubakar, B. M. (2017). To be or not to be: History and dilemma of public libraries in contemporary Nigeria. *Trends in Information Management (TRIM)*, 11(1), 1-15.
- Adeeko, K., Aboyade, W. A., & Oyewole, G. O. (2017). Job satisfaction and self-efficacy as a determinant of job performance of library personnel in selected university libraries in South-west Nigeria. *Library Philosophy and Practice (e-journal)*, 1557.  
<http://digitalcommons.unl.edu/libphilprac/1557>.
- Afandi, P. (2016). *Concept & Indicator Human Resources Management for Management Research*. Deepublish.
- Ahamed, A., Sikdar, M. M., & Shirin, S. (2019). Bangladesh-East Asia relations in the context of Bangladesh's look east policy. *British Journal of Arts and Humanities*, 1(4), 1-13.  
<https://doi.org/10.34104/bjah.019.0113>
- Aiyebilehin, J. A., Onyam, I. D., & Akpom, C. C. (2018). Creating makerspaces in Nigeria public libraries as a strategy for attaining national integration and development. *International Journal of Knowledge Content Development & Technology*, 8(4), 19-31.
- Akanwa, P. C. (2013). Public library services to children in rural areas. *Library Philosophy and Practice (e-journal)*, 1029. <http://digitalcommons.unl.edu/libphilprac/1029>
- Alegbeleye, G. O., Unegbu, V. E., Babalola, Y. T., & Gbemi-ogunleye, P. (2020). Work environment and employee performance in universities libraries in Southern Nigeria. *Global Journal of Applied, Management, and Social Sciences*, 18(4), 249-272.
-

- Alqurashi, E. (2016). Self-efficacy in online learning environments: a literature review. *Contemporary Issues in Education Research (CIER)*, 9(1), 45-52.
- Anyim, W. O. (2020). Performance Management Approaches for Effective Service Delivery in Federal University Libraries in South East, Nigeria. *Library Philosophy and Practice (e-journal)*, 4169. <https://digitalcommons.unl.edu/libphilprac/4169>.
- Anyim, W. O. (2021). Identifying Gaps and Opportunities to Improve Performance in University Libraries Using Benchmarking and Performance Appraisal System. *Library Philosophy and Practice (e-journal)*, 5066. <https://digitalcommons.unl.edu/libphilprac/5066>.
- Anyim, W. O. (2021). Review of Motivational Practices and Job Performance of Staff in University Libraries. *Library Philosophy and Practice (e-journal)*, 6522. <https://digitalcommons.unl.edu/libphilprac/6522>.
- Arinola, A. A., & Ikonke, C. N. (2019). Self-efficacy as correlates of library officers' job satisfaction in public universities in Southwest, Nigeria. *International Journal of Information Processing and Communication (IJIPC)*, 7(1), 46-59.
- Arslan, M. (2019). Intervening variable effect of self-efficacy beliefs of teachers on organizational health perceptions and job satisfaction level. *Journal of Research and Experience*, 4(1), 21-28.
- Ayub, N., & Rafif, S. (2011). The relationship between work motivation and job satisfaction. *Pakistan Business Review*, 13(2), 332-347.
- Bangbose, A. A., & Ladipo, S. O. (2017). Influence of motivation on academic library employees' performance and productivity in Lagos, Nigeria. *Journal of Information and Knowledge Management*, 8(2), 33-47.
- Bandura, A. (1986). Self-efficacy mechanism in human agency. *American Psychologist*, 37, 122-147.
- Billikopf, G. (2014). *Employee discipline and termination*. <https://nature.berkeley.edu/ucce50/ag-labor/7labor/14.htm>.
- Blanco, Q. A., Carlota, M. L. M., Nasibog, A. J. B., Rodriguez, B. C., Saldaña, X. V. R., Vasquez, E. C. R., & Gagani, F. S. (2020). Probing on the relationship between students' self-confidence and self-efficacy while engaging in online learning amidst covid-19. *Journal La Edusci 1*(4), 16-25. <http://doi.org/10.37899/journallaedusci.v1i4.220>.
- Buluç, B., & Demir, S. (2015). The relationship between job satisfaction and self-efficacy based on elementary and middle school teacher's perceptions. *Journal of Ahi Evran University Kirsehir Education Faculty*, 16(1), 289-308.
- Chadwick, G. (2019, July 10). *5 Factors that affect employee motivation*. Penguins. <https://www.penguins.co.uk/incentive-travel-blog/5-factors-that-affect-employee-motivation>
- Chen, Y. (2020). Correlation between self-efficacy and English performance. *International Journal of Emerging Technologies in Learning (iJET)*, 15(8), 223-234. <https://doi.org/10.3991/ijet.v15i08.13697>.
- Cheng, Y. (2020). Academic self-efficacy and assessment. *Educational Psychology*, 40(4), 389-391. <https://doi.org/10.1080/01443410.2020.175550>.
- Cherry, K. (2018, March 4). *The incentive theory of motivation*. Verywellmind. <https://www.verywellmind.com/the-incentive-theory-of-motivation-2795382>
- Cussó-Calabuig, R., Farran, X. C., & Bosch-Capblanch, X. (2018). Effects of intensive use of computers
-



- in secondary school on gender differences in attitudes towards ICT: A systematic review. *Education and Information Technologies*, 23(5), 2111-2139.  
<https://doi.org/10.1007/s10639-018-9706-6>
- Demir, S. (2018). A study on the relationship between school administrators' motivational language and teacher self-efficacy. *Anemon Mus Alparslan University Journal of Social Sciences*, 6(2), 177-183. <http://doi.org/10.18506/anemon.384848>
- Demir, S. (2020). The role of self-efficacy in job satisfaction, organizational commitment, motivation and job involvement. *Eurasian Journal of Educational Research*, 82, 205-224.  
<http://doi.org/10.14689/ejer.2020.85.10>
- Doll, W. J., & Torkzadeh, G. (1989). A discrepancy model of end- user computing involvement. *Managing Science*, 35(10), 151-171.
- Dommez, B. (2013). Motivasyon [Motivation]. In İ. S. Özdemir (Eds.), *Eğitim yönetiminde kuram ve uygulama [Theory and practice in educational administration]* (pp.185-229). Ankara: Pegem Akademi.
- Dullas, A. R. (2018). The development of academic self-efficacy scale for Filipino junior high school students. *Frontiers in Education*, 3, 19. <http://doi.org/10.3389/feduc.2018.00019>.
- Estira, K. L. A. (2020). Online distance learning readiness of business administration students in one state university in the Philippines. *Journal of Critical Reviews*, 7(12), 826-832.  
<https://doi.org/10.31838/jcr.07.12.146>
- Eze, J. U., Okeke, O. C., & Okoroafor, C. K. (2019). Motivation and job satisfaction of librarians in Nigerian public libraries. *Journal of Applied Information Science and Technology*, 12(2), 64-71.
- Ghaffari, S., Shah, I. M., Burgoyne, J., Nazri, M. & Salleh, J. R. (2017). The influence of motivation on job performance: a case study at University of Teknologi Malaysia. *Australian Journal of Basic and Applied Sciences*, 11(4), 92-99.
- Ginting, F. A., & Sihombing, N. (2021). The effect of self-efficiency, work motivation and supervision on employee performance with work discipline as intervening variables in the services library and archives Medan city. *South East Asia Journal of Contemporary Business, Economics and Law*, 24(6), 185-195.
- Han, J., & Yin, H. (2016). Teacher motivation: definition, research development and implications for teachers. *Cogent Education*, 3, 1-18. <http://doi.org/10.1080/2331186X.2016.1217819>.
- Harikaran, S. (2015). Leadership style of principals and teacher's behaviour in Kilinochchi Zone Schools. *European Journal of Business and Management*, 7(7), 49-57.
- Idiegbeyan-Ose, J., Opeke, R., Aregbesola, A., Owolabi, S. E., & Eyiolorunshe, T. A. (2019). Relationship between motivation and job satisfaction of staff in private university libraries, Nigeria. *Academy of Strategic Management Journal*, 18(1), 1-13.
- Ikonne, C. N., & Fajonyomi, O. J. (2019). Motivational factors and job performance of librarians in federal university libraries in North-east Nigeria. *Library Philosophy and Practice (ejournal)*, 2667. <https://digitalcommons.unl.edu/libphilprac/2667>
- Ikonne, C. N., Unegbu, V. E. Soyemi, O. D., & Arinola, A. A. (2019). Correlational analysis of self-efficacy and job satisfaction of librarians in public universities in South-west, Nigeria.
-

- Library Philosophy and Practice (e-journal)*, 2356.  
<https://digitalcommons.unl.edu/libphilprac/2356>.
- Kanfer, R. (2012). Work motivation: theory, practice and future directions. In S. W. Kozlowski (Eds.), *The Oxford handbook of industrial and organizational psychology* (pp. 455-495). Blackwell.
- Kasalak, G., & Dağyar, M. (2020). The relationship between teacher self-efficacy and teacher job satisfaction: a meta-analysis of the teaching and learning international survey (TALIS). *Educational Sciences: Theory & Practice*, 20(3), 16-33.  
<http://doi.org/10.12738/jestp.2020.3.002>.
- Kibichii, K. E., Kiptum, K. G., & Chege, K., (2016). Effects of performance management process on employee productivity: a survey of commercial banks in Turkana County. *IOSR Journal of Business and Management (IOSR-JBM)*, 18(11), 52-62.  
<https://doi.org/10.9790/487X-1811045264>.
- Kolawole, J. A., Abolaji, J. A., & Olagoke, D. P. (2015). Motivation and information management as a tool of job satisfaction of employees in Nigeria. *African Journal of Business Management*, 9(19), 680-687.
- Kuranchie-Mensah, E., & Amponsah-Tawiah, K. (2016). Employee motivation and work performance: A comparative study of mining companies in Ghana. *Journal of Industrial Engineering and Management*, 9(2), 255-309. <https://doi.org/10.3926/jiem.1530>
- Lunenburg, F. C., & Ornstein, A. C. (2012). *Educational administration: Concepts and practices* (6th ed.). Wadsworth Cengage Learning Publishing.
- Machara, L., & Jain, P. (2016). Factors affecting staff motivation in public libraries: a case of selected public libraries in Botswana. *Mousaion*, 34(1), 101-122.
- Manasseh N. I. (2015). Self-efficacy and work performance: A theoretical framework of Albert Bandura's Model, review of findings, implications and directions for future research. *Psychology and Behavioral Sciences*, 4(4), 170-173.
- Mensah, A. O., & Lebbaeus, A. (2013). The influence of employees' self-efficacy on their quality of work-life: The case of Cape Coast, Ghana. *International Journal of Business and Social Science*, 4(2), 16-30.
- Miao, C., Qian, S., & Ma, D. (2017). The relationship between entrepreneurial self-efficacy and firm performance: a meta-analysis of main and moderator effects. *Journal of Small Business Management*, 55(1), 87-107.
- Mohammed I., Mashi, M.S. & Salisu, I.M. (2017). Job attitude and employee performance: An empirical study of non - academic staff of Bauchi State University, Gadau Nigeria. *International Journal of Business and Management*, 1(1), 1-13.
- Ndulaka, C. M. (2018). *Libraries role information services for conflict Resolution*.  
<https://www.ijsre.com>.
- Nwofor, F. A. & Ilorah, H. C. (2015). Sustaining Nigeria's Democracy: Public Libraries as an Indispensable Instrument in Anambra State. *Library Philosophy and Practice (e-journal)*, 1222.  
<http://digitalcommons.unl.edu/libphilprac/1222>
- Ogbonna, I. S. (2018). The study of public library administration in Nigeria: issues/trends and
-

- challenges. In L. O. Aina & P. I. Mammam (Eds.), *Proceedings of conference of the directors and chairmen of state public library boards in Nigeria* (pp.7-29). Walecrown Ventures.
- Ogunrombi, S. A., & Elogie, T. A. (2015). *Staff motivation and productivity in John Harris Library*. University of Benin, Benin City, Nigeria.
- Olusadum, N. J., & Anulika, N. J. (2018). Impact of motivation on employee performance: a study of Alvan Ikoku federal college of education. *Journal of Management and Strategy*, 9(1), 53-65. <https://doi.org/10.5430/jms.v9n1p53>.
- Onwuka, E. O. (2016). History and types of libraries. In M. I. Anyaegbu (Ed.), *use of library and information literacy for higher education*. Potential Books.
- Opara, U. N. (2008). The public library in contemporary Nigeria: Challenges and the way forward. *IFLA Journal*, 34(4), 349-358.
- Organization for Economic Co-operation and Development. (2020). *TALIS - The OECD Teaching and Learning International Survey*. <http://www.oecd.org/education/talis/>
- Parvez, M. S., Rahaman, M. A., Fatema, K., & Mondal, D. R. (2019). Impact of social networking sites on the interpersonal relationship among teenager: a sociological analysis in the district of Bagerhat. *British Journal of Arts and Humanities*, 1(5), 14-27. <https://doi.org/10.34104/bjah.019.14027>
- Phan, H. P., Ngu, B. H., Shih, J. H., Lin, R. Y., Shi, S. Y., & Wang, H. W. (2020). Validating 'optimizing' concepts: the importance of personal resolve, effective functioning, and academic striving. *Educational Psychology*, 40(4), 448-472. <https://doi.org/10.1080/01443410.2019.1693507>
- Rafiei, N., & Davari, F., (2015). The role of human resources management on enhancing the teaching skills of faculty members. *Materiasocio-medica*, 27(1), 35-38. <https://doi.org/10.5455/msm.2014.27.35-38>
- Rafiola, R. H., Setyosari, P., Radjah, C. L., & Ramli, M. (2020). The effect of learning motivation, self-efficacy, and blended learning on students' achievement in the industrial revolution 4.0. *International Journal of Emerging Technologies in Learning (iJET)*, 15(8), 71-82. <https://doi.org/10.3991/ijet.v15i08.12525>
- Sanvaneviciute, A., & Stankeviciute, Z. (2011). Human resource management practices linkage with organizational commitment and job satisfaction. *Economics and Management*, 16, 921-928.
- Saracaloğlu, A. S., Karademir, Ç. A., Dinçer, B., & Dedeşali, N. C. (2017). Determining teaching styles, self-efficacy believes and job satisfaction of teachers. *Education Sciences*, 12(1), 58-85. [http://dx.doi.org/10.12739/NWSA.2017.12.1.1C\\_0669](http://dx.doi.org/10.12739/NWSA.2017.12.1.1C_0669)
- Silva, F. A., & Borsato, M. (2017). Organizational performance and indicators: Trends and opportunities. *Procedia Manufacturing*, 11, 1925-1932. <https://doi.org/10.1016/j.promfg.2017.07.336>.
- Soto, M., & Rojas, O. (2019). Self-efficacy and job satisfaction as antecedents of citizenship behaviour in private schools. *International Journal of Management in Education*, 13(1), 82-96. <https://doi.org/10.1504/IJMIE.2019.096472>.
- Stanley, A. S., Nory, D. M., Hopko, D. R., Beck, J. G., Averill, P. A., & Swann, A. C. (2002). Measures of self-efficacy and optimism in older adults with generalized anxiety. *Assessment*,
-

- 9(1), 70-81.
- Tella, A., & Ibinaiye, O. A. (2020). Correlates of staff motivation, satisfaction, and job performance of library staff in selected Nigerian University libraries. *International Information & Library Review*, 52(1), 32-49. <https://doi.org/10.1080/10572317.2019.1631691>
- Tella, A., Ayeni, C. O., & Popoola, S. O. (2007). Work motivation, job satisfaction, and organizational commitment of library personnel in academic and research libraries in Oyo State, Nigeria. *Library Philosophy and Practice (e-Journal)*, 118. <http://digitalcommons.unl.edu/libphilprac/118>
- Tumba, T., & Temboge, A., (2018). Staff development programmes and job satisfaction among library staff of higher institutions in Adamawa State, Nigeria. *Information Impact: Journal of Information and Knowledge Management*, 8(2), 58-67. <https://doi.org/10.4314/ijikm.v9i2.5>
- Türkoğlu, M. E., Cansoy, R., & Parlar, H. (2017). Examining relationship between teachers' self-efficacy and job satisfaction. *Universal Journal of Educational Research*, 5(5), 765-772.
- Ubagu, M. M., & Gbuushi, J. A. (2020). Perceived effect of motivation on the job performance of library personnel of universities in Benue State, Nigeria. *British Journal of Arts and Humanities*, 2(1), 14-23. <https://doi.org/10.34104/bjah.020014023>.
- Upev, M. T., Chorun, M. T., & Idachaba, J. A. (2015). The effects of motivation on staff productivity/performance at the Francis Suleman Idachaba Library, University of Agriculture, Makurdi-Nigeria. *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 5(2), 1-7. <http://www.iosrjournals.org/iosr-jrme/papers/Vol-5%20Issue-2/Version-3/A05230107.pdf>
- Wijayanti, T. K., & Nugrohoseno, D. (2014). The effect of autonomy support and self-efficacy on satisfaction through organizational commitment. *BISMA Journal of Business and Management*, 6(2), 77-88.
- Wilde, N., & Hsu, A. (2019). The influence of general self-efficacy on the interpretation of vicarious experience information within online learning. *International Journal of Educational Technology in Higher Education*, 16, 26. <http://doi.org/10.1186/s41239-019-0158-x>.
- Yan, Z., Brown, G. T. L., Lee, J. C. K., & Qiu, X.-L. (2019). Student self-assessment: Why do they do it? *Educational Psychology*, 40(4), 509-532. <https://doi.org/10.1080/01443410.2019.1672038>
- Yaya, J. A. (2017). Correlational analysis of motivation, emotional intelligence and human capital development on librarians' job satisfaction and productivity in public university libraries in Nigeria. *Library Philosophy and Practice (e-journal)*, 1543. <https://digitalcommons.unl.edu/libphilprac/1543>.
- Yokoyama, S. (2019). Academic self-efficacy and academic performance in online learning: a mini-review. *Frontiers in Psychology*, 9, 2794. <http://doi.org/10.3389/fpsyg.2018.02794>.
- Yusuf, S. (2015). Assessment of motivation strategies and work performance of paraprofessional staff in tertiary institution libraries in Kaduna State, Nigeria (Publication No. 77078529) [Doctoral thesis, Ahmadu Bello University]. DSpace.
- Zhang, X., Ardasheva, Y., Egbert, J., & Ullrich-French, S. C. (2019). Building assessments for self-efficacy in English public speaking in china. *The Asia-Pacific Education Researcher*, 28(5), 411-420. <https://doi.org/10.1007/s40299-019-00441-9>.
-

Zubairu, A. N., & Oyekale, J. O. (2021). Environment and self-efficacy as correlates of work performance of library personnel in private universities In South-West, Nigeria. *MBJLIS - Middlebelt Journal of Library and Information Science*, 19, 84-98.

[ About the authors ]

**Qudus Ajibola Bankole** is a revenue officer in Kwara State Internal Revenue Service, Ilorin, Nigeria. He holds a bachelor's degree in library and information science from the Kwara State University, Malete, Nigeria. and currently pursuing his Master's degree in the same discipline from the Department of Library and Information Science, University of Ilorin, Ilorin, Nigeria. He has published in reputable local and international journals.

**Mohammed Lawal Akanbi** is currently an associate professor in the Library and Information Science Department at the University of Ilorin, Ilorin, Nigeria. He has several publications in both local and international journals.

**Kabiru Gambari Sulaiman** is currently a Librarian II at Kwara State Library Board, Ilorin, Nigeria. He holds a Bachelor's degree in Library and Information Science and currently pursuing his Master's degree in the same discipline from the Department of Library and Information Science, University of Ilorin, Ilorin, Nigeria.

**Abdullahi Olayinka Isiaka** works as an Assistant Lecturer in the Department of Library and Information Science, Kwara State Polytechnic, Ilorin, Nigeria. He holds a Bachelor's degree in Library and Information Science and currently pursuing his Master's degree in the same discipline from the Department of Library and Information Science, University of Ilorin, Ilorin, Nigeria.

---