

CHAPTER ONE

INTRODUCTION

Background to the Study

The issue of good job performance in private and public institutions is well recognized among administrators. It is based on the recognition that, every administrator desires to use any available strategies or means to achieve a positive job performance in their organizations. In administrators desire to achieve positive job performance, university libraries administrators are not left, as a remarkable development on job performance among librarians in university libraries remains very crucial in all university libraries. This is because university libraries occupy a very important position in their parent institutions in accomplishing the aims and objectives of the institutions. As such, the libraries are fundamental to the entire higher education system as poor job performance in the libraries may spell doom to the achievement of the entire educational objectives of the parent institutions. It is an obvious fact that university libraries contributes to the success and achievements of the educational objectives of their parent institutions.

Not only achieving the educational objectives of the parent institutions, a good job performance in the university libraries also contributes immensely to the growth and development of the institutions. It also makes the university communities and the general reading public to have confidence in university

libraries. In turn, such confidences in the university libraries facilitate the effective utilization of the libraries. The only way for the libraries to achieve and retain such confidence is for the librarians to consistently maintain good job performance in their libraries. This is because job performance is a very significant factor that affects the viability of an organization, particularly university library. Conversely, inefficient job performance will not only set a negative trend but will lead to a collapse of the organization as it is associated with lower productivity, profitability and impairment of overall organizational effectiveness (Bevan, Okoyo & Ezejiolor for cited in Jayaweera (2015). As posited by Viswesvaran and Ones cited in Jayaweera (2015) job performance is the core construct of today's work place, and it is of great importance to all managers of industries and heads of libraries.

The words "job performance" conveys diverse thing to different authors, and perhaps that is why the concept is defined in different ways. Some prominent authors, McCloy, Campbell and Cudeck (2000) defined job performance as those behaviours or actions which are regarded as relevant to the goals of the organization in question. This definition sees job performance as behaviours or actions employees in organizations exhibit to achieve set goals. Inayatullah and Jehangier (2014) also defined job performance as something a single person does in organization to accomplish aims and objectives of the organization. Critically looking at these

definitions, there are differences in the definitions, but some common similarities such as behaviours, actions, goals, etc. exist in the definitions. In this study, job performance is defined as the activities that librarians does to achieve the objectives of the university library.

In spite of the differences that existed in the definitions, staff job performance has become increasingly significant in many organizations because the desire to achieve optimal level of productivity is central to the management of any institution. That is one of the reasons why management of organizations regards it paramount to all the activities in the organization (Ijah & Muogbo, 2013). To the government, employees' job performance plays a crucial role, because it reflects the entire government performance. In the public and private sector, there is a general belief that their employees will make more progress in their job performance if adequate tools such as self-efficacy and motivation are in place (Ijah and Muogbo, 2013). It is a belief among librarians that, good job performance requires a good measure of librarians' self-efficacy. This is because it has been empirically confirmed that individuals with good measure of self-efficacy are more productive (Bandura & Schunk, 2004). Meanwhile, there are diverse descriptions of self-efficacy from different scholars with different background or school of thought.

Nevertheless, according to a renowned author and the founder of Self-efficacy Theory, Bandura (2001) described self-efficacy as a belief that one is capable of performing in a certain manner to attain goals. In other words, self-efficacy is a person's belief about individuals' capabilities to produce desired levels of performance that exercise influence over events that affect individuals' lives. It is one of the personal factors, and as well a conviction that one can successfully execute the behaviour required to produce impressive outcome (Jeffrey, Glennie, Dalton Lennon & Bozick, 2010). This definition of self-efficacy, sees self-efficacy as a person's belief and as such every individual is capable of possessing a portion of self-efficacy.

The portion of self-efficacy individual possesses may propel or dissuade the individual to engage in any task. This is because the portion of self-efficacy can be either low or high. As those with high self-efficacy sees failure as challenge and are ready to repeat the task to achieve their goals, but those with low self-efficacy are always discourage with failure and, are not ready to repeat such task. Meanwhile, there are two types of self-efficacy, the general self-efficacy (GSE) and specific self-efficacy (SSE) that determines staff job performance. General self-efficacy is not limited to a specific task. According to Judge, Erez and Bono as cited in Iman (2007) general self-efficacy is an individuals' perception of their ability to perform across a variety of different situations. Thus general self-efficacy assesses a

broad and stable sense of personal competence to deal effectively with a variety of stressful situations and is an individual's perception of the ability to perform across a variety of different situations (Chen, Gully & Eden; Judge, Erez & Bono; Sherbaum, Cohen-Charash & Kern, as cited in Dullard, 2014).

On the other hand, specific self-efficacy examines an individual's perception of the ability to perform the actions specific to a situation (Dullard, 2014). Specific self-efficacy can be in the form of computer use self-efficacy, library use self-efficacy, driving self-efficacy, etc. According to Eden cited in Imam (2007), both GSE and SSE denote beliefs about one's ability to achieve desired outcome, but the constructs differ in scope. As such, general and specific self-efficacy share similar antecedent (e.g. actual experience, vicarious experience, verbal persuasion, psychological states (Bandura, 2001).

However, this study is interested in general self-efficacy that deals with varieties of situations or tasks. The importance of self-efficacy (general or specific) in any organization cannot be hidden because it plays vital roles in sustaining intention, conceptual alignment and predicts performance in the business world. Giving its importance among employees in the library setting, Lucas and Cooper (2006) attested that self-efficacy might play an important role in the development of librarians and their creativity. It has

been confirmed that librarians with high self-efficacy are likely to be more motivated to handle difficult tasks in the library (Mensah & Lebbaeus, 2013). Beside the influential role of self-efficacy on motivation, motivation is also proved to have an influential role on work performance (Senen, 2018).

This and other reasons perhaps have prompted motivation to be a widely discussed topic in the humanities and other allied disciplines. As a result of the wide discussion, diverse definitions have been given by various authorities in the disciplines (Pages, 2008; and Birgirisla, 2016). Page (2008) defined motivation as the process that accounts for an individual's intensity, direction and persistence of effort towards attaining a goal. Birgirisla (2016) also defined motivation as one's direction to behaviour or what causes a person to repeat behaviour and vice versa. As divergent as these definitions seen, some common features such as "direction" and "goal" can also be adduced. Motivation is regarded as an important tool in the hands of library administrators to propel librarians to action, in order to achieve the goals of the library. In describing the concept of motivation and its contribution to workers commitment to work, Stoner (2002) stated that motivation is a human psychological characteristic that contributes to a person's degree of commitment.

In their contribution, Onwuka and Anyikwa (2012) also posited that motivation is an energizing force within and outside the individual, which

makes the individual to perform best and achieve the standard of excellence. Meanwhile, motivation can be broken down into two types: the intrinsic and extrinsic (inside and outside). Ryan and Deci cited in Korb (2012) opined that, intrinsic motivation comes from within and is driven by interest or enjoyment. Intrinsically motivated behaviours are those behaviours that are based on interest, satisfaction or enjoyment in the activity. While, extrinsic motivation comes from outside factors. It comes in form of rewards, increase in salary, grades and good working conditions. Considering the two types of motivation, this study is interested in extrinsic motivation and its contribution to high job performance in the university libraries.

In the library setting, emphasis is placed on extrinsic motivation. This situation has given rise to diverse opinions about the concept of extrinsic motivation. In describing motivation, London (2009) posited that extrinsic motivation is all about doing something because it leads to a separable outcome. Extrinsic rewards are usually in finance. These are the tangible rewards that managers provide for their employees, such as bonuses, promotions, and benefits. They are called “extrinsic” because they are external to the work itself, and other people control their size and whether or not they are granted. Money, however, is not the only motivator that is considered extrinsic. Factors such as organization characteristics, type of work, job security, and advancement opportunities are also considered

extrinsic motivators (London, 2009). Extrinsic motivators take the focus off doing the task itself well and on to doing what is necessary to earn a prize. Some of these, such as promotions and other accolades can lead to an increase in intrinsic motivation, but the initial motivators themselves are extrinsic (Cooper & Jayatilaka, 2006).

Nevertheless, motivation either intrinsic or extrinsic is a very important factor in determining librarians' job performance in all types of libraries. Stoner (2002) attested that motivation is very significant in the consideration of the performance and output of employees in organizations. Stoner further stated that motivation is essential to organizational effectiveness and is a predictor for performance of employees. Motivation has been argued as indices for job performance in organizations including the university libraries. It is important in this 21st century for academic libraries administrators to understand that boosting librarian's job performance through self-efficacy and motivation is necessary in order to effectively maximize job performance to avert the consequences of poor performance such as under-utilization, lack of confidence and reduction of library' users in the academic libraries.

Statement of the Problem

There have been under-utilization of the university libraries and loss of interest among users in using the university libraries, as a result of poor

performance. Besides, it is a common belief among the University communities that librarians perform their duties with lethargy and under-performing thus making lecturers, students and the general public to lose confidence in many university libraries in Nigeria today.

In addition, the researcher also observed a constant reduction of number of users in Federal and State University Libraries in South-South Nigeria as a result of poor performance of librarians in the discharge of their statutory duties in academic libraries. This ugly trend has been a source of worry to library administrators and the various university managements in South-South Nigeria. Hence there is urgent need to search for possible factors that bring about the poor performance of librarians in the region. The researcher deemed it necessary to investigate whether self-efficacy and motivation attributed to the poor job performance of librarians in University Libraries in South-South Nigeria.

Purpose of the Study

The main purpose of this study is to find out the relationship between librarians' self-efficacy, motivation and their job performance in University Libraries in South-South Nigeria. In this regard, the study was designed specifically to determine:

1. the relationship between librarians' self-efficacy and their job performance in University Libraries in South-South Nigeria.

2. the relationship between librarians' motivation and their job performance in University Libraries South-South Nigeria.
3. the relationship among librarians' self-efficacy, motivation and their job performance in University Libraries South-South Nigeria.

Significance of the Study

The study examined librarians' self-efficacy and motivation as correlates of job performance in university libraries in South-South Nigeria. The findings of this study will be of immense benefit to Library administrators, policy makers in education, University management, researchers and librarianship scholars.

Consequently, the results of this study will provide library administrators the knowledge of librarians' self-efficacy, motivation and their job performance in their respective libraries. Armed with this knowledge, they will be able to take necessary steps to address issues related to staff self-efficacy and could motivate them to enhance their productivity.

The results of the study will provide reliable and current information that will equip policy makers in education with the requisite knowledge and understanding of the relationship between librarians' self-efficacy, motivation and their job performance in academic libraries. This will guide them to take the right course of action targeted at improving librarians' job performance by incorporating self-efficacy enhancing strategies and

motivational techniques during library policy formulation and implementation process.

The results of the study will help stakeholders such as University governing council and University management to have a clear understanding and knowledge of the attributes of librarians' self-efficacy and motivation on their job performance in the library. This will guide them to adopt strategies that will promote and sustain self-efficacy and motivation in improving job performance.

Similarly, the findings will enable to researchers and librarianship scholars to have knowledge on relationship between librarians' self-efficacy, motivation and job performance in university libraries. This will guide them to carry out research on related areas in improving job performance. The knowledge will also help them to use the findings as reference material when embarking on further researches aimed at improving job performance. It will also assist them to support discourse on librarians' self-efficacy, motivation and their job performance. Moreover, the knowledge will guide and provide insight for researchers and scholars, especially librarianship scholars to contribute meaningfully to existing body of literature aimed at improving job performance in the library setting. The knowledge will also enable researchers to know the area that gaps exist as well as where further investigation is needed.

Finally, the findings of this study are also of theoretical significance to library administrators, stakeholders, library and information science educators and researchers, in throwing new light on the relationship between librarians' self-efficacy, motivation and job performance. Also, apart from the research questions and hypotheses, the study put forward series of important issues that have general theoretical significance.

Scope of the Study

The study was delimited to librarians' self-efficacy and motivation as correlates of job performance in University Libraries in South-South Nigeria. The focus was on librarians' self-efficacy, motivation and job performance in Federal and State University Libraries in South – South Nigeria. The study covered all academic librarians in South-South, Nigeria.

Research Questions

The following research questions were developed to guide the study:

1. What is the relationship between librarians' self-efficacy and their job performance in University libraries in South-South Nigeria?
2. What is the relationship between librarians' motivation and their job performance in University libraries in South-South Nigeria?
3. What is the relationship among librarians' self-efficacy, motivation and their job in University libraries in South-South Nigeria?

Hypotheses

The following null hypotheses were formulated to guide the study:

HO₁. There is no significant relationship between librarians' self-efficacy and their job performance in University libraries in South-South Nigeria.

HO₂. There is no significant relationship between librarians' motivation and their job performance in University libraries in South-South Nigeria.

HO₃. There is no significant relationship between librarians' self-efficacy, motivation and their job performance in University libraries in South-South Nigeria.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The chapter reviewed literatures that are relevant to the study. The review is organized under the following subheadings:

Conceptual Framework

Self-efficacy

Motivation

Job Performance

Theoretical Framework

Expectancy Model propounded by Vroom, (1964)

Bandura's Self-efficacy Theory propounded by Bandura (1977)

Theoretical Studies

Self-efficacy

Motivation

Job Performance

Empirical Studies

Self-efficacy and Job Performance

Motivation and Job Performance

Self-efficacy, Motivation and Job Performance

Summary of Literature Review

Conceptual Framework

Self-efficacy

Self-efficacy refers to one's beliefs in his/her ability to master new skills and tasks, often in a specific academic domain (Nasiryan, Azar, Noruzy & Dalvand, 2011). In other words, self-efficacy is concerned with people beliefs in their capabilities to produce given attainments (Bandura, 2006). Self-efficacy can be defined broadly as individuals' confidence in their capability to achieve particular goals (Hsieh, Sullivan, & Guerra, 2007).

Self-efficacy is defined as one's belief in his/her capacity to perform a specific action successfully (Bandura, 2001). Zajacova, Lynch and Espenshade (2005) highlighted that self-efficacy is the judgement and convictions that individuals hold towards their capability to perform tasks. Operationally, self-efficacy refers to librarians' belief about themselves regarding their statutory tasks. From the above definitions, there is a clear indication that every individual possesses a portion of self-efficacy. This implies that individual can possess self-efficacy from birth and as well in the course of development in life. The similarity in these definitions is that self-efficacy is a belief and it determines how goals are achieved.

Motivation

The word motivation is derived from motive, which is an active form of a desire, craving or need, which must be satisfied .It is a common phenomenon often talked about by people in any given organization (Iwu, 2011). According to Page (2008) motivation is the process that accounts for an individual's intensity, direction and persistence of effort toward attaining a goal.

In trying to understand the concept and components of motivation, Tosi, Mero and Rizzo as cited in Kuranchie-Mensah and Amponsah-Tawiah (2016) stated that motivation has both psychological and managerial meaning. The psychological meaning of motivation refers to the internal mental state of a person that relates to the initiation, direction, persistence, intensity and termination of behaviour. The managerial meaning of motivation on the other hand deals with the activity of managers and leaders to induce others in order to produce results desired or outlined by the organization or by the manager which conforms to a relationship between motivation, ability and performance.

In describing motivation, Allan, Gadon and Willits as cited in Iwu (2011) corroborated the opinion of Kuranchie-Mensah and Amponsah-Tawiah (2016) and attested that motivation is an inner state of mind that causes a person to behave in a way that endures the accomplishment of stated

goals. For the authors, motivation is something which impels a person to act, a reason of behavior. The authors further stated that motivation is not manipulation of people but understanding of needs, wages which prompt people to do things.

In his opinion, Buberwa (2015) described motivation as situation of willingness of an employee to contribute high level of effort towards his/her work, conditioned by the capacity of the effort to satisfy the employee's personal needs as well as her/his personal environment. To Harder (2008) motivation is the inner drive that pushes individuals to act or perform.

Locke and Latham; and Pinder, cited in Mohammed and Abdullahi, (2011) posited that many scholars agreed that motivation is the psychological process that causes the arousal, direction, intensity and persistence of behavior. As a human psychology it contributes to a person's commitment and performance. Halepota (2005) also stated that motivation cause a person to be active in participation and commitment to achieve a prescribed results. Halepota further stated that the concept of motivation is an abstract construct because different strategies produce different results at different times and there is no single strategy that can produce guaranteed favorable results all the times. It can be observed from the above that motivation in general is more or less basically concerned with factors or events that moves, leads, and

drives certain human action or inaction over a given period of time in prevailing conditions.

According to Shah and Shah (2010) the word motivation means inspiring people to work, individually or in groups in such a way as to produce best results; it is the will to act. Shah and Shah further stated that motivation is a general term applied to the entire class of drives, desires, needs, wishes and similar forces. Shah and Shah noted that to say that managers motivate their subordinates, is to say that they do those things which they hope will satisfy these drives and desires and induce the subordinates to act in a desired manner. Shah and Shah further identified the following as requisites to motivation: we have to be motivated to motivate; motivation requires a goal; motivation once established, does not last if not repeated; motivation requires recognition; participation has motivating effect; seeing ourselves progressing motivates us; challenge only motivates if you can win; everybody has a motivational fuse i.e. everybody can be motivated and group belonging motivates

The above literature review shows that the concept of motivation is widely discussed among psychologist. Also there is close relationship between the definitions given by the various authors. Therefore, motivation for the purpose of this research work is operationally defined as those basic

needs, incentives and rewards that employers provide for their employees to obtain high job performance.

Job Performance

Job performance has become an area of study that has elicited wide discourse among researchers, managers of industries and librarians, perhaps due to its importance in the success of the organization or library. It is usually studied in industrial and organizational psychology, the branch of psychology that deals with the workplace and is also part of human resources management in the public sector. Performance is an important criterion for organizational outcomes and success (Campbell, 2014).

Job performance means different thing to different people. That may be the reason why Klang (2012) opined that, it may be fairly difficult to point out the central characteristics of job performance. This is because researchers seem not to agree in terms of the exact definition of job performance. Some researchers believe that job performance is a multi-factor construct. In such a construct, some factors can indicate how well individuals perform at their work tasks and how well they manage to master solving problem in specific work related situations.

Some individuals see job performance as actions or activities performed to increase production in organizations. Chockalingam and Deniz (2000) affirmed that job performance is scalable actions, behavior and outcomes that

employee engage in or bring about that are linked and contribute to organizational goals.

Furthermore, McCloy, Campbell and Cudeck (2001) also attested that performance cannot be the outcome itself, consequences or results of behaviours or actions but rather performance can be said to be the action itself. McCloy, Campbell and Cudeck argued that performance tends to be multidimensional, a situation whereby for any specific type of job, there tend to be a number of substantive performance components that can be distinguished in terms of their inter-correlations and patterns on co-variation with other variables.

The importance of assessment of individual job performance is probably reflected in the volume of literature devoted to it, and many leading researchers have written on the topic of individual job performance. Thus, individual job performance plays a central role in what we do as researchers and practitioners. Today, job performance in general is a critical factor for business or institutions success (Mahfuz, 2012).

Apart from the volumes of literature devoted to job performance, Meyer and Peng as cited in Ijah and Muogbo, (2013) noted that in the present global economic trend, most employers of labour have realized the fact that for their organizations to compete favourably, the performance of their employees goes a long way in determining the success of the organization. They further

stated that performance of employees in any organization is vital, not only for the growth of the organization, but also for the growth of individual employees.

In order to obtain and maintain maximum job performance Aidis, (2005) and Meyer and Peng, as cited in Ijah and Muogbo, (2013) suggested that performance on the job should be assessed at all levels of employment. The levels include: Personnel decision relating to promotion, job rotation and job enrichments. The authors further stated that these assessments are critical and essential to organization decision making. The assessment can uncover weaknesses or deficiencies in a specific job skill, knowledge or areas motivation is lacking and, once identified, the deficiencies may be remedied through additional training or the provision of the needed rewards.

According to Yuan and Wood (2010), the desire to attain a high level of job performance has increased the number of studies on the characteristics and the relationship between rewards and motivation on job performance in organizations. Majority of these studies are conducted towards the understanding of job performance characteristics and discovering of incentives that will improve job performance in the public and private institutions. Ming-Cheng and Yen-Ghun (2012) attested that the understanding of the effect of personal characteristics on organization performance will help management to explore ways to achieve good job

performance. If organizations primarily realized what kind of characteristics of the employee is essential in operation, they could use it as a screening term of recruitment.

According to these definitions, job performance is the branch of psychology that deals with the workplace. And also part of human resources management that deals with employees in organization. This present study adapted to the definition of Campbell (2000) which described job performance as an individual affair or something a single person does which relates to what individual do in academic libraries to include registration of users, cataloguing and classification, charging and discharging.

Theoretical Framework

This section of this study highlights the theories used in this study such as the Vroom Expectancy Model and Bandura's Self-efficacy Theory.

Vroom (1964) Expectancy Model

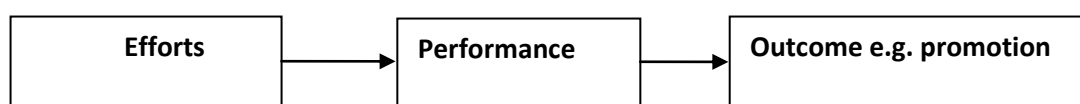


Figure 1: The expectancy model

Expectancy theory was propounded by Victor Vroom and published 1964 (Muogbo, 2013). The theory proposed that people are motivated on how much they want something and how likely they think they can get it. The theory stated that motivation leads to efforts and the efforts combined with

employees' ability (self-efficacy) together with environmental factors interplay to determine performance. This performance in turn leads to various outcomes, some of which has an association value called valence. The expectancy model states that people are motivated to work when they expect to achieve things they want from their job. These things might include satisfaction of safety needs, the excitement of doing a challenging task, or the ability to set and achieve difficult goals.

A basic premise of the expectancy model is that employees are rational people. They think about what they have to do to be rewarded and how much rewards mean to them before they perform their job. In general expectancy model holds that individuals have their own needs and ideas about what they desire from work (rewards). They act on these needs and ideas when making decisions about what organization to join and how hard to work (Hellriegel, Slocum and Woodman, 2000).

Also, the Model deals with the relationship between self-efficacy, motivation and job performance, and how those who are highly motivated can persevere in challenging tasks to obtain high job performance in an organization. The Model proposed that motivation leads to efforts and the efforts combined with employees' ability (self-efficacy) together with environmental factors interplay to determine job performance. Specifically,

Expectancy Model deals with the relationship between self-efficacy, motivation and job performance, which this present study also examined.

Bandura's Self-efficacy Theory (1977)

The theoretical framework employed for this study was Bandura's (1977) Self- Efficacy Theory. Self-efficacy theory was first proposed by Albert Bandura in 1977. The theory proposed that behaviour changes occur because a person's sense of personal competence or efficacy is altered. The theory also proposed that the belief that one is capable of performing certain behaviour or behaviours mediates psychological and behavioral change. All psychological changes brought about through various and diverse techniques occur through change in individuals' self-efficacy.

A person must believe him or herself capable of achieving the desired behavioural changes in order to be successful. This is the person's self-efficacy expectancy. In addition to self-efficacy expectancy, Bandura proposed that an individual's outcome expectancy, his/her belief that a certain behavior will lead to a specific outcome, is important for explanation and prediction of behaviour.

Self-efficacy theory has been proven to be useful in predicting behaviour in diverse areas, such as in phobic disorders, career development, cognitive achievement, depression, athletic performance, motivation, and global politics (Bandura, 2002). Self-efficacy theory posited that, efficacy

expectations are central determinants of behavior, however it has argued that expectancies concerning outcome may be more important, or that the two may combine linearly or multiplicatively to determine behavior (Bandura, 2002).

Bandura (2002) stated that efficacy beliefs influence how people feel, think, motivate themselves and behave. Self-efficacy aids individuals in succeeding at tasks. Although knowledge and skills are also required, Bandura stated that those requirements are not necessary to guarantee success. Two people may have similar educational backgrounds and skills, but one may not succeed at a similar task because of a difference in level of self-efficacy.

The theory proposed that individuals with high self-efficacy take on more challenging task and succeed in the task. While, those individuals with low self efficacy avoid challenging task/job. The theory also proposed that there exist some relationship and interaction between some variables such as self-efficacy, motivation, outcome expectation and job performance.

Self-efficacy theory determines relationship between variables (self-efficacy and job performance). Also, this present study is concerned with ascertaining the relationship between librarians' self-efficacy, motivation and their job performance. Therefore in applying expectancy model and self-efficacy theory, the present study hypothesized that librarians' self-efficacy

and motivation have relationship with their job performance in South-South Nigeria. In other words, the study presumes that there exist some kind of relationship between self-efficacy, motivation and job performance.

Theoretical Studies

Self-efficacy

As a University librarian, the knowledge of librarians and other supporting staff self-efficacy could be very useful in strategizing ways in improve their job performance in the academic library. There are two types of self-efficacy, the general and specific self-efficacy. General self-efficacy is an individual's perception of his or her ability to perform across a variety of situations. Task-specific self efficacy examines an individual's perception of his or her ability to perform the actions specific to a situation. Task specific efficacy beliefs may initially be low and increase as the person persists and masters the various new skills and behavior changes. If this were the case, it could be that the high sense of general self-efficacy is acting to mediate the relationship between initial behavior change efforts and the development of task-specific efficacy expectations (Dulland, 2014).

In arguing the sources of self-efficacy, Bandura (2001) opined that Individuals' self-efficacy is derived from four main sources: mastery experiences, vicarious experiences, social (verbal) percussion, and somatic an emotional states in judging ones capabilities (physiological arousal). The first

and most effective source is through mastery experiences or successes at tasks. Mastery experiences increase ones' self-efficacy, while failures may inhibit its development. The best mastery experiences take time and effort to accomplish. For people who are influenced by experience only, quick and easy successes may actually defeat them. If a more challenging task arises, it may cause the person to become frustrated and stressed, thereby decreasing his or her self-efficacy (Bandura, 2001).

The second source of increasing self-efficacy is through vicarious experiences provided by social models. Observing the successes of others similar to oneself contributes positively to self-efficacy. The opposite is also true. Observing the failures of others similar to oneself may decrease self-efficacy (Bandura, 2001).

The third source of heightening self-efficacy is through social percussion. Individual self-efficacy can be strengthening if told by others that they have what it takes to succeed. Self-efficacy can also be diminished if told by others they do not possess the skills for success. It is far easier for social percussion to decrease self-efficacy than increase it (Bandura, 2001).

The fourth source of sustaining self-efficacy is built through somatic and emotional states in judging one's capabilities. This is how people react to situations, whether physical or mental. Somatic indicators of personal efficacy are especially relevant in domains that involved physical

accomplishments, health functioning, and coping with stressors (Bandura, 2001).

In discussing self-efficacy and its relationship with tasks, Dabas and Pandey (2015) emphasized that self-efficacy is the extent or strength of one's belief in one's own ability to complete tasks. It can be seen as the ability to persist and a person's ability to succeed with a task. Self-efficacy directly relates to how long someone will stick to a work. Dabas and Pandey further stated that the level of self efficacy either high or low self-efficacy determines whether or not someone will choose to take on a challenging task or write it off as impossible.

According to Betz and Borgen (2000) low self-efficacy is thought to limit initial interest development by causing one to avoid experiences that would facilitate the development of new interest. A strong sense of competence facilitates cognitive processes and performance in a variety of settings, including quality of decision-making and achievement. People with high self-efficacies choose to perform more challenging tasks and are more creative (Bandura, 2000). High self-efficacy also allows people to select challenging settings, explore their environment or create new ones (Adeyinka & Ayeni, 2006).

Ming-Cheng and Yen-Chun (2012) proposed a persuasive discussion. It says high level of self-efficacy will raise the personal performance. Since

self-efficacy grows over time, employees could learn how to deal with the conflicts that happened in workplace. Mesah and Lebbaeus (2013) noted that people with greater self-efficacy are more likely to overcome unemployment. Mesah and Lebbaeus further attested that persons with high self-efficacy deal more effectively with difficulties such as unemployment and are more likely to attain valued outcomes through persistence, and thus derive intrinsic satisfaction from their jobs.

According to Bandura (2001) a person's level of self-efficacy can have dramatic impacts upon what they choose to do, how long they persist in the face of challenges or failures, how they react to praise and criticism, and expectancy of success or failure in future endeavours. In fact, perceived self-efficacy can affect everything from small decisions to major ones such as occupational interest and consideration of one's career path, perhaps causing one to follow a second-choice career track because of a lack of efficacy for success in the preferred path. This can have important ramifications not only in majors and courses one chooses, but also in levels of persistence in the chosen path. These effects of self-efficacy have been verified in stringent empirical tests that control the effects of actual ability, prior preparation and achievement, and level of interest (Bandura, 2000).

In the library setting, Quinn (2007) noted that the more strongly librarian believes that he or she is capable of achieving a particular end, the

more the librarian will be to achieve what he or she sets out to do. Quinn further stated that librarians that are high in self-efficacy possess strong convictions that they have ability to solve problems and thus are more likely to approach problematic situation rather than avoid them. Quinn also stated that high self-efficacy librarians make better use of their cognitive abilities by utilizing a task-diagnostic approach and works persistently to solve problem. According to Quinn (2007) those who possess low self-efficacy beliefs would be more inclined to decrease efforts, or give up all together. The same person with strong self-efficacy beliefs would be more likely to double his efforts in an attempt to overcome problem and, any failure encountered would be perceived as temporary setback rather than permanent defeat.

Without self-efficacy, individuals give up trying to accomplish their goals, making self-limiting decisions that foreclose opportunities even though individuals have the necessary skills to follow a path of action. With this evidence of the importance of self-efficacy in general, its role in sustaining intention, its conceptual alignment, and its predictive power on performance in the business world, it is important to conduct studies to determine the relationship between self-efficacy and employees job performance (Lucas & Cooper cited in Adeyinka & Ayeni, 2006). Similarly, Sanderson cited in Maropamabi (2014) noted that people who have a strong sense of self-efficacy for a given behaviour are likely to exert considerable effort to

perform the behaviour. That is if a person has a strong belief that she or he is capable to do something, she or he is most likely to work hard to achieve it despite the challenges.

There are several indications that self-efficacy is related to job performance. This is because a person's self-efficacy is a strong determinant of his effort, determination, strategizing as well as his performance (Heslin & Klehe cited in Akram & Ghazanfar, 2014). In the same vein, Garcia (2015) opined that self-efficacy has a direct effect on job performance. That is, the level of self-efficacy determine how an individual approaches a task, the motivation to engage in a task, the level of effort exerted toward a particular task, the level of persistence when facing a difficult challenge, and ultimately, work performance.

Self-efficacy has a universal influence on the choices that individuals make and the degree of difficulty of the goals that they set for themselves. Supervisors who wish to improve individual or collective work performance should engage in practices that enhance self-efficacy in their workforce. A first step would be to assess self-efficacy as part of the recruitment and evaluation process using validated instruments (Garcia, 2015). Bandura (2000) also attested to the relationship between self-efficacy when he opined that self-efficacy has a positive relationship with job performance, which is used as an indicator of capability.

Mensah and Lebbaeus (2013) also stated the relationship between self-efficacy and job performance, describing self efficacy as an individual's belief that he or she is capable of performing a task. The authors concluded in their study that self-efficacy influences job performance.

Motivation

The extent to which employees are motivated is very important to employers of labour. Therefore, the knowledge of motivation will be a key factor in determining the job performance of an employee. Motivation can be divided into two main types, namely the intrinsic and extrinsic motivation. Intrinsic motivation refers to engagement in behavior that is inherently satisfying or enjoyable. Intrinsic motivation is non instrumental in nature, that is, intrinsically motivated action is not contingent upon any outcome separable from the behavior itself. Rather, the means and end are more or less the same. For example, a child may play outdoors – running, skipping, jumping – for no other reason than because it is fun and innately satisfying (Toyin & Olowosoke, 2018).

Conversely, extrinsic motivation refers to performance of behavior that is fundamentally contingent upon the attainment of an outcome that is separable from the action itself. In other words, extrinsic motivation is instrumental in nature. It is performed in order to attain some other outcome. For instance, a teenager might wash dishes at home in order to receive an

allowance (Toyin & Olowosoke, 2018). Toyin and Olowosoke further stated that extrinsic motivation is multidimensional and varies from completely external (e.g., washing dishes to get an allowance) to completely internal (e.g., engaging in recycling because one perceives oneself to be an environmentally responsible citizen). Although intrinsic motivation is considered the most optimal form of motivation and is associated with various benefits – including enjoyment, persistence, and psychological well-being, extrinsic motivators are sometimes thought to be helpful to promote action for behaviors that are not intrinsically interesting (e.g., recycling, doing homework, obeying traffic laws (Deci & Ryan cited in Toyin & Olowosoke, 2018)).

Motivation, either intrinsic or extrinsic defer from one person to other. According to Inayatillah and Jehangier (2014) the motivational level of everyone is different just as perception and attitude of everyone is different. In emphasizing on motivation levels and its impact on workplace, Ganta (2014) stated that:

Motivation levels within the workplace have a direct impact on employee productivity. Workers who are motivated and excited about their jobs carry out their responsibilities to the best of their ability and production number increase as a result. Employee motivation has always been a central problem for leaders and managers. Unmotivated employees are likely to spend little or no effort in their jobs, avoid the workplace as much as possible, exit the organization if given the opportunity and produce low quality work. On the other hand, employees who feel motivated to work

are likely to be persistent, creative and productive, turning out high quality work that they willingly undertake. There has been a lot of research done on motivation by many scholars. Employers need to get to know their employees very well and use different tactics to motivate each of them based on their personal wants and needs (p. 221).

Ganta further stated that motivation results from the interaction of both conscious and unconscious factors such as the intensity of desire or need, incentive or reward value of the goal, and expectations of the individual and of his or her peers. These factors are the reasons adduced for one's behavioral patterns. For example, a student that spends extra time studying for a test because he or she wants a better grade in the class. Internal and external factors also contribute to stimulate desire and energy in people to be continually interested and committed to a job, role or subject, or to make an effort to attain a goal. Ganta further stated that most employees need motivation to feel good about their jobs and perform optimally. Some employees are money motivated while others find recognition and rewards personally motivating. Motivation levels within the workplace have a direct impact on employee productivity because workers who are motivated and excited about their jobs carry out their responsibilities to the best of their ability and as a result production increase (Ganta, 2014).

Also, Bowen and Redhakrishna cited in Seniwoliba and Nchorbono (2013) opined that motivated employees are needed in our rapidly changing

workplaces because motivated people help organization to survive and as well being productive. On the other hand, unmotivated employees are unproductive and this attitude will rub negatively on the organization and thereby causing its collapse. In this regard, managers need to understand what motivates employees within the context of the roles they play and, as well provide adequate motivation for their employees.

In his contribution, Adelabu (2005) viewed motivation level from teachers' perspective and stated that in Nigeria teacher's motivation is at its lowest ebb and teachers are also dissatisfied with their working environment and salary conditions. The reason behind the poor motivation of teachers is that they have lower salaries as compared to other professionals, besides poor work environment, no decision making authority, and also not giving them opportunity to develop their career.

In his research paper, Brain (2014) identified four factors that exist in every organization in order to determined the levels of motivation of staff, whether positive or negative. These factors include: leadership style, the reward system, the organization climate and the structure of the work. Brain further said, each of these ingredients can be changed in a positive way, usually when a new leader replaces a leader whose management style has not been channel towards bringing out the very best in each person. Brain

concluded that the level at which employees are motivated determine the level of employees job performance.

Concurring, Mullins (2005) reported that a major international study by Proud Foot Consulting revealed that, the most important reason for productivity loss was poor working morale. This includes absence of positive team spirit, low motivation, and poor sense of belonging, people feeling undervalued and poorly rewarded. It is in view of this Mullins opined that different types of reward practice may more closely complement different generic strategies and are significantly related to higher levels of perceived organizational performance.

Job Performance

In the library, job performance level may vary as it relates to librarians and libraries. Some librarians perform abysmally, while others live up to the billing. In every organization, it is the desire of every manager to obtain and maintain a high job performance to achieve its set goals and objectives. The primary objective of any organization or institution is to obtain high level of productivity which can only be achieved if the overall job performance of the entire staff is enhanced. Studies have shown that variables such as job motivation and satisfaction are germane to improving the degree of job performance of staff in any organization which in turn determines the level of productivity. An organization or institution usually consists of group of

people working together for the attainment of set objectives (Katamba & Abdulsalam, 2014).

Job performance, according to Johari and Yahya (2009) has become one of the significant indicators in managing organizational performance. Johari and Yahya said that a growing emphasis has been placed on employee's job performance as a source of competitive advantage to promote responsiveness in enhancing overall organizational effectiveness. In determining job performance, Shadare and Hammed (2009) proposed quantity and quality, speed and accuracy, creativity and innovation, risk taking and skills for future development as parameters to measure job performance in organizations.

Several authors have also reported various degree of relationship between motivation and job performance. For example Curvin (2004) reported that, motivation is directly proportional to productivity. He added that, unless employees are highly disciplined they will not be productive if they are not motivated. Curvin (2004) further stated that, there are various types of motivation such as recognition, socialization, incentive motivation, etc, and each one changes individual behaviour in its own different way. Curvin explained further that, no one type of motivation works for everyone and that, people's personalities vary and so accordingly does the type of motivation, that is most effective at inspiring their conduct.

However, several factors can lead to downside in employee performance. These include training and development opportunities, working conditions, worker-employer relationship, job security and organizations' policies and procedures for rewarding employees. Among the factors that affect employee performance, motivation that comes with rewards is of utmost importance (Kuranchie-Mensah & Amponsah-Tawiah, 2016). Without the belief that a person can accomplish a desired task, a person's motivation to act decreases (Bandura, 2000). Low efficacy decreases the effect of other factors that would normally motivate people (Blackburn, 2007).

In his investigation, Mullins (2004) observed that employees' aspirations and target do not always match with what their employers can provide. It has been suggested that proper motivation can significantly relate to the attitude of workers towards their jobs and hence affect the performance of such employees on the job. Besides, proper motivation of staff by employers leads to less absenteeism and turnover of workers,, greater satisfaction and commitment and ultimately higher productivity or performance in the work place.

Furthermore, Zakaria, Noordin, Hussin, Sawal and Zakaria cited in Imran, Arif, Cheema and Azeem (2014) study found a complex relationship between reward (motivation) practice and employee's job performance i.e.

not only the monetary rewards but employer's appraisal rewards are also needed for better employee job performance.

Concurring, Guest and Conway (2005) attested that managers who fail to motivate and improve the performance of people whom they manage are the root causes of motivational problems in public organizations in Ghana. In library setting, male and female librarians are employed to perform tasks to accomplish the set goals of the library. To effectively achieve or meet the target of the library, a host of University librarians have adopted strategies such as motivation and reward system to increase job performance among their staff. With the wide adoption of motivation and reward system in the libraries, several researchers and educators including librarians are of the opinion that positive relationship between motivation and job performance increase production (Deaner, Balish & Lombardo, 2016).

Armania-Kepuladze (2010) opined that the management of human resources are conscious of employees' motivation. In addition, one of the ways to increase the economic efficiency of staff job performance is to incorporate a new approach to motivation management. This is because there is significant relationship between motivation and job performance in the private and public institutions.

While discussing the relationship between self-efficacy, motivation and job performance of librarians, Garton & Robinson cited in Busch (2006)

noted that librarians who leave librarianship profession are less efficacious than those librarians who remain in the profession. Busch (2006) further attested that prior research shows that librarians leave their profession because of lack of motivation and low self-esteem. Those librarians who have high self-efficacy and satisfaction appear to remain in the profession and equally excel in the discharge of their duties. Busch suggested that having a clear understanding of librarians' self-efficacy, motivation and job performance would provide insight to the current position of librarians' self-efficacy and motivation as they affect their performance.

In supporting the relationship between self-efficacy and motivation, Bandura (2000) opined that there are three forms of cognitive motivators to include: causal attributions, outcome expectancies, and recognized goals. Bandura further stated that self-efficacy relates with each of the cognitive motivators. As regards to the causal attributions, Bandura stated that people who regard themselves as highly efficacious attribute their failures to insufficient effort, those who regard themselves as inefficacious attribute their failures to low ability. Self-efficacy is the main process in which causal attributions affect motivation, performance and reactions.

In their contribution, Maraghi, Mortazavi-Tabatabaei, Ahmady and Hosseini, (2016) attested that self-efficacy has powerful effect on motivation, choices, efforts and perseverance eventually leading to high performance.

Similarly, Husain (2014) argued that self-efficacy is an important determinant of student's motivation adding that self-efficacy, motivation and performance are significantly related.

Concurring, Bandura (2000) opined that there is a positive relationship between self-efficacy, motivation and job performance. Bandura further stated that evidence is relatively consistent in showing that efficacy beliefs contribute significantly to the level of motivation and performance. Self-efficacy and motivation not only predict the behavioural changes accompanying different environmental influences but also the differences in behaviour between individuals receiving the same environmental influence, and even variation within the same individual in the tasks performed and those shunned or attempted but failed.

From the literature review, most authors see the self-efficacy, motivation and job performance as triple concepts that are inter-related and intertwined. In all the studies reviewed, none of the concept is discussed in isolation to the others. Furthermore, very few of the studies were carried out in typical library setting. However, since there are carried out in institutions and business organizations the various authors' recommendations and suggested can be apply in library setting.

Empirical Studies

Self-efficacy and Job Performance

Senen (2018) study the influence of self-efficacy on satisfaction and work related performance in Bandung, Indonesia. The study was based on previous studies that show that there is an influence of self-efficacy on task performance. The research aims to know the influence of self-efficacy on satisfaction, work perception, and task performance. The population of the study is the Bandung employees. The total sample sizes of 69 employees were used. Purposive sampling technique was used to select the respondents. The study used questionnaire to elicited data from the respondents. Data analysis of this study is a partial least squares approach (PLS). The result shows that there is a significant positive effect of self-efficacy on satisfaction and employee's job perception that impact on the work-related performance. The results of this study recommend that the self-efficacy improves satisfaction and work perception.

This empirical study is related to the present study as both studies investigate relationship between self-efficacy and job performance. The two studies adopted questionnaire to collect data. However, the categories of respondents and geographical location used in the study are not similar.

Stajkovic and Luthans (2002) conducted research on self-efficacy and work-related performance. The study adopted correlational research design. This meta-analysis (114 studies, $k = 157$, $N = 21,616$) examined the relationship between self-efficacy and work-related performance. Results of the primary meta-analysis indicated a significant weighted average correlation between self-efficacy and work-related performance, $G (r_{\pm}) = .38$, and a significant within-group heterogeneity of individual correlations. To account for this variation, the authors conducted a 2-level theory-driven moderator analysis by partitioning the k sample of correlations first according to the level of task complexity (low, medium, and high), and then into 2 classes according to the type of study setting (simulated-lab vs. actual-field). New directions for future theory development and research were suggested, and practical implications of the findings were discussed.

This study is related to the present study as the two studies investigate self-efficacy and job performance and used the same research design (Correlational design). Nevertheless, the geographical location and research instrument are different.

Shehu, Fais and Husna (2012) carried a research on leadership self-efficacy and managerial job performance in Nigeria Commercial Banks. The objective of the study was to examine the relationship between leadership self-efficacy and managerial job performance in the Nigeria Commercial

Banks. The study adopted descriptive research method. Data was collected among the branch managers of the banks with questionnaire. A total of four hundred and thirteen responses were used for the analysis. SPSS software for window version 16 was used to conduct a factor analysis, reliability test and the correlation analysis. The result shows that leadership self-efficacy is related to managerial job performance.

This study is related to the present study being carried out as both investigate similar research problems in the same country. They both adopted questionnaire to collected data. Although, the research design and the categories of the respondents used in the study are different.

Khurshid, Qasmi, and Ashraf (2012) conducted a study to identify the relationship between teacher self-efficacy and their perceived job performance. The study used descriptive research method. A questionnaire was used to collect data. In the study, the measurement of teachers' self-efficacy Teacher Efficacy Scale consisted of 16-items modified by Hanif was used. For the measurement of teacher perceive job performance an indigenous scale TJPS developed by Hanif based on 25 items was used. Two samples (teachers and students) were drawn from the population. Sample of the secondary school teachers comprised 75 teachers from public sectors schools of Rawalpindi and Islamabad whereas sample of the students comprised randomly selected 225 male and females.

Results of the study revealed that there is a positive relationship between self-efficacy and job performance. The finding also shows differences in the teachers' self-efficacy due to demographic variations. The results of the study further revealed that female secondary school teachers have higher self-efficacy than male teachers. Teachers with more work experience and higher qualification have higher self-efficacy. As far as the teachers perceived job performance is concerned female students rate their teachers' performance more favorably than the male secondary students while students from higher income families underestimate the performance of their teachers.

This empirical study is related to the present study as both studies investigate relationship between self-efficacy and job performance and used the same research instrument (Questionnaire). Nevertheless, the research design and the categories of the respondents are different.

Goulao (2014) also conducted a study on the relationship between general self-efficacy and actual performance. The study adopted correlational research design. Data were collected from 63 students of both genders, with average age of 42 years old, selected from the first years of their undergraduate studies.

An adapted questionnaire was used to measure self-efficacy ($\alpha=.908$). The data was analyzed using descriptive and inferential statistics. The

Pearson correlation coefficient was used to see the relationship between self-efficacy and performance. The analysis of the data indicated that students' level of self-efficacy is high (average=45) and a positive relationship exists between self-efficacy and job performance ($r=0.286$, at 0.05 level).

This work is related to the present study as both dealt on relationship between self-efficacy and job performance using similar correlational design, method of data collection (questionnaire). Though, the work studies different group of respondents.

Also, Timothy, Christine, John, Brent and Bruce (2007) conducted a study on self-efficacy and work related performance. Correlational research design was adopted for the study. Questionnaire was used to elicited data from the respondents. The study estimated the unique contribution of self-efficacy to work-related performance controlling for personality (the Big 5 traits), intelligence or general mental ability, and job or task experience.

Results, based on a meta-analysis of the relevant literatures, revealed that overall, across all studies and moderator conditions, the contribution of self-efficacy relative to purportedly more distal variables is relatively small. Within moderator categories, there were several cases in which self-efficacy made unique contributions to work-related performance. For example, self-efficacy predicted performance in jobs or tasks of low complexity but not those of medium or high complexity, and self-efficacy predicted performance

for task but not job performance. Overall, results suggest that the predictive validity of self-efficacy is attenuated in the presence of individual differences, though this attenuation does depend on the context.

This empirical study is related to the present study as both investigate relationship between self-efficacy and job performance. They both adopted correlational research design and questionnaire method to collected data for the studies. However, the categories of the respondents and the geographical location used in the study are not similar.

Çetin and Aşkun (2018) investigated the effect of occupational self-efficacy on work performance through intrinsic work motivation. The main purpose of the current study is to investigate the role of occupational self-efficacy on work performance through intrinsic motivation by using a longitudinal analysis. The population comprised 76 employees from diverse organizations operating in an organized industrial region in Turkey. The respondents filled in a weekly questionnaire during ten consecutive weeks. The findings shows that the multilevel analyses revealed that occupational self-efficacy and intrinsic motivation have a significant influential role over work performance, and intrinsic motivation serve as a partial mediator in this relationship.

This empirical study is related to the present study as both investigate the relationship between self-efficacy, motivation and job performance. They both used questionnaire method to collect data. However, the design, categories of respondents and geographical location used in the study are not similar.

This empirical study is related to the present study as both investigate the relationship between self-efficacy, motivation and job performance. They both adopted correlational research design and used questionnaire method to collect data. However, the categories of respondents and geographical location used in the study are not similar.

Motivation and Job Performance

Mohammed and Abdullahi (2011) conducted a study on staff motivation, dissatisfaction and job performance in an academic setting. The study seeks to ascertain academic staff level of motivation, dissatisfaction and performance at work. The study employed a survey research method. Questionnaire was used to collect research data from academic staff of Ibrahim Badamasi Babangida University, Lapai, Nigeria. A total of 141 or 64% of the academic staff of the University were sampled out of a population of 219 academic staff. Descriptive statistical tools were used to measure the research variables.

The study reveals that academic staffs are very highly motivated at work and also highly contented with the working environment. The study further revealed that staff performance as it relates to teaching is very high while their performance in the areas of research and other publications is moderate. It is therefore recommended that Universities and other tertiary institutions should take the issue of academic staff motivation seriously for effective teaching and delivery of knowledge.

This empirical research work is related to the present study as both studies dealt on motivation and job performance, used the same research instrument to elicited data, same respondents (Academic staff) and carried out in the same country. Nevertheless, the study adopted different research design to guide the study.

Ekere (2012) specifically examined the impact of intrinsic motivation on librarians' job performance in University libraries in Nigeria. The study variable was the factors that motivate librarians. Survey research design was employed while the population of the study was about 685 librarians in the 25 and 36 Federal and State Universities respectively. A sample size of 458 (80%) librarians in the 15 Federal and 16 State Universities in Nigeria respectively were randomly sampled using proportionate stratified random sampling. A modified version of the Minnesota Satisfaction Questionnaire (MSQ) on five point Likert scale was adopted. Descriptive statistics was used

to provide answer to a research question, while Analysis of Variance (ANOVA) was used to test the hypothesis.

The result of the descriptive analysis showed that the intrinsic motivational factors (with mean scores) that existed in University libraries in Nigeria are work itself (3.35), achievement (4.13) and recognition (3.85). The conclusion from the above mean score is that librarians were highly motivated and contented with these factors.

This research study is related to the present study as both study motivation and job performance, used the same categories of respondents and research instrument (Questionnaire). However, the studies adopted different research design to investigate the variables in their studies.

Moreover, Katamba and Abdulsalam (2014) investigated motivation, job satisfaction and job performance of library personnel in government and privately-owned Universities in North-Central, Nigeria. Survey research method was employed. The study covered six states, namely Benue, Kogi, Kwara, Nasarawa, Niger, Plateau States and Federal Capital Territory (FCT) Abuja. Survey method tested the relationships among variables thereby making generalizations about the library phenomenon. The target population for the study consisted of librarians and library officers in fully-operational Universities in North-Central Nigeria.

The entire population of librarians and library officers were adopted. Two sets of modified instruments: Motivational Factors Job Satisfaction Questionnaire (MFJSQ) and Job Performance Questionnaire (JPQ) were used for data collection. Descriptive statistics was used to analyze the responses from the respondents. Above all, descriptive statistics of mean and standard deviation was used to answer the three research questions on the levels of motivation, job satisfaction and job performance of library personnel.

The findings show moderate relationship between motivation and job performance while there was high level of job performance of library personnel. The study recommended that the management of Universities in the North-Central Nigeria should take note of the following areas: adequate job design, description and employees' participation in decision making/leadership training, recognition and in-service training programme for library personnel. Other recommendation include: encouragement for library personnel to enhance job commitment and to be more predispose to critical thinking in order to be able to solve library related problems.

This empirical study is also related to the present study as both studies dealt with motivation and job performance, used the same categories of respondents and research instrument (Questionnaire) for their studies. Although, the study was carried out in Nigeria, it was done in different

geographical locations. The study also adopted different research design to guide the study.

In addition, Katamba and Ibrahim (2013) investigated staff development as a motivating factor in job performance among personnel in branch libraries, University of Maiduguri. The study is aimed at determining the relationship between staff development programmes and job performance. It was a survey research method involving 47 (professional, paraprofessional and non-professional) staff in 15 branch libraries. The entire population of 47 staff was adopted for the study and so there was no sampling.

Questionnaire was the only research instrument used in data collection and it was divided into six sections (Demographic variables of respondents, formal education, seminars/conferences, workshop attendance, and job performance). The instrument also comprises 15 items within the six sections. The 47 copies of questionnaire were administered and retrieved by the researchers. Data were analyzed by descriptive and inferential statistics. Descriptive statistics was used to analyze demographic variables of respondents. While inferential statistic of Pearson Product Moment Correlation (PPMC) was used to test the four formulated hypotheses, while Multiple Regression Analysis was used to test one (1) null hypothesis on the

joint relationships between staff development programme and job performance at 0.05 level of significance.

Response rate showed that out of the forty seven (47) copies of questionnaire administered, 34 (72%) copies were returned and found usable. Majority of the respondents were males while professional staff were the majority of respondents. Hypotheses tested revealed that formal education does not enhance job performance of staff. On the other hand Seminars/conferences and workshop attendance enhances job performance of staff. As the staff development programmes collectively increases, the job performance of staff tends to be higher.

The study showed that there was indiscipline on the part of staff and that there was no enforcement of stringent measures to enforce discipline by the management despite opportunities for formal education in the University. The increase in opportunities for the various staff development programmes increased higher job performance on the part of staff in branch libraries. Among the recommendations include strict enforcement of discipline on staff and creating opportunities for staff development by the University management.

This empirical study is related to the present study as both studies investigate motivation and job performance, the same categories of respondents and research instrument (Questionnaire) for their studies. The

study was which carried out in Nigeria in different geographical locations adopted different research design (Survey research design) to guide it.

Ufuophu-Biri and Iwu (2014) investigated job motivation, job performance and gender relations in the broadcast sector in Nigeria. The study used descriptive research design method. Within management scholarship, a common link has been established between motivation and job performance and is based on the argument that high job motivations will likely lead to high job performance. Again, studies have shown that gender seems to play a significant role in employees' job motivation and job performance in some professions, especially in developing countries.

Therefore, determining if gender has any relationship to motivation and job performance in the broadcast sector in Delta State of Nigeria could lead to improvements in the workplace that will help broadcast staff to give them job satisfaction. Data for this study was collected with the help of a questionnaire, which contained closed-ended, open-ended and Likert scaled questions. The sample of 600 respondents was selected through a multi-stage sampling procedure. The study found no significant correlation between gender and job motivation and job performance respectively.

Buberwa (2015) investigated the role of motivation on academic staff performance in Tanzania public Universities: underpinning intrinsic and extrinsic facets. The case study design was employed in which Moshi

University College of Co-operative and Business Studies (MUCCBS) now known as Moshi Cooperative University (MoCU) was cased. Questionnaire was used to collect data for the study. The data on perceptions and contribution of motivational aspects of academic staff performance was analyzed using Statistical Package for Social Science (SPSS).

The study revealed that both intrinsic and extrinsic aspects of motivation play crucial and undeniable roles in boosting academic staff performance. Aspects like salary, allowances, good working conditions, recognition and career advancement emerged as factors during the course of research and all academic staff sampled concurred to their positive role in enhancing high performance. Hence, the provision of conducive intrinsic and extrinsic aspects of motivation will inevitably influence positively the performance of employees. Nonetheless, the study disclosed that deductions on employees' salary are numerous and cause many to be de-motivated to perform highly. Hence, it is recommended that the government should reduce the P.A.Y.E that affects the salary and dwindles academic staff performance.

This study is related to the present study as both investigate motivation and job performance used the similar research instrument (Questionnaire). Although, the researches design, geographical location and the categories of respondents are different.

In addition, Inayatulla and Jehangier (2014) conducted a research on teacher's job performance and the role of motivation. The objective of this study was to examine the effect of motivation on job performance in public and private schools of Peshawar city in the Province of Khyber Pakhtunkhwa. A correlational research design was adopted for the study. A structured questionnaire was used to elicit data from the respondent. The collected data was analyzed through SPSS software.

The findings of the study revealed that there is a significant relationship between teacher's motivation and their job performance. This empirical study is related to the present study as both investigate relationship between motivation and job performance in Nigeria. They both adopted questionnaire to collect data. However, the research design and the categories of the respondents used in the study are different.

Ijah and Muogbo (2013) investigated the relationship of extrinsic and intrinsic motivation on employees' performance of selected manufacturing firms in Anambra State. 63 respondents selected from 21 manufacturing firms across the three senatorial zones of Anambra State were sampled (3 from each firm). The populations of the study were 100 workers of selected manufacturing firms in Anambra State. The study used descriptive statistics (frequencies, mean, and percentages) to answer the research questions posed for the study. Pearson Product Moment Correlation Coefficient was used to

test the three hypotheses formulated to guide the study while, questionnaire was used to collect data for the study.

The result obtained from the analysis showed that relationship existed between extrinsic motivation and the performance of employees while there was no relationship between intrinsic motivation and employees' performance. The study reveals that extrinsic motivation given to workers in an organization plays a significant role on the workers job performance and this is in line with equity theory which emphasizes that fairness in the remuneration package tends to produce higher performance from workers.

Hence, the researchers recommended that all firms should adopt extrinsic rewards in their various firms in order to boost productivity. Based on these findings, employers are continually challenged to develop pay policies and procedures that will enable them to attract, motivate, retain and satisfy their employees. Therefore, the researchers suggested that more research should be conducted on the relationship and influence of rewards on workers performance using many private and public organizations which will be a handy tool in providing solutions to individual conflict resulting from poor reward system.

This empirical study is related to the present study as both investigate relationship between motivation and job performance in the same country.

They both adopted questionnaire to collect data. However, the research design and the categories of the respondents used in the study are different.

Also, Ibrahim and Brobbey (2015) investigated the relationship of motivation and employee performance. The study specifically sought to examine the impact of employee motivation on organizational performance in the financial sector in Ghana. Descriptive survey method was adopted for the study while, data for the study was obtained from staff of four sampled financial institutions in Ghana. A sample size of 80 respondents was used for the study. This sample was selected through the simple random sampling technique.

Findings from the study suggest that leadership opportunities, recognition and employee appraisal, meeting employee expectations and socialization are the key factors that motivate employees and boost their productivity. The findings further revealed that managerial standards, motivation, commitment, employee evaluations, positive work environment, technology, lack of incentives, comfort level and poor management are factors that affect employees' performance. The study further shows the impact of motivation on organizational performance as improving employees' level of efficiency, helping employees to meet their personal goals, employee satisfaction, and helping employees bond with the organization.

This empirical study is related to the present study as both investigate relationship between motivation and employees' job performance. They both adopted questionnaire to collect data. Nevertheless, the research design and the categories of the respondents used in the study are not similar and the study was carried out in different countries.

In addition, Kuranchie-Mensah and Amponsah-Tawiah (2015) conducted a study on employee motivation and work performance. The paper empirically compares employee motivation and its impact on performance in Ghanaian mining companies and in measuring performance, the job satisfaction model is used. The study employed exploratory research design in gathering data from four large-scale Gold mining companies in Ghana with regards to their policies and structures in the effectiveness of motivational tools and strategies used by these companies.

The study observed that, due to the risk factors associated with the mining industry, management has to ensure that employees are well motivated to curb the rate at which employees embark on industrial unrest which affect performance, and employees are to comply with health and safety rules because the industry contribute hugely to the gross domestic product (GDP) of the country. However, the study faced limitation due to the researcher's inability to contact other mining companies.

The study suggests possibilities for future research including contacting other mining companies, expanding the sample size, managers ensuring that the safety and health needs of staff are addressed particularly those exposed to toxic and harmful chemicals.

This empirical study is related to the present study as both studies investigate the relationship between motivation and employees' job performance and both adopted questionnaire to collect data. However, the research design and the categories of the respondents used in the study are different. The studies are carried out in different countries.

Shahzadi, Javed, Pirzada, Nasreen and Khanam (2014) also lent their voice by investigating the relationship of employee motivation on employee performance. The main purpose of the study is to find out the factors that influence employee motivation in Pakistan and as well to find out the extent to which motivation affects the employee performance. The study adopted correlational research. Data was collected from 160 teachers of government and private schools by using self-administered questionnaire. Regression analysis was applied to find the effect of employee motivation on employee's performance involving four variables employee motivation, employee performance, intrinsic rewards and employee perceived training effectiveness.

The results of this study show that significant and positive relationship exists between employee motivation and employee performance. It also concluded that an intrinsic reward has a significant positive relationship with employee performance and employee motivation. The study concludes that employee perceived training effectiveness has a negative relationship with motivation. It is also proven from the responses that, the employees were provided with the training courses but this training was not implemented in their routine teaching as they considered it ineffective. The employees were not satisfied with the training provided to them and this affected their motivation to teach.

This empirical study is related to the present study as both investigate relationship between motivation and job performance. They both adopted correlational research design and used questionnaire to collected data. However, the categories of the respondents used in the studies are different. Also the studies are carried out in different countries.

Lampsey, Boateng and Antwi (2013) also investigated motivation and performance of librarians in public Universities in Ghana. The study examined the views, level of satisfaction, motivation of librarians and the effects of motivation on job performance coupled with efforts the public University managements are making to motivate librarians. The study adopted survey design method. Questionnaire were designed and distributed

to seventy-two targeted librarians in six public Universities in Ghana, out of this, sixty returned the duly completed questionnaire. The questionnaire sought to identify intrinsic and extrinsic factors which motivate librarians and how it affects their performance.

The study revealed that the motivational level of librarians in public Universities in Ghana is high and that the motivational level affects majority of librarians positively. The public University managements have made some efforts to motivate librarians but they need to do more to improve the current situation. The study concludes with some recommendations on how to improve motivational systems in place in public University libraries. The discussion in the paper provides some insights into intrinsic and extrinsic factors that motivate librarians in public Universities in Ghana. The paper will therefore be of great value to managers in the public University libraries in Ghana and other developing countries in spurring motivated staff for greater productivity.

This empirical study is related to the present study as both investigate relationship between motivation and job performance in the same categories of respondents. They both adopted questionnaire method to collect data. However, the research design and geographical location used in the study are not similar.

Halim and Sefer (2013) investigated the measurement of employees' performance. The purpose of this research is to measure the performance of the employees who work in the service facilities. The study adopted survey method. Population size of 500 was used. Statistical analyses techniques were used. Salary, employee relationship, job satisfaction, promotion and title haven't impact on employee performance. It has determined that institutional belonging and motivation have an impact on employee performance.

According to this, one unit change in institutional belonging and motivation gives rise to 0.556 unit rise in employee performance. Budget hasn't impact a statistically on employee performance. Administration has a statistically impact on employee performance. On the one hand, one unit change in administrative view gives rise to 0.140 unit rise in employee performance. Physical working environment has an impact on employee performance. On the other hand, one unit change in physical working environment gives rise to 0.158 unit fall in employee performance.

This study is limited to one state bank under investigation; therefore further research needs to be extended to other private and state banks. Executives could use the results of the research to resolve practical dilemmas by giving priority to the areas of measuring performance of the employees who work in the service facilities. While the paper shows salary, employee

relationship, job satisfaction, promotion and title haven't impact on employee performance but institutional belonging and motivation have an impact on employee performance

This empirical study is related to the present study as both investigate relationship between motivation and job performance. However, the research design, respondents and geographical location used in the study are not similar.

Delgado, Mae and Yap (2018) investigated the level of work motivation and its relationship to job performance of non-academic staff at Capiz system. The primarily objectives of this study was to determine the level of work motivation and its relationship to job performance of non-academic staff of CapSU State University. The study was conducted at CapSU State University during academic year 2017-2018. Data were analyzed using both descriptive statistics and inferential statistics.

Results were interpreted at 5 percent alpha level of significance. The findings revealed that all the non-academic staff of CapSU have high level of work motivation. Overall, all the non-academic staff of CapSU have very good performance in their job. There is significant relationship between level of work motivation and job performance ($r=0.548$, $p=0.000$).

This empirical study is related to the present study as both investigate relationship between motivation and job performance. However, the study used the different categories of respondents.

Nurun, Monirul, Tanvir and Abdullah (2017) investigated the impact of motivation on employee performances. The study is a self-conducted research on how motivational tools impact the performance of employee for betterment. The study also focused on de-motivation factors affecting employee performance negatively. A sample of individuals was selected and was interviewed with a self-administrated questionnaire to obtain primary data.

The data was analyzed using descriptive statistical analysis methods. The results obtained indicate that if employees are positively motivated, it improves both their effectiveness and efficiency drastically for achieving organizational goals.

Katamba, Akor and Opaleke (2016) investigated the influence of motivation and job satisfaction on the performance of staff in university libraries in north central geo-political zone of Nigeria. The main objective of the study was to investigate two forms of relationships, relationship between motivation and performance as well as relationship between job satisfaction and job performance in university libraries in North central

geo-political zone of Nigeria. Two null hypotheses were tested. The study was based on the two factor theory of motivation.

Survey research was used while the subjects of the study consisted of all the professional and paraprofessional staff in fully operational university libraries in the geopolitical zone. Four point likert scale questionnaire tagged: Motivation Job Satisfaction, Job Performance questionnaire (MFJSJPQ) was designed and used in data collection. Pearson product moment correlation was used to test the null hypotheses at 0.05 level of significance.

It was discovered that there was no significant relationship between motivation and job performance and there was no significant relationship between job satisfaction and job performance among professional and paraprofessional staff in university libraries in the North Central, Nigeria. The study proffer practical recommendations that the management of university libraries in the North central Nigeria should adequately motivate library personnel by way of annual award, regular payment of salaries, promotion and staff development, communication and adaptation of democratic leadership style

This empirical study is related to the present study as both investigate relationship between motivation and job performance. They both adopted

correlational research design and used questionnaire method to collect data. The study used the same categories of respondents.

Mohammad, Subramaniam and Abubaker (2013) studied the relationship between motivational factors and job performance of employees in Malaysian service industry. The aim of this study was to have better understanding on factors of employee motivation and their association with job performance in Malaysian servicing organizations. A correlation research design was used in this study. The research instrument was a structured questionnaire. A convenience sampling technique was used to select the respondents for this study. A total of 130 employees of service organizations constituted the sample. The results showed that among the motivational factors, two variables were found to be significant predictors of job performance. Training contributed 40.4% to job performance while promotion contributed an additional 3%. An interesting finding of the research is that intrinsic motivational factors are considered more important compared to extrinsic motivational factors such as payment, job security, and friendly environment. Freedom as intrinsic variable however was not found to be significantly related to job performance.

This empirical study is related to the present study as both investigate relationship between motivation and job performance. They both adopted correlational research design and used questionnaire method to collect data.

However, the categories of respondents and geographical location used in the study are not similar.

Kalhor, Ashique and Sameena (2017) investigated collective impact of intrinsic and extrinsic motivation on organizational commitment and work performance of bank officers in Pakistan. About 500 closed-ended questionnaires were distributed among the six targeted private commercial banks 250 returned and 223 were usable. Structural equation modeling using Smart PLS was employed to test conceptualized relationships.

Findings reveal extrinsic and intrinsic motivations are positively and significantly and positively associated with employees' performance. Findings also suggest that extrinsic and intrinsic motivation shows positive linkage with organization commitment. It also reveals that private commercial banks should consider their employees as valuable asset in order to increase the organizational performance.

This empirical study is related to the present study as both investigate relationship between motivation and job performance and used questionnaire. However, the categories of respondents and geographical location used in the study are not similar.

Self-efficacy, Motivation and Job performance

Mohammed and Shahabuddin (2007) carried out a study on self-efficacy, motivation and their relationship to academic performance of Bangladesh College Students. The study was designed to examine how self-efficacy, motivation and academic performance interplay among students enrolled in an introductory marketing course in a private University of Bangladesh. Correlational research method was used for the study while, data was collected through self-administered questionnaire from the students.

Empirical results reveal that there are statistically positive correlations between self-efficacy and performance ($r = .289$), self-efficacy and intrinsic motivation ($r = .490$), self-efficacy and extrinsic motivation ($.297$), intrinsic motivation and performance ($.327$), and extrinsic motivation and performance ($.251$). Consistent with their expectations, students high in self-efficacy and motivation performed better than those with low self-efficacy and motivation. Implications and recommendations for further studies based on findings were discussed.

This empirical study is related to the present study as both investigate relationship between self-efficacy, motivation and job performance. They both adopted correlational research design and used questionnaire method to collect data. However, the categories of respondents and geographical location used in the study are not similar.

Moreover, Cherian and Jacob (2013) conducted a study that analyzed the individual research findings which pertained to the relationship between self-efficacy, employee motivation and work related performance of the employees. From the results of the study, it was observed that self-efficacy theory can be applied to work related performance in terms of motivating different employee related facets as well as organization pursuits. In this study, the researcher attempted to assess the influence of self-efficacy on the performance of individuals at workplace and the mechanism by which self-efficacy of an individual determines his/her work related performance and motivation. Thus, it became necessary to identify the practical implications of the outcomes related to improving employee self-efficacy in order to motivate them and improve their performance.

This empirical study is related to the present study as both investigate relationship between self-efficacy, motivation and job performance. However the categories of respondents and geographical location used in the study are not similar.

Summary of Reviewed Literature

The reviewed literature centred on conceptual framework, theories and model, theoretical and empirical studies on self-efficacy and motivation as correlates to job performance. Specifically, the study reviewed the concept of self-efficacy, motivation and job performance. The review shows that self-

efficacy was defined as individuals' perceived capabilities to attain designated types of performances and to achieve specific results. Also, motivation was defined as those basic needs, incentives and rewards that employers provide for their employees to obtain high job performance. And job performance was also defined as something a single person does. Vroom's Model of Expectancy and Bandura's Theory of Self-efficacy were reviewed to discover their relevance to the study while, both the model and theory indicated correlation between self-efficacy and motivation on job performance.

The study also reviewed theoretical and empirical studies on self-efficacy levels, motivation and job performance to identify low and high self-efficacy, motivation and job performance levels and their positive and negative impacts on job performance in organization. In addition, the study reviewed studies on relationship between self-efficacy and job performance, motivation and job performance to discover various degree of relationship.

The study reviewed theoretical and empirical studies on relationship between self-efficacy, motivation and job performance. The review also shows both positive and negative relationship between self-efficacy, motivation and job performance of employees in different organizations.

Moreover, the review reveals that self-efficacy, motivation and employees job performance are areas of lively discussion among librarians,

the academia, employers of labour and managers. In addition, the literature review shows that majority of the related studies are conducted on self-efficacy theory, self-efficacy and students' achievement, teacher self-efficacy and job satisfaction.

Specifically, in Nigeria, the researcher does not have knowledge of studies that are related to librarians' self-efficacy and motivation as correlates of their job performance. Hence, there is knowledge gap on self-efficacy and motivation as correlates of librarians' job performance in South-South Nigeria University libraries. The concern of this study is therefore to fill this gap and add to the existing knowledge in the area.

CHAPTER THREE

METHOD

This chapter describes the method and procedure that was adopted for the study under the following headings: Research design, Area of the study, Population of the study, Sample and sampling technique, Instrument for data collection, Validation of the instrument, Reliability of the instrument, Method of data collection and Method of data analysis.

Research Design

The study adopted the correlational research design. The purpose of correlational research design is to determine relationship between variables (Gall, Gall & Borg, 2003). Correlational procedures show the extent to which change in one variable is associated with change in another (Ary, Jacobs & Razaviah, 2002). Correlation design is suitable for this study because it enabled the researcher to determine the nature of relationship among the three variables (self-efficacy, motivation and job performance).

Area of the Study

The area of study is South-South Nigeria. The area consists of six states (Akwa Ibom State, Bayelsa State, Delta State, Edo State, Cross Rivers State and Rivers State). The area is situated in the coastal part of Nigeria and shares common boundaries with the South East, South West, North Central and Cameroon. It is politically designated South-South Nigeria, occupies a

land mass of 84,487km with a population of 20,357,337 (NPC, 2009) and majority of the population live in the rural areas in the various states. The area is located within the tropical zone with dominant vegetation of green foliage of tree belt and the zone is known for heavy rainfall and the major occupation include agriculture, trading, and the extraction of raw materials, such as limestone, gold and oil. In addition to these occupations, a number of the population works in the public and private institutions. The main ethnic groups in these areas are the Efiks, Ibibios, Calabars, Urhobos, Ijaws, Edos and Esans.

There is Federal and State government's presence in terms of infrastructure growth and other amenities including; airports, seaports, refineries and teaching hospitals. In addition to the aforementioned infrastructural presence, the study area also has some important educational institutions that cater for the educational needs of the area. However, this study is more concerned with the tertiary level of education in the area. Specifically, there were six Federal and six State Universities at the time of this study.

Furthermore, all the Universities in the South-South Nigeria have functional library systems which are equipped with relative adequate books, journals, reference materials, etc for both the academic and non-academic staff, students and researchers. Thus, these libraries provide adequate tools

for the researcher to carry out studies on self-efficacy and motivation as correlates to librarians' job performance.

Population of the Study

The population of this study was on all the Librarians employed in the twelve (12) University libraries in the South-South Nigeria. According to the University librarians' records (2016), there are 170 Librarians permanently employed in the University libraries. The total population of the study is therefore 170 librarians. The details of the population of the staff in the University libraries are presented in appendix A in page 111.

Sample and Sampling Technique

The study used the entire population of 170 librarians drawn from the twelve University libraries in South-South, Nigeria. Ormrod as cited in Chipeta (2008) opined that for small population, there is little or no point in sampling. The researcher had to survey the entire population. Israel (2003) said using the entire population eliminates sampling error and provides data on individuals in the population. Hence, no sampling was done.

Instrument for Data Collection

The study used questionnaire to elicit data from the respondents. Three questionnaires entitled "Librarians' Self-efficacy Questionnaire" (LSQ), "Librarians' Motivation Questionnaire" (LMQ) and "Librarians' Job Performance Questionnaire" (LJPQ) respectively were used to collect data.

The self-efficacy scale was adopted from Sheker et.al (1982) self-efficacy scale. A total of 30 items were used to measure the respondents' self-efficacy. The response format ranged from AS= Agree strongly 5, AM= Agree moderately 4, N= Neither agree nor disagree 3, DM= Disagree moderately 2 to DS= Disagree strongly 1.

The motivation scale was adapted from Halim and Sefer (2013) motivation scale and modified by the researcher. A total of 19 items were used to measure the motivation of the respondents. The response format ranged from Strongly Agree (SA) = 4, Neutral 3, Disagree 2 to Strongly Disagree (SD) = 1.

The job performance scale was adopted from Williams and Anderson (1991) and Halim and Sefer (2013) task performance scales. A total of 19 items were used to measure the job performance of the respondents. The response format ranged from Strongly Agree (SA) = 5 to Strongly Disagree (SD) = 1. The samples of the questionnaires are presented in appendix B, C and D in pages 112, 115 and 117.

Validation of the Instrument

The face and content of the instruments were validated by experts in Faculty of Education. This was done by given the instruments with the purpose of the study and the research questions to three experts in the Departments of Library and Information Science, Measurement and

Evaluation Unit of Department of Educational Foundations and Educational Management and policy in Faculty of Education, Nnamdi Azikiwe University, Awka. The experts were requested to validate the face and content of the instruments for clarity, relevance to the purpose of the study, appropriateness of the language cum the accuracy of the instructions to the respondents. Consequently, the comments, corrections and suggestions were incorporated into the instruments. The letter of request for the validation instrument, suggestions and necessary corrections of the experts were objectively adhered to as presented in appendices E, F, G and H in pages 118, 119, 123 and 127 respectively.

Reliability of the Instrument

In order to determine the reliability of the instrument, pilot study was conducted by administering 20 copies of each of the questionnaires administered to librarians at Federal University of Technology, Akure in South-West Nigeria, which is not part of the study area. The internal consistency of the items in the cluster was determined using Cronbach formula. The reliability coefficients of 0.852, 0.892 and 0.923 were obtained respectively for LSQ, LMQ and LJPQ. See Appendix I in page 130.

Method of Data Collection

The researcher personally visited the University libraries and administered the questionnaire to the respondents with the help of one

research assistant in each of the University libraries. The research assistants who were staff of the University libraries were brief on how to administer and retrieve the questionnaire. The researcher later collected the completed copies through the research assistants.

The researcher completed the data collection process within the period of two months. Within the period indicated, the researcher made follow-up contact with the trained research assistants through phone calls and e-mail. At the end of data collection process, out of the 170 questionnaires administered only 153 (90%) were retrieved and used in data analysis.

Method of Data Analysis

Pearson Moment Correlation coefficient was used to analyze the data related to the research questions 1 and 2 by finding the relationship between the two variables. In taking decisions in research questions one and two, Nwana (1981) opinion was used. Thus, the correlation coefficient (r) with scores;

0.00 – 0.20 = Very low relationship

0.20 – 0.40 = Low relationship

0.40 – 0.60 = Moderate relationship

0.60 – 0.80 = High relationship

0.80 – 0.10 = Very high relationship. Multiple regression analysis was used to analyze data related to research question 3.

The hypotheses one and two were tested with t-test at 0.05 level of significance. In taking decisions on the hypotheses, the null hypothesis is rejected if the calculated value is greater than t-critical value. Hypothesis three was tested with multiple regression analysis with the decision rule that the null hypothesis will be rejected if P-value is less than the significant value of 0.05; otherwise the null hypothesis is not rejected. See appendix J in page 133.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This chapter presents the analysis of data collected and the results. The analysis of the research questions and hypotheses are presented in tables. A summary of findings of the study was also presented.

Research Question 1: What is the relationship between librarians' self-efficacy and their job performance in University libraries in South-South Nigeria?

Table 1: Relationship between librarians' self-efficacy and their job performance in University libraries in South-South Nigeria

N	Correlation Coefficient (r)	Remark
153	.879	Very High Positive Relationship

Data presented on Table 1 shows the nature of relationship between librarians' self-efficacy and their job performance in University libraries in South-South Nigeria. The analysis reveals a very high positive relationship between librarians' self-efficacy and their job performance in university libraries in South-South Nigeria. ($r=.879$, $n=153$).

Research Question 2: What is the relationship between librarians' motivation and their job performance in University libraries in South-South Nigeria?

Table 2: Relationship between librarians' motivation and their job performance in University libraries in South-South Nigeria

N	Correlation Coefficient (r)	Remark
153	.728	High Positive Relationship

Data presented on Table 2 shows the nature of relationship between librarians' motivation and their job performance in University libraries in South-South Nigeria. The analysis reveals a high positive relationship between motivation and job performance of librarians in University libraries in South-South Nigeria ($r=.728, n=153$).

Research Question 3: What is the relationship between librarians' self-efficacy, motivation and their job performance in University libraries in South-South Nigeria?

Table 3: Regression analysis on the relationship between librarians' self-efficacy, motivation, and their job performance in University libraries in South-South Nigeria

Model	R	R Squared	Adjusted R²	Std. Error
1	.736 ^a	.541	.535	5.74669

Analysis on Table 3 shows a multiple regression computed to predict job performance of librarians from their self-efficacy and motivation. These variables statistically predicted job performance of librarians in University libraries in South-South Nigeria. Therefore, there is a positive high relationship between librarians' self-efficacy, motivation and job performance of librarians in University libraries in South-South Nigeria.

Hypothesis Testing

Hypothesis 1: There is no significant relationship between librarians' self-efficacy and their job performance in University libraries in South-South Nigeria.

Table 4: Test of significance of relationship between librarians' self-efficacy and their job performance in University libraries in South-South Nigeria

Correlation Coefficient (r)	N	df	α	t-calculated	t-critical	Decision
.879	153	151	.05	22.62	1.960	Significant

Results presented in Table 4 shows that the t-calculated value (22.62) is greater than the t-critical value (1.960) at .05 alpha level ($22.62 > 1.960$). Thus, the null hypothesis was rejected and further states that there is a significant relationship between librarians' self-efficacy and their job performance in University libraries in South-South Nigeria.

Hypothesis 2: There is no significant relationship between librarians' motivation and their job performance in University libraries in South-South Nigeria.

Table 5: Test of significance of relationship between librarians' motivation and their job performance in University libraries in South-South Nigeria

Correlation Coefficient (r)	N	df	α	t-calculated	t-critical	Decision
.728	153	151	.05	13.03	1.960	Significant

Data presented on Table 5 indicates that the t-calculated value (13.30) is greater than the t-critical value (1.960) at .05 alpha level ($13.03 > 1.960$). Therefore, the null hypothesis was rejected. Hence there is a significant relationship between librarians' motivation and their job performance in University libraries in South-South Nigeria.

Hypothesis 3: There is no significant relationship between librarians' self-efficacy, motivation and their job performance in University libraries in South-South Nigeria.

Table 6: Regression analysis on the relationship between librarians' self-efficacy, motivation and their job performance in University Libraries in South-South Nigeria

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	5838.351	2	2919.175	8.394	.000 ^b
Residual	4953.662	150	33.024		
Total	10792.013	152			

Results on Table 3 shows a multiple regression computed to predict job performance of librarians from their self-efficacy and motivation. These variables statistically predicted job performance of librarians in University

libraries in South-South Nigeria, $F(2,150) = 8.394$ with a p -value of 0.000. Self-efficacy and motivation added statistically significant to the prediction, $p < .05$. Therefore, there is a positive significant relationship between librarians' self-efficacy, motivation and their job performance in University libraries in South-South Nigeria.

Summary of the Findings

Based on the results of the analysis, the following are summarized as the findings of the study:

1. There is a very high positive relationship between librarians' self-efficacy and their job performance in University libraries in South-South Nigeria.
2. There is a high positive relationship between librarians' motivation and their job performance in University libraries in South-South Nigeria.
3. There is a very high positive relationship between librarians' self-efficacy, motivation and their job performance in University libraries in South-South Nigeria.
4. There is a significant relationship between librarians' self-efficacy and their job performance in University libraries in South-South Nigeria.
5. There is a significant relationship between librarians' motivation and their job performance in University libraries in South-South Nigeria.

6. There is a positive significant relationship between librarians' self-efficacy, motivation and their job performance in University libraries in South-South Nigeria.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This chapter discussed the findings of the study based on the three research questions and three hypotheses while, the conclusion, educational implication of the study, recommendations, limitation of the study and suggestion for further study was also presented.

Discussion of Findings

Relationship between librarians' self-efficacy and their job performance

The findings on the relationship between librarians' self-efficacy and their job performance shows that there is a very high positive relationship between librarians' self-efficacy and their job performance in the University libraries in South-South Nigeria. The very high positive relationship might be attributed to the high level of self-efficacy among the librarians in the University libraries. As earlier discussed in this study, individuals with high self-efficacy are likely to achieve high productivity than those with low self-efficacy. From the findings of this study, one could argue that librarians' self-efficacy plays a crucial role in their performance in the library. In this regard, the argument on self-efficacy as a predictor to job performance is upheld.

This finding is supported by the research work of Helsin and Klehe (2006) who opined that, self-efficacy causes people to strive to improve their assumptions and strategies, rather than look for excuses. Thus, high self-

efficacy helps employees to collect relevant information, make sound decisions in order to take appropriate actions, particularly when they are under pressure, and this translates to high job performance in the work place. The finding of the present study is in line with Goulao (2014) findings that revealed high self-efficacy and a positive relationship between self-efficacy and job performance.

Also, the study revealed a significant relationship between self-efficacy and job performance of librarians in University libraries in South-South Nigeria. This corroborates with the view of Stajkovic and Luthans (2001) who found a significant weighted average correlation between self-efficacy and work-related performance and significant within-group heterogeneity of individual correlations. The finding of the present study also agrees with the position of Khurshid, Qasmi, and Ashraf (2012) who observed that there is a positive relationship between self-efficacy and job performance.

Relationship between librarians' motivation and their job performance

The finding of the relationship between librarians' motivation and their job performance revealed that, there is a high positive relationship between motivation and job performance of librarians in the University libraries in South-South Nigeria. The high positive relationship between librarians' motivation and job performance could be as a result of the available staff training and development programmes, good condition of service guidelines

and reward policies in the various University libraries investigated. In other words, the librarians are well motivated in their respective libraries in the South-South Nigeria. Thus, a well motivated staff will discharge his duties with gusto in order to improve the productivity of the library. From the findings, one might agree or accept that staff motivation is weapon or tool that management of library can use to increase librarians' job performance and as well achieve the set goals and objectives of the library.

The finding is in agreement with that of Ufuophu-Biri and Iwu (2014) that studied job motivation, job performance and gender relations in the broadcast sector in Nigeria and found a common link between motivation and job performance. This is based on the argument that high job motivations will likely lead to high job performance. The finding of the present study also agrees with Ibrahim and Brobbey (2015) who investigated the relationship of motivation and employee performance and found that the impact of motivation on organizational performance include: improving employees' level of efficiency, helping employees to meet their personal goals, employee satisfaction, and helping employees bond with the organization. The finding of the present study further agrees with Lamptey, Boateng and Antwi (2013) that also investigated motivation and performance of librarians in public Universities in Ghana and found out that the motivational level of librarians

in public Universities in Ghana is high and that the motivational level affects majority of librarians positively.

The finding of the present study also revealed that there is a significant relationship between motivation and job performance of librarians in University libraries in South-South Nigeria. The finding of this study is in agreement with the finding of Buberwa (2015) who posited that both intrinsic and extrinsic aspects of motivation play undeniable roles in boosting academic staff performance. Aspects like salary, allowances, conducive working environment, recognition and career advancement emerged prominently during the course of research and all academic staff sampled concurred to their positive role in enhancing high performance.

Furthermore, the finding corroborates with that of Jayaweera (2015) who asserted that there is a significant relationship between work environmental factors and job performance and that work motivation mediates the relationship between working conditions and job performance. The results also suggest that there is a significant relationship between work motivation and job performance of the hotel workers.

Similarly, the finding is in agreement with Ijah and Muogbo (2013) that posited that relationship existed between extrinsic motivation and the performance of employees while no relationship existed between intrinsic motivation and employees' performance. The study reveals that extrinsic

motivation given to workers in an organization has a significant influence on the workers performance. This is in line with the equity theory which emphasizes that fairness in the remuneration package tends to produce higher performance from workers.

The finding is also in tandem with the findings of Shahzadi, Javed, Pirzada, Nasreen and Khanam (2014) study that show significant and positive relationship exists between employee motivation and employee performance. It also concluded that intrinsic reward has a significant positive relationship with employee performance and employee motivation.

Relationship among Librarians' self-efficacy, motivation and their job performance

The result on relationship between librarians' self-efficacy, motivation and their job performance reveals that there is a very high positive relationship in the University libraries in South-South Nigeria. The positive relationship could be attributed to the positive relationship between librarians' self-efficacy and their job performance as well as a positive relationship between librarians' motivation and their job performance in the various University libraries investigated. In other words, the very high positive relationship could be as a result of the librarians' high self-efficacy and as well as the high motivation enjoyed by the librarians in the University libraries.

These findings corroborate with that of Mohammed and Shahabuddin (2007) study that revealed positive correlations between self-efficacy and performance, self-efficacy and intrinsic motivation, self-efficacy and extrinsic motivation, intrinsic motivation and performance, and extrinsic motivation and performance.

The findings of the study also revealed a significant relationship between self-efficacy, motivation and job performance of librarians in the University libraries in South-South Nigeria. It also agrees with Mohammed and Shahabuddin (2007) finding that revealed positive correlations between self-efficacy and job performance, self-efficacy and intrinsic motivation, and extrinsic motivation and job performance and that the relationship was significant. Similarly, the finding is in agreement with Maraghi, Mortazavi-Tabatabaei, Ahmady and Hosseini (2016) study that reported positive and direct relationship between educational self-efficacy and achievement and that self-efficacy and educational motivation proved to be positively and significantly interrelated. Educational self-efficacy has been significantly related to educational motivation while, the use of modern methods of teaching and distance learning as well as effective time management and enhancing motivation can lead to an academic achievement or high performance.

Conclusion

Based on the findings of this research work, there is a very high positive relationship which exists between librarians' self-efficacy and their job performance in University libraries in South-South Nigeria. Librarians in South-South Nigeria University libraries have high positive relationship in motivation and job performance. The librarians also have high positive relationship in self-efficacy, motivation and job performance and these relationships proved significant.

Implications of the Study

The educational implications of this study are derived from the results of the study. The implications include:

From the findings of the study, it has been empirically revealed that there is a very high positive relationship between librarians' self-efficacy and their job performance and the relationship was significant in the University libraries in South-South Nigeria. This implies that job performance of University libraries considerably improved when there is a corresponding increase in the librarians' self-efficacy.

From the findings of the study, it has been empirically revealed that there is a high positive and significant relationship between librarians' motivation and their job performance in University libraries in South-South Nigeria

implying that the more librarians are motivated, the greater their job performance.

The findings of the present study also revealed that, there is a very high positive and significant relationship between librarians' self-efficacy, motivation and their job performance in university libraries in South-South Nigeria. This implies that the university librarians' ability to stimulate self-efficacy and provide impressive motivation will increase job performance among the librarians in the university libraries.

Recommendations

Based on the results and implications of the study, the following recommendations were made:

1. University authorities, particularly the university librarians should sustain the present librarians' self-efficacy by creating the enabling environment such as opportunity to participate in workshops, seminars, conferences and other activities that are tailored towards increasing mastering of skills to increase self-efficacy.
2. The University authorities, particularly the university librarians should maintain and possibly increase the level of motivation of the librarians by providing better incentives such as staff development programmes, short courses and other training opportunities. These opportunities would lead to hard work that will increase job performance in the libraries.

3. The various stakeholders (Nigerian Labour Congress (NLC), Trade Union Congress (TUC) , Nigerian Library Association (NLA) etc. should provide policies and guidelines to regulate the provision of the basic needs of the Nigerian worker in the various sectors.

Limitations of the Study

This section of the study indicates the limitation that might impact on the validity of the findings of this study. Thus, the scope of the study which is delimited to University libraries in the South-South Nigeria might limit the generalization of the findings to other parts of the country and the world in general.

Suggestions for Further Study

The following suggestions should be further researched:

1. The present study could be replicated in another area, using a larger population and a wider scope particularly covering the entire Southern part of Nigeria.
2. While the present study provided correlations between general self-efficacy, extrinsic motivation and job performance, future studies could correlate job performance with career-specific self-efficacy using measures such as the skills confidence inventory, which measures self-efficacy for specific vocations tasks.

3. Field experiment on the influence of self-efficacy, motivation on job performance of librarians.
4. The impact of demography variables on specific self-efficacy, intrinsic and extrinsic motivation and job performance of librarians in academic libraries.

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APPENDIX A
LIBRARIANS POPULATION

Institution library	Location	No of librarians	Ownership
1. Akwa-Ibom State University of Science and Technology	Akwa-Ibom	5	State
2. Ambrose Ali University, Ekpoma	Edo	12	State
3. Cross Rivers State University of Technology, Ekpo-Abasi Calabar	Cross River	11	State
4. Delta State University, Abraka	Delta	19	State
5. Federal University of Otueke	Bayelsa	7	Federal
6. Federal University of Petroleum Resources	Delta	9	Federal
7. Niger Delta University, Wilberforce Island	Bayelsa	22	State
8. Rivers State University of Science and Technology, Nkpoli	Rivers	10	State
9. University of Benin, Benin city	Edo	22	Federal
10. University of Calabar	Cross Rivers	15	Federal
11. University of Port-Harcourt, Port-Harcourt	Rivers	18	Federal
12. University of Uyo, Uyo	Akwa-Ibom	20	Federal
Total 12 Universities		170	

(Sources: University Librarians' offices, 2016)

APPENDIX B
QUESTIONNAIRES ON LIBRARIAN SELF-EFFICACY AND JOB PERFORMANCE

Department of library and information science, Nnamdi Azikiwe University, Awka, Anambra State, Nigeria

23rd February, 2017

Dear Respondents,

I am a postgraduate student of the above named institution conducting a research entitled “Self-Efficacy and Motivation as Correlate of Librarians Job Performance in Nigeria”. The questionnaires aimed at gathering information on self-efficacy and motivation as correlate to library staff job performance in south-south Nigeria. Please kindly respond as accurately as possible to the items in the questionnaires. Be assured that your response will be treated with confidentiality and used purely for academic purpose only.

Thank

Yours truly

Posigha, Bassil E.

LIBRARIANS SELF-EFFICACY QUESTIONNAIRE (LSEQ)

Please carefully read the statement below and indicate the correct options you considered as your self-efficacy. Tick (√) the columns as it appropriately indicate your job self-efficacy nature as AS= Agree strongly, AM= Agree moderately, N= Neither agree nor disagree Disagreed and DS= Disagree strongly.

1. Name of Institution:

2. Gender: Male [] Female []

S/N	Items	AS	AM	N	DAM	DS
1	I like to grow house plant.					
2	When I make plan, I am certain I can make them work.					
3	One of my problems is that I cannot get down to work when I should.					
4	If I can't do a job the first time, I keep trying until I can.					
5	Heredity plays the major role in determining one's personality.					
6	It is difficult for me to make new friends.					
7	When I set important goals for myself, I rarely achieve them.					
8	I give up on things before completing them.					
9	I like to cook.					
10	If I see someone I would like to meet, I go to that person instead of waiting for him or her to come to me.					
11	I avoid facing difficulties.					
12	If something looks too complicated, I will not even bother to try it.					
13	There is some good in every body.					
14	If I meet someone interesting who is very hard to make friends with, I will soon stop trying to make friend with that person.					

15	When I have something unpleasant to do, I stick to it until I finish it.					
16	When decide to do something, I go right to work on it.					
17	I like science.					
S/N	Items	AS	AM	N	DM	DS
18	When trying to learn something new, I soon give up if I am not initially successful.					
19	When I'm trying to become friends with someone who seems uninterested at first, I don't give up very easily.					
20	When unexpected problems occur, I don't handle them well.					
21	If I were an artist, I would like to draw children.					
22	I avoid trying to learn new things when they look difficult for me.					
23	Failure just makes me try harder.					
24	I do not handle myself well in social gathering.					
25	I very much like to ride horses.					
26	I feel insecure about my ability to do things.					
27	I am a self-reliant person.					
28	I have acquired my friends through my personal abilities at making friends.					
29	I give up easily.					
30	I do not seem capable of dealing with most problems that come up in my life.					

APPENDIX C
LIBRARIANS MOTIVATION QUESTIONNAIRE (LMQ)

Please carefully read the statement below and indicate the correct options you considered as your self-efficacy. Tick (√) the columns as it appropriately indicate your job self-efficacy nature as SA= Strongly agree, A= Agree, N= Neutral, D= Disagree and SD= Strongly disagree.

Please indicate the name of your institution and sex.

1. Name of Institution:

2. Gender: Male [] Female []

S/N	Items	SA	A	N	D	SD
1	I receive recognition on my efforts in my place of work.					
2	There is provision of my esteem needs in my school.					
3	I have been provided with safety/job security in my school.					
4	There is provision of my social needs in my school.					
5	There is room for provision of self-actualization at my school.					
6	The developments taking place in the library make me become hopeful for the future.					
7	I receive good salary in my place of work.					
8	There is provision conducive working environment in my place of work.					
9	I receive rewards from my institution.					
10	I receive consistent promotion in my institution					
11	There are staff development opportunities in my place of work.					
12	There are opportunities to attend workshop/conferences.					
13	There is provision for research grant in my school.					
14	There is opportunity for scholarship for all staff to further their education in Nigeria and Overseas.					

15	The reward system in my school is encouraging.					
16	The opportunity to attend workshop/conference is not limited to particularly group of staff.					
17	There is room for self-development in my school.					
18	There is room for financial incentive for any additional work I perform in my school.					
19	I receive gift from my school authority for work well done.					

APPENDIX D

LIBRARIANS JOB PERFORMANCE QUESTIONNAIRE (LJPQ)

Please carefully read the statement below and indicate the correct options you considered as your job performance. Tick (√) the columns as it appropriately indicate your job performance nature as SA= Strongly agree, A= Agree, N= Neutral, D= Disagree and SD= Strongly disagree.

Please indicate the name of your institution and your sex.

1. Name of Institution:
2. Gender: Male [] Female []

S/N	Items	SA	A	N	D	SD
1	I adequately complete my assigned duties.					
2	I fulfill responsibilities specify in my job description.					
3.	I perform tasks that are expected of me.					
4	I meet formal performance requirements of my job.					
5	I engage in activities that will directly affect my performance evaluations.					
6	I don't neglect aspects of the job I am obligated to perform.					
7	I don't fail to perform essential duties.					
8	I help others who have been absent.					
9	I assist supervisors with his/her work when not ask.					
10	Helps others who have heavy work-load.					
11	I take time to listen to co-workers problems and worries.					
12	I go out of way to help new employees.					
13	I take a personal interest in other employees.					
14	My attendance at work is above the norm.					
15	I give advance notice when unable to come to work.					
16	I conserve and protect organizational property.					
17	I adhere to informal rules devised to maintain order.					
18	I don't complain about insignificant things at work.					
19	I don't take undeserved breaks at work.					

APPENDIX E

LETTER OF REQUEST FOR VALIDATION OF QUESTIONNAIRES

Department of Library and Information Science
Nnamdi Azikiwe University
P. M. B. 5025 Awka
Anambra State
5th January, 2018

.....
.....
.....

Sir/Madam

REQUEST FOR VALIDATION OF QUESTIONNAIRE

I am a postgraduate student of the above named department. I am conducting a research on “Self-Efficacy and motivation as correlate of librarians’ job performance in South-South Nigeria”.

Please you are kindly requested to validate the instrument based on the items clarity, relevance to the purpose of the study, suitability of language and the correctness of the instructions to the respondents. I am willing to accept corrections that you will make.

The purposes of the study and research questions are attached for your referral.

Yours faithfully,

Posigha, Bassil E.

APPENDIX F

Validation of instrument on the Topic:


Self-Efficacy and Motivation as
a correlate to library staff
job performance in South-South
Nigeria -

This is to certify that I Dr. A. U. Nwabueze

Validated the above mentioned instrument and made corrections/recommendations
on the following areas:

Mediator variables are not
required in correlational studies.
Please use your purpose
of study to develop your
questionnaire.
See the body of the questionnaire
for other correction.

After the amendments, I considered the instruments fit/~~unfit~~ for the study which it
is designed for.

Signature: 
Date: 14/1/2016

Section A: Respondents Socio-demographic Information

Instruction: Please carefully read and tick (✓) as appropriate option for all close ended questions.

1. Gender: Male [] Female []
2. Highest Educational Qualification: BLS/Bsc or equivalent []
MLS/Msc or equivalent [] PhD [] Diploma [] Other []
- 3 Status of librarian: University Librarian [] Deputy University Librarian []
Principal Librarian [] Senior Librarian [] Librarian I [] Librarian II []
Assistant Librarian [] Senior Library Officer []
- 4 Working experience: 0-5 [] 6-10 [] 11-15 [] 16-20 [] 21- 30 [] 31 and above []
- 5 Institution

Section B: Self-efficacy

Instruction: please carefully read the statement below and tick (✓) the columns as it appropriately applies to you. The columns are as follow: Strongly Agree = SA, Agree = A, Disagree = D and Strongly Disagree = SD

	Statements	Strongly agree	Agree	Disagree	Strongly disagree
1 ✓	I feel that I am good at generating novel ideas				
2	I have confidence in my ability to implement new task				
3	I have confidence in my ability to solve problem creatively				
4	I will be able to achieve most of the goals that I have set for myself.				
5	I have confidence in my ability to convince others of the benefit of new ideas.				
6	I have confidence in my ability to implement new methods at work.				
7 ✓	I feel that I am good at adopting new methods at work.				
8	I can remain calm when facing difficulties because I can rely on my coping abilities				
9	I will be able to successfully overcome many challenges				
10	I am confident that I can perform effectively on many different tasks.				
11	When I make plans, I am certain I can make them work .				
12 ✓	I give up easily				

Though you have not described this instrument for me but I know self-efficacy has to do with one's conviction of one's ability to carry out a task. It is an internal belief system and not a feeling of what one will do. You need adapt the instrument by restructuring it to fit into a perfect self-efficacy instrument. Items 1, 7, 12 should

13	I am a self-reliant person				
14	I avoid facing difficulties				

Part C: Motivation Scale *are your instructions here*

	Statements	Strongly agree	Agree	Disagree	Strongly disagree
1	I have continued professional development.				
2	I am given recognition in my place of work.				
3	I am given responsibility at work to execute.				
4	Most days I am enthusiastic about my work.				
5	I am excited to work harder				
6	I like my job better than the average worker does.				
7	I have job security				
8	I am happy when at work.				
9	Most of the time, I force myself to close.				
10	I have self-actualization at work				

Part D: Outcome Expectations Scale

	Statements	Strongly agree	Agree	Disagree	Strongly disagree
1	Being innovative at work increases my opportunity for changing jobs.				
2	Being innovative at work increases my opportunity for preferred future job assignment.				
3	Being innovative at work increases my opportunity to gain job security.				
4	Being innovative at work increases my opportunity for more meaningful work.				
5	Because I derive much pleasure from accomplishing task, it increases my work.				
6	Because I will achieve job satisfaction, it increases my opportunity for better career.				
7	Because I will succeed in my profession, it increases my opportunity for more better work				

Part E: Job Performance Scale *No directives or what to do for responses*

	Statements	Strongly agree	Agree	Disagree	Strongly disagree
1	My overall level of performance is excellent.				
2	I effectively fulfill my roles and responsibilities.				
3	I am highly effective.				
4	I am superior to others that I have supervised				
5	It is easy for me to stick to my aims and accomplish my goals				
6	I am confident that I could deal efficiently with unexpected events.				
7	I can solve most problems if I invest the necessary effort				
8	When I am confronted with a problem, I can usually find several solutions				

9	Thanks for my resourcefulness, I know how to handle unforeseen situations				
---	---	--	--	--	--

Part F: Gender Factors in Performance

	Statements	Strongly agree	Agree	Disagree	Strongly disagree
1	Gender factors contribute to job performance				
2	Individual level of self-efficacy contribute to performance				
3	I am highly effective.				
4	Motivation increases job performance				
5	Outcome expectation enhances performance				

APPENDIX G

Validation of instrument on the Topic:


Self-Efficacy and motivation as a
corollate to library staff job performance
in South-South Nigeria

This is to certify that I Dr. Carol Eseugbor

Validated the above mentioned instrument and made corrections/recommendations
on the following areas:

- ① Give a leading question to every section
- ② Numbering of items should be continuous
- ③ The responses cannot be in Agree - Disagree while
while the research questions are based on the
level and extent
- ④ Use gender as a moderator variable & reflect
in the hypotheses.

After the amendments, I considered the instruments fit/~~unfit~~ for the study which it
is designed for.

Signature: 

Date: 4/7/16

Section A: Respondents Socio-demographic Information

Instruction: Please carefully read and tick (✓) as appropriate option for all close ended questions.

1. Gender: Male [] Female []
2. Highest Educational Qualification: BLS/Bsc or equivalent []
 MLS/Msc or equivalent [] PhD [] Diploma [] Other []
- 3 Status of librarian: University Librarian [] Deputy University Librarian []
 Principal Librarian [] Senior Librarian [] Librarian I [] Librarian II []
 Assistant Librarian [] Senior Library Officer []
- 4 Working experience: 0-5 [] 6-10 [] 11-15 [] 16-20 [] 21- 30 [] 31 and above []
- 5 Institution

Section B: Self-efficacy

Instruction: please carefully read the statement below and tick (✓) the columns as it appropriately applies to you. The columns are as follow: Strongly Agree = SA, Agree = A, Disagree = D and Strongly Disagree = SD

This one should be talked about levels of self efficacy

Are these the self-efficacy levels of

Statements	Strongly agree	Agree	Disagree	Strongly disagree
1 I feel that I am good at generating novel ideas				
2 I have confidence in my ability to implement new task				
3 I have confidence in my ability to solve problem creatively				
4 I will be able to achieve most of the goals that I have set for myself.				
5 I have confidence in my ability to convince others of the benefit of new ideas.				
6 I have confidence in my ability to implement new methods at work.				
7 I feel that I am good at adopting new methods at work.				
8 I can remain calm when facing difficulties because I can rely on my coping abilities				
9 I will be able to successfully overcome many challenges				
10 I am confident that I can perform effectively on many different tasks.				
11 When I make plans, I am certain I can make them work				
12 I give up easily				

The options are not proper. See your purpose of study number one

13	I am a self-reliant person				
14	I avoid facing difficulties				

Part C: Motivation Scale

	Statements	Strongly agree	Agree	Disagree	Strongly disagree
1	I have continued professional development.				
2	I am given recognition in my place of work.				
3	I am given responsibility at work to execute.				
4	Most days I am enthusiastic about my work.				
5	I am excited to work harder				
6	I like my job better than the average worker does.				
7	I have job security				
8	I am happy when at work.				
9	Most of the time, I force myself to close. <i>is it a motivation</i>				
10	I have self-actualization at work				

Part D: Outcome Expectations Scale

is there any pose on these

	Statements <i>what is this one? Not in line with</i>	Strongly agree	Agree	Disagree	Strongly disagree
1	Being innovative at work increases my opportunity for changing jobs. <i>purpose</i>				
2	Being innovative at work increases my opportunity for preferred future job assignment.				
3	Being innovative at work increases my opportunity to gain job security,				
4	Being innovative at work increases my opportunity for more meaningful work.				
5	Because I derive much pleasure from accomplishing task, it increases my work.				
6	Because I will achieve job satisfaction, it increases my opportunity for better career.				
7	Because I will succeed in my profession, it increases my opportunity for more better work				

Part E: Job Performance Scale

	Statements	Strongly agree	Agree	Disagree	Strongly disagree
1	My overall level of performance is excellent.				
2	I effectively fulfill my roles and responsibilities.				
3	I am highly effective.				
4	I am superior to others that I have supervised				
5	It is easy for me to stick to my aims and accomplish my goals				
6	I am confident that I could deal efficiently with unexpected events.				
7	I can solve most problems if I invest the necessary effort				
8	When I am confronted with a problem, I can usually find several solutions				

9	Thanks for my resourcefulness, I know how to handle unforeseen situations				
---	---	--	--	--	--

Part F: Gender Factors in Performance

mediator variables: Not necessary here.

	Statements	Strongly agree	Agree	Disagree	Strongly disagree
1	Gender factors contribute to job performance				
2	Individual level of self-efficacy contribute to performance				
3	I am highly effective.				
4	Motivation increases job performance				
5	Outcome expectation enhances performance				

APPENDIX H

Validation of instrument on the Topic:


Self-Efficacy and motivation as a correlate
to library staff job performance in South-
South Nigeria.

This is to certify that I Nwosu Kingsley Chidera

Validated the above mentioned instrument and made corrections/recommendations
on the following areas:

- (1) ~~Some~~ some items in the self-efficacy instrument should be deleted or restructured to fit into the self-efficacy construct.
- (2) The researcher should give directions/instructions on what the instruments stand for and what is expected of the respondents.
- (3) The respondent indicated that he will complete his study (by including interview) but no questions or interviews were presented to me. So he should be asked for him to be able to complete the study.

After the amendments, I considered the instruments fit/~~was~~ for the study which it is designed for.

Signature: 

Date: 1-2-15

Section A: Respondents Socio-demographic Information

Instruction: Please carefully read and tick (✓) as appropriate option for all close ended questions.

1. Gender: Male [] Female []
2. Highest Educational Qualification: BLS/Bsc or equivalent []
MLS/Msc or equivalent [] PhD [] Diploma [] Other []
3. Status of librarian: University Librarian [] Deputy University Librarian []
Principal Librarian [] Senior Librarian [] Librarian I [] Librarian II []
Assistant Librarian [] Senior Library Officer []
4. Working experience: 0-5 [] 6-10 [] 11-15 [] 16-20 [] 21- 30 [] 31 and above []
5. Institution

Section B: Self-efficacy

Instruction: please carefully read the statement below and tick (✓) the columns as it appropriately applies to you. The columns are as follow: Strongly Agree = SA, Agree = A, Disagree = D and Strongly Disagree = SD

	Statements	Strongly agree	Agree	Disagree	Strongly disagree
1	<i>make a leading statement</i> I feel that I am good at generating novel ideas				
2	I have confidence in my ability to implement new task				
3	I have confidence in my ability to solve problem creatively				
4	I will be able to achieve most of the goals that I have set for myself.				
5	I have confidence in my ability to convince others of the benefit of new ideas.				
6	I have confidence in my ability to implement new methods at work.				
7	I feel that I am good at adopting new methods at work.				
8	I can remain calm when facing difficulties because I can rely on my coping abilities				
9	I will be able to successfully overcome many challenges				
10	I am confident that I can perform effectively on many different tasks.				
11	When I make plans, I am certain I can make them work				
12	I give up easily				

Why are your responses on Agree - disagree while the research questions are to determine the level and extent? Should adapt response patterns measuring extent eg. Very High Extent, High Extent, Low Extent and Very Low Extent. The items should also be restructured to suit the responses.

13	I am a self-reliant person				
14	I avoid facing difficulties				

Part C: Motivation Scale

	Statements <i>Give a leading statement</i>	Strongly agree	Agree	Disagree	Strongly disagree
15	I have continued professional development.				
21	I am given recognition in my place of work.				
37	I am given responsibility at work to execute.				
48	Most days I am enthusiastic about my work.				
54	I am excited to work harder				
6	I like my job better than the average worker does.				
72	I have job security				
82	I am happy when at work.				
93	Most of the time, I force myself to close.				
10	I have self-actualization at work				

Part D: Job Performance Scale

	Statements ?	Strongly agree	Agree	Disagree	Strongly disagree
12	My overall level of performance is excellent.				
22	I effectively fulfill my roles and responsibilities.				
3	I am highly effective.				
4	I am superior to others that I have supervised				
5	It is easy for me to stick to my aims and accomplish my goals				
6	I am confident that I could deal efficiently with unexpected events.				
7	I can solve most problems if I invest the necessary effort				
8	When I am confronted with a problem, I can usually find several solutions				
9	Thanks for my resourcefulness, I know how to handle unforeseen situations				

Part E: Gender Factors in Performance

	Statements ?	Strongly agree	Agree	Disagree	Strongly disagree
1	Gender factors contribute to job performance				
2	Individual level of self-efficacy contribute to performance				
3	I am highly effective.				
4	Motivation increases job performance				
5	Outcome expectation enhances performance				

There should be no break in numbering of the items

APPENDIX I

RELIABILITY OF THE INSTRUMENT

Scale: Self-efficacy of librarians

Case processing summary

	N	%
Case Valid	20	100.0
Excluded ^a	0	0
Total	20	100.0

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

Reliability statistics

Cronbach's Alpha	No of items
.852	20

Reliability

Scale: Librarians' Motivation

Case processing summary

	N	%
Case Valid	20	100.0
Excluded ^a	0	0
Total	20	100.0

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

Reliability statistics

Cronbach's Alpha	No of items
.892	20

Reliability

Scale: Librarians' Performance

Case processing summary

	N	%
Case Valid	20	100.0
Excluded ^a	0	0
Total	20	100.0

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

Reliability statistics

Cronbach's Alpha	No of items
.923	20

Reliability**Scale: Overall Reliability**

Case processing summary

		N	%
Case	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

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

Reliability statistics

Cronbach's Alpha	No of items
.823	60

APPENDIX J

SPSS ANALYSIS OUTPUT

```

CORRELATIONS
/VARIABLES=librarians_self_efficacy
librarians_job_performance
/PRINT=TWOTAIL NOSIG
/STATISTICS DESCRIPTIVES
/MISSING=PAIRWISE.

```

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
librarians_self_efficacy	117.8170	17.08587	153
librarians_job_performance	73.6209	8.42615	153

Correlations

		librarians_self_eff icacy	librarians_job_pe rformance
librarians_self_efficacy	Pearson Correlation	1	.879**
	Sig. (2-tailed)		.000
	N	153	153
librarians_job_performance	Pearson Correlation	.879**	1
	Sig. (2-tailed)	.000	
	N	153	153

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

```

CORRELATIONS
/VARIABLES=librarians_motivation librarians_job_performance
/PRINT=TWOTAIL NOSIG
/STATISTICS DESCRIPTIVES
/MISSING=PAIRWISE.

```

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
librarians_motivation	73.9216	10.43623	153
librarians_job_performance	73.6209	8.42615	153

Correlations

		librarians_motiva tion	librarians_job_pe rformance
librarians_motivation	Pearson Correlation	1	.728**
	Sig. (2-tailed)		.000
	N	153	153
librarians_job_performance	Pearson Correlation	.728**	1
	Sig. (2-tailed)	.000	
	N	153	153

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

```

REGRESSION
/DESCRIPTIVES MEAN STDDEV CORR SIG N
/MISSING LISTWISE
/STATISTICS COEFF OUTS R ANOVA COLLIN TOL CHANGE

```

Descriptive Statistics

	Mean	Std. Deviation	N
librarians_job_performance	73.6209	8.42615	153
liberians_self_efficacy	117.8170	17.08587	153
librarians_motivation	73.9216	10.43623	153

Correlations

		librarians_job_pe rformance	liberians_self_eff icacy	librarians_motiva tion
Pearson Correlation	librarians_job_performance	1.000	.490	.728
	liberians_self_efficacy	.490	1.000	.550
	librarians_motivation	.728	.550	1.000
Sig. (1-tailed)	librarians_job_performance	.	.000	.000
	liberians_self_efficacy	.000	.	.000
	librarians_motivation	.000	.000	.
N	librarians_job_performance	153	153	153
	liberians_self_efficacy	153	153	153
	librarians_motivation	153	153	153

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	librarians_motiva tion, liberians_self_eff icacy ^b		Enter

a. Dependent Variable: librarians_job_performance

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.736 ^a	.541	.535	5.74669	.541	88.394	2	150	.000

a. Predictors: (Constant), librarians_motivation, liberians_self_efficacy

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5838.351	2	2919.175	8.394	.000 ^b
	Residual	4953.662	150	33.024		
	Total	10792.013	152			

a. Dependent Variable: librarians_job_performance

b. Predictors: (Constant), librarians_motivation, librarians_self_efficacy

t - correlation

Hypothesis 1

$$t = r \sqrt{\frac{N-2}{1-r^2}}$$

$$t = .879 \sqrt{\frac{153-2}{1-.8792}}$$

$$t = .879 \sqrt{\frac{151}{1-0.772}}$$

$$t = .879 \sqrt{\frac{151}{.228}}$$

$$t = .879 \sqrt{662.280}$$

$$t = .879 \times 25.735$$

$$t_{cal} = 22.621$$

Hypothesis 2

$$t = r \sqrt{\frac{N-2}{1-r^2}}$$

$$t = .728 \sqrt{\frac{153-2}{1-.7282}}$$

$$t = .728 \sqrt{\frac{151}{1-0.529}}$$

$$t = .728 \sqrt{\frac{151}{0.471}}$$

$$t = .728 \sqrt{320.594}$$

$$t = .728 \times 17,905$$

$$t_{cal} = 13.034$$