

**UNIVERSITY OF GHANA, LEGON**  
**DEPARTMENT OF INFORMATION STUDIES**

**MOTIVATION OF PARAPROFESSIONALS IN UNIVERSITY  
LIBRARIES IN GHANA: THE CASE OF VALLEY VIEW UNIVERSITY  
AND UNIVERSITY OF PROFESSIONAL STUDIES, ACCRA.**



**THIS THESIS IS SUBMITTED TO THE INFORMATION STUDIES  
DEPARTMENT, UNIVERSITY OF GHANA, LEGON IN PARTIAL  
FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF A MASTER  
OF PHILOSOPHY DEGREE (LIBRARY STUDIES).**

**JULY, 2015**

## DECLARATION

I, Lorren Opoku-Larbi, hereby declare that this work is the result of my own research, with the exception of references to other people's work, which have been duly acknowledged and that it has neither in part nor whole been presented elsewhere for another MPhil.

I take responsibility for any shortcoming that may be detected.

.....  
**LORREN OPOKU-LARBI**  
(STUDENT)

.....  
DATE

.....  
**DR. E. A. ADJEI**  
(PRINCIPAL SUPERVISOR)

.....  
DATE

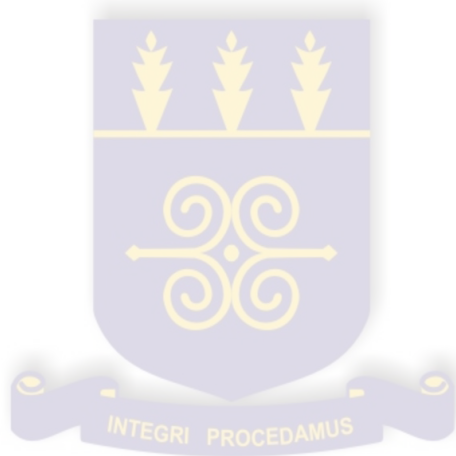
.....  
**PROF. A. A. ALEMNA**  
(CO-SUPERVISOR)

.....  
DATE



## DEDICATION

I dedicate this work to my dear son Nana Kofi Appiah Larbi for his calmness in my absence at home to pursue this project. And also to my lovely sister Constance Ameley Cofie for her enormous contribution towards my studies.



## ACKNOWLEDGEMENT

My sincere appreciation goes to Jehovah my God for giving me life and strength to attain this level in my career. I am indeed highly indebted to my family for their loyal and unconditional support and prayers which have strengthened and sustained me to complete this programme successfully.

Special thanks also go to my mum for her constant encouragement throughout my period of study. Mum, I am really grateful to you and I say God richly bless you.

Finally, I owe a great deal of thanks to my supervisors, Dr. E.A.Adjei and Prof. A.A.Alemna for their patience, useful suggestions and corrections that contributed greatly to the successful completion of this thesis. Once again, I am truly grateful.

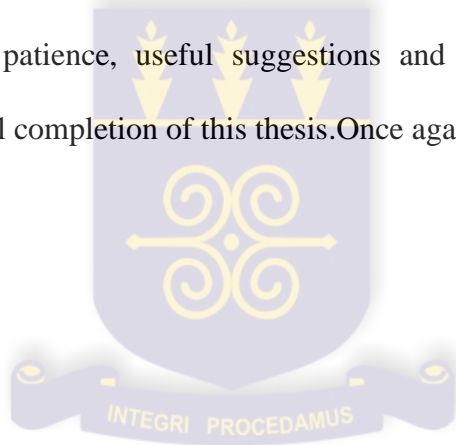


TABLE OF CONTENTS

DECLARATION .....	i
DEDICATION.....	ii
ACKNOWLEDGEMENT .....	iii
TABLE OF CONTENTS .....	iv
LIST OF TABLES.....	x
LIST OF FIGURES .....	xi
ABSTRACT .....	xii
CHAPTER ONE.....	1
INTRODUCTION .....	1
1.1 Research Background .....	1
1.1.1 Brief History of Valley View University and The University of Professional Studies .....	4
The Valley View University: An Overview .....	4
The University of Professional Studies: An Overview .....	5
1.2 Statement of the Problem .....	7
1.3 Purpose of the Study .....	8
1.4 Objectives of the Study .....	8
1.4.1 Research Questions .....	9
1.5 Scope and limitation of the Study .....	9
1.6 Theoretical Framework .....	9
1.7. Content Theories of Motivation .....	9
1.7.1. Maslow's Needs Hierarchy Theory .....	9
1.7.2 Herzberg's Two Factor Theory .....	13
1.7.3 Alderfer's ERG Need Theory.....	16
1.7.4 McClelland's Need Achievement Theory .....	18

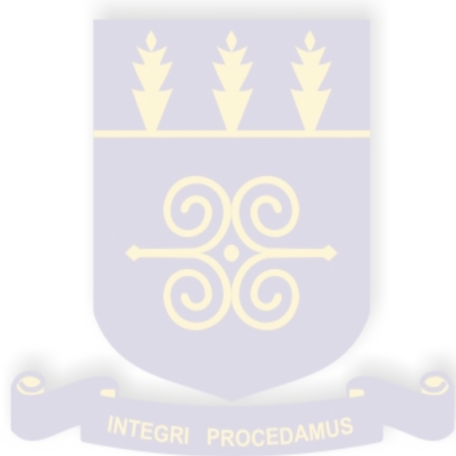
1.8 Process Theories of Motivation .....	19
1.10. Significance of the Study .....	21
1.11 Organisation of Chapters .....	22
<b>CHAPTER TWO</b> .....	<b>29</b>
<b>LITERATURE REVIEW</b> .....	<b>29</b>
2.1 Introduction .....	29
2.2 The concept of Motivation .....	29
2.3 Categories of Motivation .....	31
2.3.1 Extrinsic motivation: .....	31
2.3.2 Intrinsic motivation: .....	32
2.4 What Inspires Motivation? .....	32
2.4.1 Employee Engagement .....	33
2.4.2 Vision and Values .....	33
2.4.3 Management Acknowledgment and Appreciation .....	34
2.5 Factors affecting Employee motivation in the workplace .....	34
2.6 Strategies or ways of Motivating Workers .....	37
2.7 Benefits of Employee Motivation .....	41
2.8 Empirical studies .....	41
2.8.1 Related studies on motivation of employees (world view) .....	41
2.8.2 Related Studies on Motivation of Employees (African view) .....	44
2.8.3 Related Studies on Motivation of Employees (Ghanaian view) .....	46
2.8.4 Gaps identified in the above literature (ref. Table 2.1) .....	50
2.9 Motivation of library staff in academic libraries .....	50
2.10 Conclusion .....	52
<b>CHAPTER THREE</b> .....	<b>60</b>
<b>RESEARCH METHODOLOGY</b> .....	<b>60</b>
3.1 Introduction .....	60

3.2 Research Design.....	60
3.3 Selections of Cases.....	62
3.4 Selection of subjects.....	63
3.4.1 Study Population / Participants .....	63
3.4.2 Sampling.....	64
3.5 Data Collection Technique / Method & Tools (Interviews) .....	65
3.5.1 One on one Interviews.....	65
3.6 Data Analysis .....	67
3.7 Ethical Consideration .....	68
3.8 Conclusion .....	69
References .....	70
DATA ANALYSIS AND INTERPRETATION.....	73
4.1 Introduction.....	73
4.2 Background of Respondents .....	73
4.3 Qualitative Research Findings (UPSA And VVU).....	74
4.3.1 Motivation Packages Available For Paraprofessionals .....	74
4.4 Inquiries onto Specific Packages .....	76
4.4.1 “Bonuses” .....	76
4.4.2 ‘Promotion’ .....	77
4.5 Most Motivating and Least Motivating Packages.....	78
4.5.1 “Recognition for good work” .....	78
4.5.2 “Schedule flexibility” .....	79
4.5.3 “Tuition reimbursement” .....	81
4.5.4 “Opportunity for Promotion” .....	81
4.5.5 “Form of these Motivation Packages” .....	82
4.6 The impact of these packages to paraprofessionals .....	83
4.6.1 “Satisfaction with the Incentives” .....	83

4.6.2 “Being proud of working in the library” .....	84
4.6.3 “Intention of staying with their current library due to this package” .....	85
4.7 Determinants of the level of job satisfaction .....	87
4.7.1 Management genuine interest in motivating employees .....	87
4.7.2 “Management cares for employees professionally and personally” .....	87
4.7.3 “Rewards for great work done” .....	89
4.8 Determinants of Job Dissatisfaction .....	90
4.9 The intrinsic motivating factors .....	91
4.9.1 “Selfish reason for working in the library” .....	91
4.9.2 “Freedom to act without being supervised” .....	93
4.9.3 “Achieving recognition, credit, and acclaim motivates” .....	94
4.9.4 “Gaining proficiency and mastering their position motivates” .....	95
4.9.5 “Feeling responsible for doing the right thing” .....	95
4.9.6 “Feedback regarding job Performance” .....	96
4.10 The extrinsic motivating factors .....	97
4.10.1 “Promotion and Growth” .....	97
4.10.2 “Fat Salaries” .....	98
4.10.3 “Recognition and Appreciation” .....	98
4.10.4 “Career Advancement” .....	99
4.10.5 “Good Working Environment” .....	100
4.10.6 “Interpersonal Relationship” .....	102
4.10.7 “Job Security” .....	102
4.10.8 “Outside Seminars” .....	104
CHAPTER FIVE .....	105
DISCUSSION OF FINDINGS .....	105
5.1 Introduction .....	105
5.2 Motivation packages available for paraprofessionals .....	105

5.3 Most Motivating and Least Motivating Packages.....	106
5.4 The impact of these packages on paraprofessionals .....	108
5.5 What determines whether paraprofessionals are satisfied with their job or not ...	109
5.6 What determines the intrinsic and extrinsic factors of motivation by paraprofessional? .....	111
5.6.1 The intrinsic motivation factors .....	111
5.6.2 Freedom to act without being supervised.....	111
5.6.3 Achieving recognition, credit and acclaim.....	112
5.6.4 Gaining proficiency and mastering their position .....	112
5.6.5 Feeling responsible for doing the right thing .....	113
5.6.6 Feedback regarding job Performance.....	113
5.7 The extrinsic motivation factors .....	114
5.7.1 Promotion .....	114
5.7.2 Fat Salaries .....	114
5.7.3 Recognition and Appreciation.....	115
5.7.4 Career Advancement .....	116
5.7.5 Good Working Environment.....	116
5.7.6 Interpersonal Relationship.....	117
5.7.7 Job Security .....	119
5.7.8 Seminars .....	119
References.....	121
CHAPTER SIX.....	125
SUMMARY CONCLUSION AND RECOMMENDATION.....	125
6.1 Introduction.....	125
6.2 Summary .....	125
6.3 Conclusion .....	128
6.4 Recommendations.....	130

Bibliography ..... 133  
Appendix ..... 144



## LIST OF TABLES

<b>Tables</b>	<b>pages</b>
Table 1.1: Motivator	13
Table1. 2: Hygiene factors	13
Table 1.3: The Traditional Theory of Motivation	18
Table 1.4: Behaviourist Theories of Motivation	19
Table 2.1: Summary of Literature	46
Table 3.1 Population Distribution	58
Table 4.1 Background of Respondents	68

## LIST OF FIGURES

Fig 1.1 (Maslow's Hierarchy of Needs (Adapted from Goble, The Third Force)	10
Fig 1.2 Conceptual Model	19

## ABSTRACT

Motivation of paraprofessionals is pertinent for excellent service delivery in the library since they constitute the first point of call to any patron who enters the library. The study therefore looks at motivation of paraprofessionals in selected academic libraries in Ghana. The study used a case study approach that involved unstructured interviews to solicit information from 24 paraprofessional library staff at Valley View University (VVU) and University of Professionals Studies, Accra (UPSA). Generally, studies on motivation abound in literature. However, many of these studies focus less on paraprofessional library staff. Thus, this study attempts to determine the motivation packages available to paraprofessionals in VVU and UPSA, to find out how these packages impact the work of paraprofessionals in VVU and UPSA, and to determine whether paraprofessionals are satisfied with their job or not and find out what motivates paraprofessionals intrinsically and extrinsically. The findings show that while VVU has motivation packages for paraprofessionals, UPSA has none. Further, the findings show that the paraprofessionals considered recognition for good work, opportunities for promotion, flexibility of schedule and reimbursement of tuition as good motivation incentives. The most propelling motivators in the findings were acknowledgment for a decent work done, followed by schedule flexibility while library social gathering was the least of all the factors. Also, it was revealed that paraprofessionals would still want to stay in the library despite the lack of motivation. It is, therefore, recommended that opportunities such as more seminars and workshops should be organised for paraprofessionals at least once every academic calendar. Besides, the feeling of insecurity as far as their employment was concerned also emerged. Strategies have been suggested on how to manage the low self-image of paraprofessionals and how to deal with high job turnover among paraprofessionals due to lack of motivation.. It was

recommended among others that a policy statement that define motivation packages for paraprofessionals should clearly be outlined in a document which would show what paraprofessionals in UPSA are entitled to and it should be tailored to their needs. Furthermore, stakeholders especially the library management should give recognition to paraprofessionals for good work done by setting targets for them, and when these targets are met, library management should make it a point to reward them. If this is done a lot can be gained from them.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Research Background

Generally, studies on motivation abound in literature (e.g. Senyah, 2003; Mallaiah & Yadapadithaya, 2009; Devadass, 2011; Dorner, 2011; Olawepo, Ofoegbu & Bo, 2013.; Muogbo, 2013). Most of these studies conclude that motivation is a vital tool for improving the performance of employees in organisations or motivation are central to employees (Devadass, 2011; Olawepo *et al.* (2013). According to Olawepo *et al.* (2013), “evidence suggests that productivity is increased when employees are adequately motivated”. Motivation is a force that leads people to act or perform (Alqudsi-ghabra & Mansouri, 2010). Also, Laurie (2010) states that motivation refers to forces that stimulate, direct and support individuals’ effort overtime. To Olawepo *et al.* (2013), the force of motivation is a dynamic force setting a person into action.

Thus, the significance of the human element in satisfying the objectives of management cannot be underestimated (Asante-Kyei, 2013). Senyah (2003) maintains that the human element in achieving the goals of management cannot be over-emphasised because every librarian must give careful consideration to the human and interpersonal elements of administration since his/her achievement or disappointment depends to a great extent on how best he/she tackles them. He further adds that regardless of the size of his/her functional library, as well as the latitude and richness of the collection, the librarian cannot meet his set objectives if the employees are not very well-trained, appropriately equipped and highly inspired (Senyah, 2003).

According to Curzon and Quinonez-Skinner (2009) “an academic library is a library that is attached to a higher education institution which serves two complementary purposes to

support the school s curriculum, and to support the research of the university faculty and students”. Academic libraries contribute to faculty research productivity in both straightforward and subtle ways (Case 2008). Academic libraries impact students, but they also provide value for teaching faculty. Now, academic libraries serve as research consultants, project managers, technical support professionals, purchasers, and archivists (Housewright, 2009; Case 2008). Due to the impact academic libraries exert on students and faculty it is obvious the workload be supported by paraprofessionals.

In many libraries, there are normally three fundamental sorts of professionals: the professional staff, paraprofessionals and those with no formal training in librarianship (Borteye & Ahenkorah-marfo, 2013). The second type have been depicted in the library world as support staff, paraprofessionals, sub-professionals, nonprofessionals, library assistants, etc. (Oguntabi & Bantai, 1999; Wijetunge, 2001). This is because they do not have a professional library qualification (Aziagba, 2009) or a master’s in library and information studies (American Library Association (ALA), 2015). What to call the group of “library paraprofessionals” has been confusing and controversial in the past (Zhu, 2012). A brief review of the literature shows that the library profession has reached no consensus. In the past, this group has been called paraprofessionals, library assistants, library specialists, library associates, non-master of library and information science (MLIS) staff, paralibrarians, subprofessionals, nonprofessionals, library aids, library technicians, library support staff, and so on. In this study, the researcher chose to use paraprofessionals for the sole purpose of uniformity.

These paraprofessional employees are the principal go-betweens in customer service and repeatedly act as the link with the patrons (James, 2011). Although there are no specific functions assigned to paraprofessionals, today, paraprofessionals manage major

functional areas in technical services and dominate the technical services work force (Zhu, 2012). Thus, library paraprofessionals are usually assigned high-level technical support duties, for example, in copy cataloging and serials control. In other academic libraries paraprofessionals carry out most interlibrary loan transactions, reference, and information services (ALA, 2015). Further, more paraprofessionals are found in information services designed to handle first line user inquiries than in reference services designed for more complex questions (Zhu, 2012). Despite these trends it is still true that what paraprofessionals would be allowed to do in some libraries, paraprofessionals would not be permitted to do in other libraries. Meaning that in most academic libraries, functions paraprofessionals performed are sometimes transferred and in this situation librarians and paraprofessionals sometimes end up performing the same task (ALA, 2015).

Accordingly, the performance of these paraprofessional staff decides to a huge degree the nature of customer satisfaction and has a noteworthy effect on the commitment that libraries can make to their clients (James, 2011). In other words, they are the first point of call to all patrons and have a key part to play in understanding the reasons for which the library was built. Rowley (1996) states that staff are a key asset and account for a significant piece of the libraries' disbursement. Accordingly, their motivation is critical in deciding the nature of this interface (James, 2011). Idiegbeyan-Ose & Idahosa (2011) have observed that motivation has ceaselessly been a territory of attention to library managers of different types of libraries and organisations including profit and non-profit based organisations. Owusu-Acheaw (2003) notes that motivation in libraries has risen steadily in recent years. Motivation, then, is critical in libraries for the improvement of service (James, 2011). It would appear as if cash, and more cash, is the thing that labourers ever request (James, 2011). Thus, as employees of university libraries are

motivated by different factors, the researcher sought to determine factors which motivate paraprofessionals in two academic libraries in Ghana (Valley View University and University of Professional Studies, Accra) particularly because as responsibilities are shifted, librarians and paraprofessionals sometimes do the same tasks for varying lengths of time. When this occurs paraprofessionals may come to feel that they do the same work as librarians and their typically lower pay becomes a source of frustration couple with the difficulty in obtaining a position upgrade or salary increase.

### **1.1.1 Brief History of Valley View University and The University of Professional Studies**

#### **The Valley View University: An Overview**

The Valley View University was established in 1979 by the West African Union Mission of Seventh - Day Adventists (now Ghana Union Conference). In 1997, it was assimilated into the Adventist University framework worked by the African – Indian Ocean division (WAD) of Seventh - day Adventists with base camp in Abidjan, Cote d' Ivoire. The University was known as the Adventist Missionary College, situated at Bekwai in the Ashanti Region. It was relocated to Adentan close to Accra in 1983 where it worked in leased offices until it was migrated to its present site close to Oyibi (Mile19 on the Accra Dodowa Road) in 1989 and was renamed Valley View College (VVU Annual Report; March 2013).

In 1995, the University was partnered to Griggs University Silver Springs, Maryland, USA. This permitted the University to offer a four year Bachelor's degree in Theology and Religious Studies. The National Accreditation Board (Ghana) accredited the University in 1997 thereby permitting the University to award its own degrees. Valley View University, therefore, became the first private establishment in Ghana to be conceded national accreditation. Presently, it has four Campuses situated in Kumasi,

Techiman, Tamale and Nyaniba Estates. It has a student population of around four thousand, two hundred (VVU Annual Report; March 2013).

The Library was named after the Valley View University's first President, Pastor Dr. Walton Whaley. Walton Whaley Library is the principal library of the College. The Library is made up of two first floor classrooms (a zone of 3,118 square feet or 260.620m<sup>2</sup>) that have been adjusted for office space and Library open ranges. It has a seating limit of 112. The areas in the library incorporate the daily papers, reference, periodical, photocopy, E. G. White segment, and data work area, securing and inventorying office. The University has branch libraries which incorporate the accompanying: Harold Lee Library; Accra City Campus Library; Kumasi City Campus Library; Techiman Campus Library; and The Education Resource Center.

Arrangements are in progress to construct another, useful Library building for the University. The useful determinations for the new Library are accessible in the workplace of the University Librarian. It was arranged in March 2004 by Professor Keith Clouten, the Walton Whaley Library (WWL) specialist in discussion with the library staff and the university administration (VVU Annual Report; Nov 2013).

### **The University of Professional Studies: An Overview**

The University was established in 1965 as a private expert business training educational cost supplier, and was assumed control by the administration in 1978 by the Institute of Professional Studies Decree, 1978 (SMCD 200). It has hence settled as a tertiary organisation with a command to give tertiary and proficient training in the scholarly areas of Accountancy, Management and other related zones of study by the Institute of Professional Studies Act, (Act 566), 1999.

As indicated by the University of Professional Studies Annual Report (2013), the University of Professional Studies (formerly the Institute of Professional Studies) is situated in Accra. The University of Professional Studies, Accra (UPSA) is a state-funded college that gives both scholastic and business proficient training in Ghana. With more than forty (40) years of experience, the University has become popular for being the most established proficient bookkeeping and administration educational cost supplier in Ghana. The university has produced many prominent people who occupy key positions in Ghana and the world over. The University was the first and still the main open establishment with the mandate to offer both scholastic degrees and give higher professional instruction in Ghana. The University as of now has an undergraduate populace of around ten thousand (10,000).

It got a Presidential Charter in September 2008, conferring on it the status of a full fledged state-funded college. The University now offers undergraduate and master's degrees in a few projects (UPSA, Annual Report, 2013). The blend of grant with polished methodology is the establishment of the college's exceptional profile. The improvement of the introductory and another scope of scholastic projects coupled with patterns in tertiary training at both neighbourhood and universal levels required a correction of the current Act 566 of 1999. Lastly, the University of Professional Studies Act, 2012 (ACT 850) was established to rename the Institute as a University of Professional Studies, Accra (UPSA) (UPSA, Annual Report, 2013).

The vision and mission of UPSA is to be the main educational tuition provider in Professional Programmes in Africa and to give and advance quality Professional training and preparation in Accounting, Financial Management and Marketing.

## **1.2 Statement of the Problem**

Motivation of library employees (professional staff, paraprofessionals and those without any formal training in librarianship) has driven some considerable number of research studies worldwide (e.g. Nwosu, Ugwoegbu and Okeke 2013; James, 2011; Aziagba, 2009; Sehkaran and Sevcikova, 2011; Todericiua, Serban and Durnitracu, 2013; Nohria, Groysberg and Lee, 2008; Rahimić, Resić and Kožo, 2012). Some of these studies assert that paraprofessional staff are the principal proxies in customer service and regularly go about as the interface with the client and, therefore, their motivation is essential in deciding the nature of this interface (James, 2011).

A preliminary investigation by the researcher to VVU and UPSA revealed that paraprofessional employees in the institutions under investigation complained of their salaries and poor working conditions. Aside this, most of the paraprofessionals hinted of their plans of leaving the library in search of more lucrative jobs. Others also mentioned the denigrating nature of the library job and the fact that they were looked down upon by professionals anytime they raised issues with regard to their working conditions. This has resulted in high job turnover among paraprofessionals in some academic libraries.

Consequently, the demotivation of paraprofessional staff may create wrong perception, develop a negative self-concept of his or her profession and show apathy to accomplish success on the job. Motivation is significant to paraprofessional library staff as to any other employee in the library. To be effective, management needs to comprehend what arouses the paraprofessional library employees within the setting of the parts they perform. To Aziagba (2009), paraprofessionals believe that staff development or chance for additional schooling is a motivating force that boosts output. Thus, their motivation would exert commitment (Stoner 2002). Olaniyan and Ojo (2008) highlighted some of

the benefits to be derived from training staff in any organization as follows: Increase productivity, improve the quality of work and raise morale, develop new skills, knowledge, understanding and attitudes etc.

The poor performance by the paraprofessional staff, if permitted to linger, may deepen the low image of the library profession in the Ghanaian society at large. It is against this milieu that the researcher seeks to explore the motivation of paraprofessional employees and find out how paraprofessionals are motivated in the selected private and public university libraries in Ghana.

### **1.3 Purpose of the Study**

The intent of this study is to determine the factors which motivate paraprofessionals in Valley View University (VVU) and University of Professional Studies, Accra (UPSA) academic libraries and how these factors impact on their work.

### **1.4 Objectives of the Study**

The study sought to address the following specific aims:

1. To determine the motivation packages available to paraprofessionals in VVU and UPSA
2. To find out how these packages impact on the work of paraprofessionals in VVU and UPSA
3. To determine whether paraprofessionals are satisfied with their jobs or not
4. To determine whether paraprofessionals are motivated by intrinsic and extrinsic factors
5. To recommend measures that could motivate library staff in both universities based on the findings.

### **1.4.1 Research Questions**

Research questions were advanced to guide the study.

1. What motivation packages are available for paraprofessionals in VVU and UPSA?
2. How do these packages impact on the work of paraprofessionals in VVU and University of Professional Studies, Accra (UPSA)?
3. What determines whether paraprofessionals are satisfied with their jobs or not?
4. What determines the intrinsic and extrinsic factors of motivation among paraprofessionals?

### **1.5 Scope and limitation of the Study**

The study is restricted to paraprofessionals of Valley View University (VVU) and UPSA libraries. The limitation of the study is that being a case study, the findings may not be generalised to other paraprofessional staff.

### **1.6 Theoretical Framework**

The major types of motivation theories are content theories of motivation, process theories of motivation, the traditional theory of motivation and behaviourist theories of motivation. They are discussed in details below

### **1.7. Content Theories of Motivation**

This section presents the content theories of motivation and this has been presented under three other sub-sections.

#### **1.7.1. Maslow's Needs Hierarchy Theory**

Maslow's theory centered around portraying the periods of development in people. He employed the terms “physiological, safety, belongingness, and love, esteem, self-

actualization and self-transcendence” to depict the form that human motivations largely follow. The theory is frequently depicted as a pyramid with the most crucial levels of requirements at the base and the requirement for self-actualisation at the top (Maslow, 1943, Steere, 1988).

According to Tay and Diener (2011) and Villarica (2011), “recent studies appear to validate the existence of universal human needs, although the hierarchy proposed by Maslow is called into question under scientific scrutiny”. A glance through the literature shows that the results are mixed, that is, there are varied findings with regard to Maslow’s theory. For instance, Griffin and McClish (2011) found that many experimental studies have supported the motivational power of physical, safety, love, and esteem needs. Be that as it may, the same studies have failed to ascertain a hierarchical arrangement (Griffin and McClish 2011).

Maslow posits that motivation is the after-effect of a man's endeavour at satisfying five fundamental needs: physiological, safety, social, esteem and self-actualisation. As per Maslow, these needs can generate internal pressures that can impact a man's conduct. Further, these four sorts of necessities must be fulfilled before a man can act unselfishly. As Figure 1.1 demonstrates, the needs are organised in a hierarchical order. The upward climb is made by fulfilling one arrangement of necessities at a time. The most fundamental drives are physiological. After that comes the requirement for safety, then the yearning for love, and afterward the pursuit for esteem. We are driven to fulfill the lower needs, yet we are attracted to meet the higher ones. Maslow refers to the four lower needs as “deficiency needs” on the grounds that their need makes a strain inside of us while the last need he designates as “being needs”.

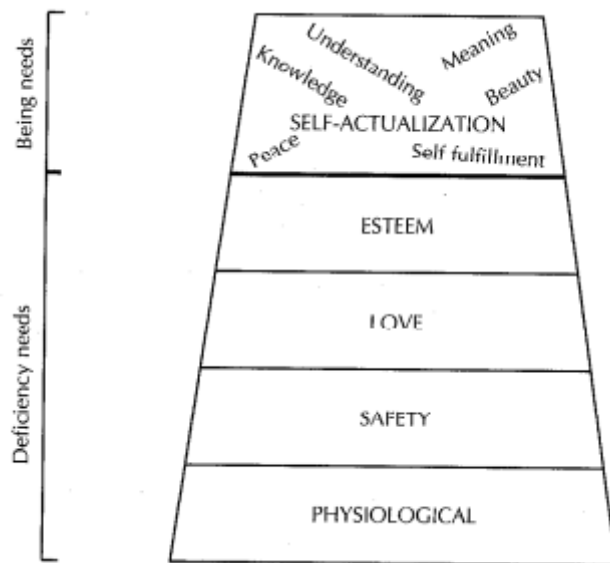


Fig 1.1 (Maslow's Hierarchy of Needs (Adapted from Goble, The Third Force)

### ***Physiological Needs***

As indicated by Maslow, physiological needs are fundamental: The body pines for sustenance, fluid, rest, oxygen, sex, opportunity for development, and a moderate temperature (Maslow, 1970). At the point when any of these are hard to find, we feel the upsetting pressure of appetite, thirst, exhaustion, shortness of breath, sexual dissatisfaction, constraint, or the inconvenience of being excessively hot or cold (Maslow, 1970). These aggravations constrain us to look for the missing commodity so that our bodies can come back to homeostasis—a system in balance or at rest.

### ***Safety Needs***

The safety needs function largely on a psychological level. Hamlett (2015) notes that “a safe and secure working environment reduces the threat of physical injury”. “When workers believe that the level of risk has been minimized and that good health and safety practices are judiciously enforced and monitored by management, they feel more comfortable and are less distracted from performing their tasks and interacting with

others” (Maslow, 1970). Further, O'Connor (2010) also observes that *Safety needs* are concerned with having a sheltered and secure environment, free from dangers. When connected to the work environment, the need could be fulfilled by the attainment of health insurance and pension schemes among others.

### ***Love and belongingness***

Maslow’s idea of belonging consolidates the twin desires to give and get love. Giving love is not the same as the enthusiasm of rock music that report, “I want you, I need you, I’m going to have you” (Griffin and McClish 2011). What's more, giving affection is more than the maternal sense embedded by nature (Griffin and McClish 2011). For Maslow, “giving love is seeking to fill a void by understanding and tolerating others. Receiving love is a way of staving off the pangs of loneliness and rejection” (Maslow, 1970). “The man who achieves this level will “feel keenly, as never before, the unlucky deficiency of companions, or a sweetheart, or a wife, or kids” (Maslow, 1943). O’Connor (2010) adds that social needs, also called belonging needs, identified with a person’s longing to be acknowledged by their peers and to develop a friendship. In the event that people are energised or given a chance to advance thoughts and recommendations, they will feel more included and at least expand efficiency and motivational levels.

### ***Esteem Needs***

Two types of esteem needs may be recognised. The first is self-esteem, which is the after effect of competence or mastery of tasks. Harvard Psychologist David McClelland calls this “need for achievement.” The second is the consideration and acknowledgment that originate from others. Wanting this admiration is part of what McClelland labels “need

for power.” McClelland assumes that “individual differences in needs are tied to personality, and they change slowly if at all”. Maslow, on the other hand, believes that “...repeated shifts in motivation are possible when a person is in a supportive environment”. Self-esteem needs concentrate on a person’s craving to have a positive mental self-view and to get acknowledgment, attention and appreciation for their commitment. Giving consistent and positive reaction is an essential part of this; similarly advancement can help fulfill these needs and expand motivation (O'Connor, 2010).

### ***Self-Actualization***

Maslow defines self-actualisation need as “the desire to become more and more what one is, to become everything that one is capable of becoming” (Maslow, 1943). Self-actualisation (or self-satisfaction) needs are concerned with persons developing themselves to their maximum capacity. A few people are spurred by being independent, so the giving of challenging work or tasks is a way of satisfying this need (O'Connor, 2010).

### **1.7.2 Herzberg’s Two Factor Theory**

The Hygiene Theory, which is one of the content theories postulated by psychologist Frederick Herzberg (1954), posits that intrinsic characteristics which are the real components of motivation identify with occupational satisfaction and extrinsic elements are identified with employment dissatisfaction. When workers are dissatisfied, they have a tendency to refer to outward elements, for example, organisation, arrangement and organisation, supervision, interpersonal connections, and working conditions and so on (Herzberg, 1954).

Herzberg proposed some underlining motivators, that is, those variables that build work satisfaction, for example, recognition and growth. He presumed that two sets of variables are critical: Hygiene elements – these incorporate sensible pay, satisfactory conditions of work, end of service benefit packages and without these, individuals are dissatisfied. However, these alone do not make work satisfying. Motivators incorporate obligation, challenge, self-improvement – these give work satisfaction. However, there are some individual contrasts which is craving for pay as a motivator. Additionally, not everybody needs an improved employment and further expects that satisfaction (presence of motivators) = motivation.

Thus, the Psychologist Frederick Herzberg theorised that employee satisfaction and employee dissatisfaction act independent of each other (Herzberg *et al.*, 1959). The two-factor theory expresses that there are some elements in the working environment that cause work fulfillment, while a different arrangement of elements causes disappointment.

As outlined by Kreitner *et al* (1999) Herzberg's model is illustrated below

**Table 1.1: Motivator**

No satisfaction	—————→	Satisfaction
Jobs that do not offer Achievement, Recognition Stimulation work, Responsibility And advancement		Jobs offering Achievement, Recognition, Stimulation work, Responsibility And advancement

**Table 1.2: Hygiene factors**

Dissatisfaction	←————	No dissatisfaction
<b><i>Jobs with poor company policies and administration, technical supervision, Salary, interpersonal relationships with supervisors, and working conditions</i></b>		<b><i>Jobs with good company policies and administration, technical supervision, Salary, interpersonal relationships with supervisors, and working conditions</i></b>

Herzberg completed his study by interviewing 203 accountants and engineers from distinctive commercial enterprises. Members were requested to associate a period with an occasion that made them feel great or awful about their employment, and afterward portray how they felt. The reactions demonstrated that there were two elements influencing motivation, which brought about Herzberg's two factor theory of motivation (O'Connor, 2010).

The two groups of factors are the motivation factors and hygiene factors and the peculiarity of these was the fundamental idea of Herzberg's theory. According to O'Connor (2010), “the function of motivation factors is to increase job satisfaction, while the function of hygiene factors is to decrease job satisfaction”. Hygiene factors are concerned with the employment environment, and are extrinsic to the occupation itself (organisation policy, labour conditions, pay, job security) and avoided dissatisfaction. Motivation factors identify with the employment substance of the work itself and if present, they will endeavour to spur the person to work harder and perform to a higher standard. Examples of motivation factors include achievement, recognition and advancement (Herzberg *et al*, 1959). Mullins (2007) stressed that “the opposite of dissatisfaction is not satisfaction, but, simply, no dissatisfaction.”

Herzberg's theory can be compared to Maslow's Hierarchy of Needs Theory. The hygiene factors identify with Maslow's lower-level needs and the motivation factors to Maslow's higher-level needs.

In sum, Herzberg assesses that people at work can get extremely disappointed when some things do not go well for them. Examples are problems that have to do with work

security or income, yet regardless of the possibility that the issues get determined, work satisfaction is still not ensured.

### **1.7.3 Alderfer's ERG Need Theory**

The ERG created by Clayton Alderfer is another imperative need theory of motivation. According to Caulton (2012), "ERG is a motivational construct concerned with understanding the factors that contribute to individual human behavior". It is one of four content approaches that consider the intrinsic factors that cause a man to take particular actions (Ivancevich, Konopaske, & Matteson, 2008).

The ERG Theory was developed between 1961 and 1978, during which the theorist empirically verified data to improve the theory's major canons and published scholarly material, according to Alderfer (1989). Alderfer ERG conducted at an Easton, Pennsylvania factory explains how the empirical study of ERG was conducted and further developed later with the construction of another empirical study at a larger facility, where measurements were improved and presented in a dissertation (Caulton, 2012).

It is viewed as an augmentation and refinement of Maslow's hierarchy of needs theory with a few essential contrasts between the two (Griffin and Moorhead, 2009). The E, R, and G mean existence, relatedness, and growth.

These needs can be condensed as:

**Existence needs** –is concerned with giving the human's fundamental material existence requirements and this relates to Maslow's physiological and safety needs.

**Relatedness needs** – is concerned with the human yearning to keep up vital interpersonal connections. These social and status yearnings oblige communication with

others in the event that they are to be fulfilled; they adjust to Maslow's social needs and the outer segments of Maslow's regard needs.

**Growth needs** – is concerned with the human's natural yearning for self-awareness which also relates Maslow's esteem needs and self-actualisation needs.

According to Ivancevich *et al* (2008), “ERG has not stimulated a great deal of research,” so there is not a lot of empirical information available (p. 116). As a model of human need, however, the ERG theory has been validated by human experience (Ivancevich, et al., 2008).

A study by Wanous and Zany (1977) buttressed the veracity of ERG groupings. Evaluating the relationship between need satisfaction, importance, and fulfillment, they found that need fulfillment moderated satisfaction and importance. Thus, the significance of the need was founded on the manner of its satisfaction. Likewise, this phenomenon was more prone to exist within the categories of existence, relatedness, and growth, instead of between them (Caulton, 2012).

Alderfer and Guzzo (1979) took the study of ERG to another level by thinking of its value in measuring enduring desires. The construct had been discovered to be successful in measuring episodic (intermittent) desires. The researchers introduced an instrument for testing enduring desires. The study examined the mental and sociological components of ERG, concentrating on the educational backgrounds of parents, sex, and race. The outcomes accepted the instrument as an estimation of how long a desire might endure.

Song, Wang, and Wei (2007) used the theory also to determine if motivational preferences were influenced by culture and found that motivational preferences differed

between genders and personality types. ERG has even been used to improve technology (Chang and Yuan, 2008).

#### **1.7.4 McClelland's Need Achievement Theory**

Daft & Marcic (2009) explain that the Achievement Needs Theory, developed by David McClelland, proposes that certain types of needs are acquired during the individual's lifetime. In other words, people are not born with these needs, but may learn them through life experiences.

As indicated by McClellands, three needs are the real intentions at work and these needs are the need for achievement which implies the drive to exceed expectations, to accomplish in connection to an arrangement of principles, and to endeavour to succeed. The need for power implies the need to make others carry on in a manner that they would not have carried on something else. Finally, the need for affiliation implies the craving for inviting and close individual connections. Thus, the theory recommends that when a need is solid, it will persuade the person to participate in practices to fulfill that need.

Individuals with a strong requirement for association will coordinate their conduct at fellowships and close interpersonal connections, while individuals with a strong requirement for power attempt to impact the behaviours of others (Van Wyk, 2011). McClelland recognises two unique ways in which individuals with a high requirement for power can express their requirement for power. They are social power and personalised power (Van Wyk, 2011).

The aim of social power is to motivate and influence workers to achieve their objectives, while personalised power uses aggressive and forceful exploitative and controlling

behaviour on people (Van Wyk, 2011) and according to Bagraim *et al.* (2007), socialised power is necessary for success as a senior manager in any organisation.

### 1.8 Process Theories of Motivation

Tables 1.3 briefly outlines the various theories that form the process theories of motivation and this table shows the name of the theory, theory originator- if any- and the rationale of the theory.

**Table 1.3: The Traditional Theory of Motivation**

<b>Name of Theory</b>	<b>Theory Originator</b>	<b>Theory Rational</b>
Effort and reward theory	Taylor (1982)	The theory tried to establish a direct association between effort and rewards
Fear and punishment theory		This theory states that a man can be made to work by creating fear and punishment.
Monastic theory		The theory presumed that people work for money only.
Carrot and stick theory	Dickinson (2001)	The carrot refers to incentives like money and other stimuli, and the sticks refers to penalties like fear of dismissal and demotion
Paternalistic theory		Paternalistic theory is about having the interest of the employee at heart, that is being kind, generous towards their plight.

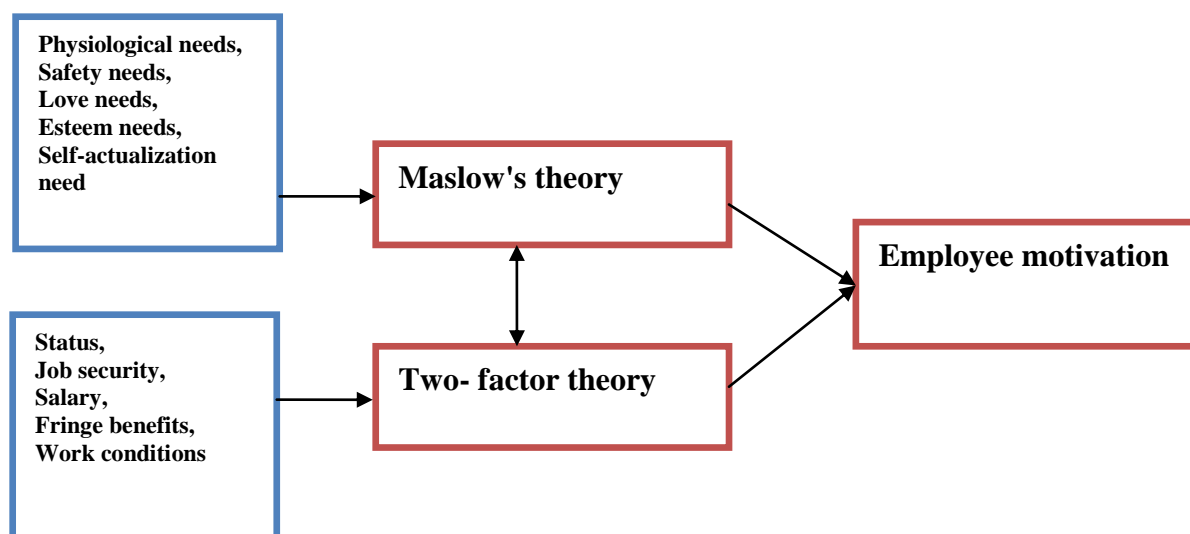
### 1.9 Behaviourist Theories of Motivation

Tables 1.4 briefly outlines the various theories that form the behaviourist theories of motivation and this table shows the name of the theory, theory originator- if any- and the rationale of the theory.

**Table 1.4: Behaviourist Theories of Motivation**

Name of Theory	Theory Originator	Theory Rational
Theory X and Y	McGregor, D. (1960)	<p><b>Theory X</b> assumes that the average person or individual does not like work and therefore tries to keep away from it, people have no ambitions, needs or obligations and would prefer to sheep rather than shepherds, person are selfish and do not care about the organisation's visions, people will fight change and are susceptible and not predominantly smart. However, the most important assumption under theory X is that it assumes people only work for money and security</p> <p><b>Theory Y</b> maintains that human beings are active rather than passive shapers of themselves and of their environment. They long to grow and assume responsibility. The best way to manage them is to manage as little as possible". 'Theory Y' managers assume workers can be eager, self-motivated and exercise discretion. Employees make the most of their mental and physical work obligations and for them, work is as common as play</p>
<b>Reinforcement theory</b>	Skinner, B.F (1993)	The theory postulates that "behaviour of individuals is a function of its consequences"

From the audit of these theories, Maslow and Herzberg's two factor theory would be the model to guide this study and this is demonstrated in the graph beneath.



**Fig 1.2** *Conceptual Model*

### 1.10. Significance of the Study

Although there have been numerous studies on employee motivation and satisfaction in general (Sehkaran & Sevcikova, 2011), there appears to be very few studies regarding paraprofessional employees in libraries. The significance of the study is as follows:

The study will be beneficial in amplifying the meaning and the fundamental concept of motivation from the perspective of paraprofessional employees for managements of higher institutions and establishments responsible for reviewing and updating policies and legislation.

The study goes beyond current research on motivation by focusing specifically on paraprofessional employees. It is likewise trusted that outcomes from the study will add to existing knowledge on motivation, particularly from the context of paraprofessional employees of academic libraries in Ghana.

The study will endeavour to find responses to the topic of what to do to propel paraprofessional workers to contribute their ideal amount to their libraries' profitability and development. Finally, it is predictable that this study will serve as a premise for an enhanced working relationship between the administration and staff.

### **1.11 Organisation of Chapters**

The Organisation of the research is as follows:

- **Chapter One (1): Introduction**

This chapter provides a basis for the research by giving an overview of the background, the problem statement, research purpose, the research objectives, the research questions, the theoretical framework, the significance, research scope and limitation and organisation of the research.

- **Chapter Two (2): Literature Review**

Literature on the concepts of motivation and types of motivation, related studies of motivation of paraprofessional, factors affecting employee motivation and so on were reviewed. The literature reviewed served as a springboard for the determination of the contextual framework of the research.

- **Chapter Three (3): Research Methodology**

This chapter defines the research methodology which include research design, data collection procedure and development of data collection instruments. Data preparation and pattern logic procedures were covered in this section.

- **Chapter Four (4): Analysis of Findings**

This section explores the data collected from the field and are analysed using pattern-matching logic techniques. Empirical findings based on the research questions are presented in this chapter.

- **Chapter Five (5): Discussion of Findings**

This chapter discusses the findings obtained in relation to the literature reviewed.

- **Chapter Six (6): Summary, Conclusions and Recommendation**

The final chapter presents a summary of principal findings, limitations of the study, and contributions made to the study of motivation of paraprofessionals. Implications for managerial practice and recommendations for future research are also highlighted in this section.

## References

- Abbah, M.T. (2014). Employee Motivation: The Key to Effective Organizational Management in Nigeria. *IOSR Journal of Business and Management (IOSR-JBM)*, 16(1), 01-08.
- Alderfer, C. (1989). Theories reflecting my personal experience and life dent. *The Journal of Applied Behavioral Science*, 25(4), 351-351.
- Alderfer, C., & Guzzo, R. (1979). Life experiences and adults' enduring strength of desires in organizations. *Administrative Science Quarterly*, 24(3), 347- 361.
- Alqudsi-ghabra, T., & Mansouri, H. H. (2010). Staff Motivation at Kuwait University Libraries. *Journal of Information & Knowledge Management*, 9(04), 355-363.
- American Library Association (2015). American Library Association Office for Library Personnel Resources Standing Committee on Library Education. *World Book-ALA Goal Award Project on Library Support Staff*, Issue Paper #9
- Asante-Kyei, K. (2013). Motivation and Productivity among Junior Staff of Polytechnics in Ghana: A Case Study of Takoradi Polytechnic. *International Journal of Innovative Research and Development*, 2(1), 103-121.
- Aziagba, P.C (2009). Staff Development as Motivation for Paraprofessionals: A Case Study in Southern Nigeria. *Chinese Librarianship: an International Electronic Journal*, (29), 1-8.
- Bagraim, J., Cunningham, P., Potgieter, T., & Viedge, C. (2007). Organisational behaviour. *A contemporary South African perspective (2nd ed.)*. Van Schaik, Publishers, Pretoria.
- Borteye, E.M., & Ahenkorah-Marfo, M. (2013). Staff development of library assistants in the Kwame Nkrumah University Science and Technology, Kumasi, Ghana. *Journal of Science and Technology*, 33(1), 105-113.
- Case, M. M. (2008). Partners in Knowledge Creation: An Expanded Role for Research Libraries in the Digital Future. *Journal of Library Administration* 48(2) 141-156.
- Caulton, J.R. (2012). The Development and Use of the Theory of ERG: A Literature Review. *Emerging Leadership Journeys*, 5 (1), 2- 8.
- Chang, W., & Yuan, S. (2008). A synthesized model of Markov chain and ERG theory for behavior forecast in collaborative prototyping. *Journal of Information Technology Theory and Application*, 9(2), 45-63.
- Curzon, S., & Quinonez-Skinner, J. (9 September 2009). Academic Libraries". *Encyclopedia of Library and Information Sciences*. doi:10.1081/E-ELIS3-120044525. Retrieved 10 April, 2015.

- Devadass, R. (2011). Employees' motivation in organizations: an integrative literature review. In *International Conference on Sociality and Economics Development*, 10, 566-570.
- Dorner, E.S. (2011). Motivation of Undergraduate Student Employees in Academic Libraries. A Master's Paper for the M.S. in L.S. degree. April, 2011. 58 pages. Advisor:
- Dickinson, D.L. (2001) "The Carrot vs. the Stick in Work Team Motivation." *Experimental Economics*, 4(1), 107-24.
- Ghanbarpour, Z. and Najmolhoda, F.S (2013). Contemporary theories of Motivation in Organizational Leadership and Behavior. *International Research Journal of Applied and Basic Sciences*, 6 (1), 1-7.
- Griffin, E. A., & McClish, G. A. (2011). *A first look at communication theory*. Boston: McGraw-Hill.
- Hackman, J. R., & Oldham, G. R. (1976). Motivation through the Design of Work: Test of a Theory. *Organizational Behavior and Human Performance* 16 (2), 250-279.
- Hamlet, C. (2015). Motivating Employees & Maslow's Hierarchy of Needs. Retrieved on march 25,2015 from <http://smallbusiness.chron.com/motivating-employees-maslows-hierarchy-needs-11828.html>
- Herzberg, A (1954) *Motivation and personality*. New York: Harper & Row
- Herzberg, F. (1968). One More Time: How Do You Motivate Employees?. *Harvard Business Review*, 46 (1), 53-62.
- Herzberg, F. (1968). One More Time: How Do You Motivate Employees?. *Harvard Business Review*, 46 (1), 53-62.
- Herzberg, F., Mausner, B., & Snyderman, B. (1959). *The motivation to work*. New York: John Wiley.
- Housewright, Ross. (2009). Themes of Change in Corporate Libraries: Considerations for Academic Libraries. *Portal: Libraries and the Academy*, 9( 2). 253-271.
- Idiegbeyan-Ose, J., & Idahosa, M. (2011). Motivational factors that affect Library Staff performance in Benson Idahosa University, Benin City, Edo State, Nigeria. *Journal of Research in Education and Society*, 2(3).
- Iguisi, O. (2009). Motivation- Related Values across Cultures. *African Journal of business management*, 3 (4), 141-150.
- Ivancevich, J., Konopaske, R., & Matteson, M. T. (2007). *Organizational Behavior and Management* (8th ed.). New York: McGraw-Hill Higher Education.

- James, I.J. (2011). Effective Motivation of Paraprofessional Staff in Academic Libraries In Nigeria. *Library Philosophy and Practice (e-journal)*. Paper 577.
- Krietner, R., Kinicki, A., & Buelens, M. (1999). *Organisational behaviour: First European edition*. Maidenhead, UK, England: McGraw Hill.
- Laurie, J. M. (2010) *Management Organizational Behaviour* (9<sup>th</sup>, e.d.). England: Pearson Education Limited.
- Mallaiah, T.Y., & Yadapadithaya, P.S. (2009). Intrinsic Motivation of Librarians in University Libraries in Karnataka. *DESIDOC Journal of Library & Information Technology*, 29(3), 36-42.
- Maslow, A.H. (1943). A theory of human motivation. *Psychological Review*, 50 (4), 370–96. Retrieved January 10, 2015  
from <http://psychclassics.yorku.ca/Maslow/motivation.htm>
- Maslow, A. (1970). *Motivation and Personality*, (2d ed). New York: Harper & Row, p. 38.
- McGregor, D. (1960). *The Human Side of Enterprise*. New York: McGraw-Hill.
- Mullins, L. J. (2007). *Management and organisational behaviour*. South Africa: Pearson education.
- Muogbo, U.S. (2013). The Impact of Employee Motivation on Organisational Performance (A Study of Some Selected Firms in Anambra State Nigeria). *The International Journal Of Engineering And Science (IJES)*, 2(7), 70-80.
- Nayeli M. (1994). *Motivation in Organizations*. Ahwaz: Shahid Chamran University publications.
- Nohria, N., Groysberg, B., & Lee, L.E. (2008). Employee Motivation: A Powerful New Model. *Harvard Business Review*, 86(7-8), 78-84.
- Nwosu, O.C., Ugwoegbu F.U., & Okeke, I.E. (2013). Self-esteem and Perceived Levels of Motivation as Correlates Of Professional and Para- Professional Librarians' Task Performance in Universities of South-East, Nigeria. *International Journal of Humanities and Social Science Invention* 2(2), 52-55.
- O'Connor, M. (2010) An Examination of the Factors that Influence Motivation in the Workplace during a Recession. Dissertation submitted in partial fulfilment of the requirements for the Bachelor of Arts (Honours) in Human Resource Management
- Oguntabi, S. A. & Bantai, R. C. (1999). Appraising staffing pattern in a Nigerian university library, 1981-1997. *Librarian Career Development*, 7(8), 77-84.
- Oishi, S. (1999). Cross-culture Variation in Predictors of Life Satisfaction: Perspectives from needs and values. *Personality and social Psychology bulletin*, 25(8), 980-999.

- Olaniyan D.A., & Ojo, L. (2008). Staff training and development: A vital tool for organisational effectiveness. *EuroJournals* 24(3), 326-331. Retrieved 10 April, 2015. Available: <http://www.eurojournals.com/ejsr.html>
- Olawepo, G.T., Ofoegbu, O.E., & Ibojo, B.O. (2013). The connectivity between motivation and employees' performance in marketing oriented organizations in Nigeria. *International Journal of Education and Research*, 1(3), 1-14.
- Ölçer, F. (2005). Departmanlı mağazalarda motivasyon üzerine bir araştırma. *Erciyes Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 25,1-26.
- Owusu-Acheaw, M. (2003). Staff Motivation in Special Libraries in Ghana. *Ghana Library Journal*, 15, 19-23.
- Pinder, C.C. (2008). *Work motivation in organizational behavior* (2nd ed.). New York, NY: Psychology Press.
- Rahimić, Z., Resić, E., and Kožo, A. (2012). Determining the Level of Management Competences in the Process of Employee Motivation. The First International Conference on Leadership, *Technology and Innovation Management*, 41, 535-543
- Reitz, J.M. (2002) ODLIS: Online Dictionary of Library and Information Science About the Dictionary Copyright 2002. Retrieved 10 April, 2015 <http://vlado.fmf.uni-lj.si/pub/networks/data/dic/odlis/odlis.pdf>
- Rowley, J. (1996). Motivation of staff in libraries. *Library Management*, 17(5), 31-35.
- Sehkaran, S.N., & Sevcikova, D. (2011). 'All Aboard': Motivating Service Employees on Cruise Ships. *Journal of Hospitality and Tourism Management*, 18(01), 70-78.
- Senyah, Y. (2003). Motivation and Productivity in Academic Libraries: A Case Study of the Kwame Nkrumah University of Science and Technology Library, Kumasi. *Journal of science and technology*, 23(2), 80-88.
- Seyed Javadin, S.D. (2007). *Principles of Organization and Management*. Negahe: Danesh Publications
- Seyed Javadin, S.D. (2007). *Theories of Management*. Negahe: Danesh Publications.
- Skinner, B.F. (1974). *About Behaviourism*, Alfred Knopf, New York, NY.
- Steere, B. F. (1988). *Becoming an effective classroom manager: A resource for teachers*. Albany, NY: SUNY Press.
- Stewart, M (2010). Theories X and Y, Revisited. *Oxford Leadership Journal*, 1(3), 1-5.
- Stoner, A.F. ( 2002). *Management*. New Delhi: Prentice Hall of India.

- Tay, L. & Diener, E. (2011). Needs and subjective well-being around the world. *Journal of Personality and Social Psychology*, 101 (2), 354–365.
- Thomas, Tim. (2005). Motivation in Theory – Herzberg Two-Factor Theory. Tutor2u Limited. Retrieved 20 February 2015. [http://www.tutor2u.net/business/people/motivation\\_theory\\_herzberg.asp](http://www.tutor2u.net/business/people/motivation_theory_herzberg.asp)
- University of Professional Studies, Accra, Annual Report, ( 2013).
- Van Wyk, C. (2011). Evaluating motivational levels of employees in a contemporary South African organisation (Doctoral dissertation, Nelson Mandela Metropolitan University).
- Valley View University, Annual Report; March, ( 2009).
- Valley View University, Annual Report; Nov,( 2005).
- Villarica, H. (2011). Maslow 2.0: A new and improved recipe for happiness. *The Atlantic*. Retrieved on march 25,2015 from <http://www.theatlantic.com/life/archive/2011/08/maslow-20-a-new-and-improved-recipe-for-happiness/243486/#.TkV8KIRv8USE.facebook>
- Wanous, J., & Zwany, A. (1977). A cross sectional test of need hierarchy theory. *Organizational Behavior and Human Decision Processes*, 18(1), 78-78.
- Wijetunge, P. (2001). Training and Education of Paraprofessionals in Sri Lankan University Libraries. *Journal of Education for Library and Information Science*, 42(2),150
- Zhu, L. (2012).The Role of Paraprofessionals in Technical Services in Academic Libraries. *Library Resources & Technical Services*. 56(3). 1-12

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

This research critically explores motivation among paraprofessional library employees of UPSA and VVU. This chapter reviews literature on related studies on motivation and the impact of motivation on paraprofessionals. The literature is reviewed under the following themes;

- ✓ The concept of Motivation
- ✓ Categories of Motivation
- ✓ Factors affecting Employees' motivation
- ✓ Strategies or ways of Motivating Workers
- ✓ Benefits of Employee Motivation
- ✓ Empirical studies
- ✓ Motivation of library staff in academic libraries

#### 2.2 The concept of Motivation

Olawepo, Ofoegbu, and Ibojo (2013) postulate that motivation refers to drives, forces or urges that make a person want to contribute more towards the accomplishment of an organisation's goals and purposes. The authors add that the concept also refers to how behaviour gets energised and directed and what kind of subjective reaction is presented in the system.

Motivation of employees is the pillar through which corporate goal is achieved and rewards are the strategies through which motivation can be triggered (Martin, 2004). [Gibson (n. d) cited by Kamali, Khan, Khan and Khan (2008)] state that "motivation is

the need or drive within an individual that drives him or her toward goal-oriented action”.

Thus, to Olawepo et al. (2013), motivation leads to job satisfaction and this could enhance productivity. This is supported by Asante-Kyei (2013) when he opined that elevated amount of motivations are critical contributors to extraordinary performance. In other words, motivation is the concept we use when we describe the forces acting on or within an individual to initiate and direct behaviour (Asante-Kyei, 2013). That is, a motivated individual must have a high spirit directed at a set goal and with that spirit create results.

Another school of thought indicates that motivation represents the forces within a person that affect his or her direction, intensity, and persistence of voluntary behaviour (Campbell & Pritchard, 1976, Pinder, 1998). Mullins (2006) indicates that research on motivation is concerned fundamentally with why individuals act in a certain manner. However, a more recent but narrow definition is that “motivation is the desire to achieve beyond expectations, being driven by internal rather than external factors, and to be involved in a continuous striving for improvement” (Torrington, Hall, Taylor & Atkinson, 2009). According to Deckers (2010), motivation is a person’s internal disposition to be concerned with and approach positive incentives and avoid negative incentives. To further this, an incentive is the anticipated reward or aversive event available in the environment. Contrarily, Pinder (2008) avers that “work motivation is a set of energetic forces that originate both within as well as beyond an individual’s being, to initiate work related behaviour, and to determine its form, direction, intensity and duration.”

Thus, the question that arises out of these several definitions reviewed above is that how do we identify motivated employees? Ifinedo (2003) demonstrates that a motivated worker is easy to spot by his or her agility, dedication, enthusiasm, focus, zeal, and general performance and contribution to organisational objectives and goals. The aforementioned definitions are just a few to illustrate the concept of motivation as used in this work.

## **2.3 Categories of Motivation**

There are two basic types of motivation. These are extrinsic and intrinsic motivation:

**2.3.1 Extrinsic motivation:** this motivation is prompted by external factors which are principally financial in nature (James, 2011). Many questions have been raised with regard to this type of motivation as to whether people derive their motivation from getting financial rewards. For instance, according to Luthans and Stajkovic (1999), extrinsic rewards can undermine or demoralise a person's intrinsic motivation. Further, Herzberg (2003) and Frey (1997) stress that the values and the mission of an organisation are an important source of motivation and not the financial reward. This is supported by Almer, Higgs and Hooks (2005) as well as Etzioni (1988) when they all argue that there are factors other than pay that motivate individuals to work. However, from the researcher's point of view extrinsic motivation is relative and, therefore, whereas values and missions of the organisation may motivate an employee to work another employee may be motivated by the financial rewards. Besides, going by Ryan and Deci (2000), and James' (2011) definition of the term, "extrinsic motivation" is the attainment of a separable outcome from the performance of an activity, and thus prompted by external factors. In other words, extrinsic motivation should come from

outside of the organisation and, therefore, it cannot be a financial reward or values and missions of the organisation.

Contrary to the above, Olorunsola and Bamijoko (2005) as cited by James (2011), propose that extrinsic motivators such as a great pay, retirement advantages, additional time allowances, and great working conditions are frequently huge variables to draw in and retain the best people and can not be disregarded.

**2.3.2 Intrinsic motivation:** this includes the performance of an action for the inherent satisfaction of the action (James, 2011). Once more, as indicated by Asante-Kyei (2013), intrinsic motivation is a drive inside an individual that strengthens him to act in a particular way or to live in a particular manner. These components may consolidate commitment, chance to act, and degree to use and create capacities and limits, fascinating work, testing work and open entryways for progression (Seddoh & Akorsu, 2010).

#### **2.4 What Inspires Motivation?**

Emphatically noted by the Society for Human Resource Management (SHRM), 2010), motivating employees for better performance envelops these serious components: worker engagement, institutional vision and values, administration affirmation and gratefulness for job admirably done, and general legitimacy of authority. “Motivation and engagement is truly a 50-50 relationship between the employee and employer” (SHRM, 2010).

Employees are expected to go to the work environment with the intrinsic motivation and craving to be fruitful, be value-added and add to the attainment of the vision of the employer. On the other hand, it is the responsibility of the employer to give resources,

opportunities, acknowledgment and a cohesive workplace for workers to be effective (SHRM 2010).

#### **2.4.1 Employee Engagement**

It is reflected in the degree to which workers submit, how hard they work and the extent to which they keep long at work. Individuals work in organisations for distinctive reasons, and some of these reasons could be for intrinsic or extrinsic benefits. Intrinsic benefits are reflected in activities accepted to be imperative. For instance, a worker who desires to help individuals by giving outstanding customer services or a senior director who picks up a feeling of achievement by managing a huge organisation. Intrinsic results involves obligation such as self-rule, feelings of achievement and the joy of work. Extrinsic motivated conduct incorporates activities performed with the objective to have material or social prizes, with results like job stability, advantages, excursion and open acknowledgment. It is the obligation of heads or organisations to motivate workers with the objective that workers would add to the organisation. Administrators can best persuade workers to work by offering remunerations that are important to them (Daniel and Metcalf, 2005)

#### **2.4.2 Vision and Values**

Employees are frequently motivated in an unexpected way. To build up a workplace that advances motivation, organisations need to realise what is critical to their workers and to underscore these elements. As a matter of fact, a few organisations and researchers are starting to consider "work spirituality" not in a religious sense, but rather it could be said that what a worker does to adjust to his or her more superior feeling of life and reason. Beside monetary gain, work furnishes individuals with satisfaction at different levels, from procuring a living and "doing great work" to yearning for a vision and eventually

having an influence on the value of life. These reasons can change in the long run as a result of changes in individuals' home life and obligations. Further, in response to radical financial changes and regular calamities, organisations can change as well in the long run (Stanley, 2008).

### **2.4.3 Management Acknowledgment and Appreciation**

How workers are dealt with is a solid determinant of employee motivation and performance. Lawler (2003) stresses that “treating people right is fundamental to creating organisational effectiveness and success.” According to him, to provide people with meaningful work and rewards, organisations need to be successful. And to be successful, organisations need high-performing individuals. The challenge is to design organisations that perform at high levels and treat people in ways that are rewarding and satisfying.” To depict this commonly advantageous relationship, Lawler uses the term “virtuous spiral”, a relationship that happens when the organisation values its workforce, and consequently, this leads to workers commitment to high performance (Lawler, 2003).

### **2.5 Factors affecting Employee motivation in the workplace**

Safiullah (2015) in her study of employee motivation posed the question “why do we need to motivate workers”?. Smith, (1994) answered this by saying it is for the sake of survival. In our quickly evolving work environments motivated workers are required (Safiullah, 2015). They are required to boost performance and to ensure the survival of the organisation. Thus, there is a relationship between worker performance and motivational factors. Further, managers must be part of the process of motivating employees, though, of all the roles they execute motivating employees is apparently the

most complex thing to do (Safiullah, 2015). This is because the factors that motivate employees change continually (Bowen & Radhakrishna, 1991).

The presentation of suitable incentives and appreciation programmes can be used to motivate employees in an organisation (Safiullah, 2015). Minister (1987) maintains that there is a relationship between pay and output, while the size of the organisation has a bearing on the reward system. Suitable incentives and appreciation programmes can be a great motivator while the opposite can be a de-motivator. According to Houran (2010), the desire of every employee is to receive a realistic salary and pay, while employers crave their employees to feel that is what they are getting. However, this desire due to some circumstances may be as a result of the greed of the employer. Poor economy, both locally and internationally, may also affect employee motivation. Sara *et al.* (2004) observes that cash is the central incentive and that no other motivational technique comes even close to it in terms of its value and in the words of Muogbo (2013), money has the “supremacy to magnetize, maintain and motivate individuals towards higher performance”. However, a study by Whitley (2002) in Great Britain demonstrates that pay does not support efficiency on the long term and cash does not enhance performance altogether. Since money is tangible, Häsänen (2010) found that tangible or concrete rewards influence goal commitment. The question then is do employers focus on money? According to Dobre (2013), “focusing only on this aspect might affect employees’ attitude, as they might pursue only financial gains”.

Nonetheless, a study by Kovach (1987) observed that a rise in salaries makes money a lesser motivator and when the older workers become fascinated work turns out to be a greater motivator. As per some past investigations, it has been observed that components that influence workers of diverse organisations in a negative manner are inadequate wage and employer work security, lack of training programmes, absence of opportunity and so

on. In addition, with the pace of time a few different elements have been uncovered as contributing to the negative effects (Mak and Sockel, 2001; Velo and Mitta, 2006).

Kovach (1987) identified the following order of motivation in a study he undertook and found that: (a) interesting work, (b) full appreciation of work done, and (c) feeling of being in on things. Similar findings were also identified by Harpaz (1990), in order of motivational factors as: (a) interesting work, (b) good wages, and (c) job security. Moreover, though Lindner's (1998) findings are no different from those above, other factors were discovered in addition to what had already been discovered. This he ranked as follows: "(a) interesting work, (b) good wages, (c) full appreciation of work done, (d) job security, (e) good working conditions, (f) promotions and growth in the organisation, (g) feeling of being in on things, (h) personal loyalty to employees, (i) tactful discipline, and (j) sympathetic help with personal problems". This means workers' motivational factors change as the year progresses.

Technological advancement and competition among businesses in the year 2000 to date have changed the needs of employees and created a paradigm shift in employee motivation (Safiullah, 2015). For instance, a study by Ölçer (2005) to determine the ranked factors that affect working staff motivation found that "job security, good relations with superiors, wage and appreciation based on fair performance, trustful and cooperative relations with workmates, appropriate working environment, ensuring opportunities for social development, doing group work, giving important and appropriate works in accordance with employee's skills and work rotation" were the the order that motivated employees.

Hossain and Hossain (2011) carried out a study with the fast food industry in the United Kingdom and discovered a few distinct elements of motivation in the following order of

importance: “Good wages, overall job security, training and development, benefits, evaluating performance fairly, accepts mistakes positively, availability of logistics supports, opportunities for career growth and development, flexible working hour, recognition, challenging work, reasonableness in work”.

Thus, for paraprofessionals in libraries what then becomes the focus as regards motivation since they are employees compared to any other employee in any organisation? Several studies have shown that other factors such as reward or recognition, the work itself, Job characteristics, management practices, employee characteristics and proper leadership align together to motivate employees (Häsänen, 2010; Mallaiah and Yadapadithaya 2009; and Devadass, 2011; Dobre, 2013) respectively.

It is for this reason that Dobre (2013) concludes that “not all individuals are the same, so each one should be motivated using different strategies”. This brings the review to the issue of the strategies for motivating employees.

## **2.6 Strategies or ways of Motivating Workers**

Strategies for motivating employees abound in the literature. However, Worman’s (2008) contribution to the subject of motivation counted the accompanying methods of motivating employees.

The first strategy is recognition and attention. According to Worman (2008), when workers finish a mission, they accept that in reality they have accomplished something and have the mentality that acknowledgment from administration is thankfulness for that accomplishment. Häsänen (2010) reinforces this view when he notes that if the employee feels that he/she will be rewarded after attaining a goal, he/she will be more committed

to the goal. However, Nduro (2012) observes that the challenge is that most supervisors do not give enough acknowledgment on the grounds that they themselves do not get enough. Closely related to gratitude and attention is applause.

Worman (2008) maintains that administration ought to hail workers by issuing them a round of commendation for particular yet unprecedented accomplishments. Also, another strategy believed to be associated with recognition is the timing of on-the-spot praise. At the point when there is a purpose behind applauding somebody, Hitt (2009) repeated that management ought not to procrastinate for any reason. This study shares the sentiments of Hitt with regard to on the spot praise. This is because in the researcher's point of view, praise has a psychological effect on the mind and, therefore, may induce positive energy when it is done on time.

Another methodology recommended by Worman (2008) is one-on-one coaching. Coaching or instructing is employee advancement which is an essential part of every organisation. The main issue with this is the time (Nduro, 2012). According to Nduro (2012), when one-on-one coaching takes place at the wrong time it loses its efficacy. Chapman (2009) opines that at whatever point the emphasis is on positive input, it is just smart that the training is done openly.

Training is another way of motivating employees. Worman (2008) indicates can motivate an employee. However, Nduro (2012) contends that for whatever reasons known to management of most organisations, they imagine that individuals have as of now been trained or have got great individuals who just need a bit of training. Yet, Worman (2008) in his article titled, "ways of motivating employees without money" disagrees and claims that training never ends and is a continuous exercise. This researcher agrees with Worman (2008) that training is a continuous process and with

some employee training, motivation is assured. This is particularly true in the case of the paraprofessional who is not really a professional and, therefore, needs professional training with regard to the library. This will give the librarian or information professional a chance for self-development and advancement to meet the difficulties and necessities of new equipment and new methods of accomplishing a mission (Adeleke, 2010). Aziagba (2008) found that the motivating factor for paraprofessional is the belief that in-service training would greatly enhance their professional skills.

Tied with training is external seminars. Outside seminars, according to Worman (2008), are encouraging break for workers after a long stretch of sitting behind their PCs and working. Since outside workshops are not generally effective for a great many people, management may consider on-site courses or workshops for their staff. Nduro (2012) is of the opinion that that this may spur different workers on to give of their best with a definitive expectation of being chosen to be the luckiest.

Job titles, to Worman (2008), implies tapping the self-esteem of individuals. In other words, how somebody feels about the way he or she is seen in the workforce is a critical part to general demeanour and assurance. However, in the library this may not be possible since paraprofessionals can only be called Library Assistants. However, Worman suggest is a motivating factor which the researcher agrees.

Further, Worman (2008) recognises a “Good Work Environment” as a way of motivating employees. Commenting on this issue, McCoy (2000) in a study, requested employers to rank what they thought spurred their people and afterward workers were requested to rank what truly motivated them. As per the study, employees felt "working conditions" was nine (or next to last) in terms of significance.

Moreover, Worman (2008) identified that leadership roles may be one of the ways of motivating workers. Giving employees' leadership roles to remunerate their performance will likewise help to recognise future promotable individuals (Worman, 2008). Furthermore, Worman further observed that one extremely viable thought for most organisations has been the strategy of cooperation among workers. Team spirit creates the principle of what Worman (2008) calls the "we mentality". However, this team spirit strategy is largely dependent on leadership roles. If leadership is not charismatic team, spirit may be down or absent.

Social gatherings are another way of motivating workers, according to Worman (2008). Planned off-site occasions improve relationship which helps team spirit and ultimately affects positive work environment. Excursions like Christmas and Easter gatherings are just a percentage of the ideas that effectively unite individuals for a charming time. A few others like to stay in shape and inter-departmental games are additionally compelling activities in motivating workers.

Again, Worman (2008) maintains that giving additional responsibility to employees is another approach of motivating employees. According to him, there are some employees in every organisation who are ready, asking for and can deal with extra obligation. Such workers do not do it because of pride but because of their adoration for the job. Issuing them that extra obligation makes them have an inclination that are dependable and equivalent to whatever undertaking given and they will go the additional mile to execute it with due diligence (Nduro, 2012).

Finally, Worman (2008) adds stress management as a way of motivating employees. It is one of the silent, albeit, central points that bring about low performance among employees (Worman, 2009). He further states that there are numerous articles and books

accessible on the subject and urges administration to make the reference materials accessible to their people. He further suggests that if possible, an organisation should include an in-house course on stress management techniques.

## **2.7 Benefits of Employee Motivation**

The importance of paraprofessional employee motivation in academic libraries cannot be over-emphasised. Abbah (2014) identified five (5) benefits of motivation: it improves the level of efficiency of employees; it puts human resources into action; it builds friendly relationship; it leads to achievement of organisational goals and it leads to the stability of the workforce. According to Adi (2000), the improvement of the level of efficiency of employees will result in an increase in productivity, reducing cost of operations, and improving overall efficiency in the workplace. Further, putting human resources into action will help organisations in securing best possible utilisation of resources (Rothberg, 2005).

James (2011) also observes that motivation is a human psychological characteristic that contributes to a person's degree of commitment. That is, motivation affects the psyche of people and induces commitment and from James (2011) perspective, this is beneficial to the organisation since this induced commitment will lead to employee participation, empowerment and overall organisational performance (Dobre 2013).

## **2.8 Empirical studies**

### **2.8.1 Related studies on motivation of employees (world view)**

An abundance of empirical studies on motivation exists. Initially, though it is reasonable to assume that an individual's level of motivation will differ across domains depending on his or her particular interest, there is some proof that motivation in one area may sum

up to different areas (Lai, 2011). Thus, the review below tried to look at empirical studies on motivation from various levels and different countries together.

Devadass (2011) reviewed 40 articles in Singapore and found that most of the literature concentrated on how work attributes, employee attributes, management practices and broader environmental elements impacted employees' motivation. The study further revealed that there was widespread support for motivation concepts in organisations. As indicated by the study, theoretical and editorial literature certifies that motivation constructs are major to workers. Work qualities, management practices, worker characteristics and more extensive environmental issues are the key variables which affect employee motivation in organisation (Devadass, 2011).

A study in Sweden that investigated the motivational aspects of organizational deaths in terms of change in motivation as individuals adjust to changing realities of plant closure in a multi-plant organisation found that the majority of the variables went in the expected direction, except for target clarity (Häsänen, 2010). Work performance was projected by goal rationale, which means that employees with clear insight of why they should pursue the goals and how they were measured for goal attainment, with regular feedbacks increased their performance ratings. Further, it was found that tangible or concrete rewards influenced goal commitment. That is, if the employee felt that he/she would be rewarded after attaining a goal, he/she would be more committed to the work (Häsänen, 2010).

A study carried out in India by Mallaiah and Yadapadithaya (2009) which discussed the major implications for intrinsic "motivation in university libraries in Karnataka" revealed that the work itself was a chief determinant of intrinsic motivation of the employees. Using factor analysis, the study found that work itself is measured by three variables and

they include sense of personal satisfaction, pride in doing the job, and creative ways of doing the job (Mallaiah and Yadapadithaya (2009). In other words, the personal satisfaction derived from the job and the freedom to come out with their initiative as regards the job developed belongingness in the Librarians. The study also found that sense of personal worth constituted another important determinant of intrinsic motivation of the employees. Thus, sense of personal worth was conceptualised to mean linkage between the quality of performance and the self-opinion, being unhappy when the work was not up to one's own standard and looking back on the day's work with satisfaction (Mallaiah and Yadapadithaya (2009). A study by Chaudhary (2012) that was carried out in India to ascertain the effects of employee motivation on organisational performance found that motivated employees were more profitable as far as their performance was concerned when contrasted with less or non-motivated workers.

Dorner (2011) in her research which sought to explore how student employees were motivated in North Carolina within the framework of self-determination theory: measuring levels of intrinsic motivation, internalised regulation, introjected regulation, and external regulation, found that students employed in academic libraries belonging to the Association of Research Libraries (ARL) showed higher levels of intrinsic motivation and external regulation, and while students' majors do not have a notable effect on their motivation, the task they performed at work did impact their motivation.

Latt (2008) in her analyses of motivating people on the way towards organizational performance postulates that "people are motivated by diverse needs and desires, which include physiological needs, safety requirements and self-actualisation". Yeo (2003) further indicated that concentrating on workers at each level of the workforce and every division in the organisation will facilitate the change of work conditions, better

comprehension of workers' worries and needs and give fast solutions. According to Latt (2008) the root of motivation varies from individual to individual. For instance, Tietjen and Myers (1998) found that while one worker may be spurred in his work to gain a higher commission, another worker may be more intrigued about the surrounding environment. In the supposition of Vroom (1990), therefore, the main considerations of motivation are one's requirements, rewards, riches, decided objectives, convictions and pride or dignity. Furthermore, Latt (2008) adds that disappointment, accomplishment or else risk may spur workers to have a strong commitment to their work.

Finally, Dobre (2013) studies employee motivation and organisational performance Bucharest Romanian and his findings revealed that factors such as empowerment and recognition increased employee motivation. In other words, if there is an increase in employee recognition, their motivation to work will also improve, as well as their accomplishments and the organisational performance. Nonetheless, the study also found that employee dissatisfactions caused by monotonous jobs and pressure from clients, might weaken the organisational performance. In view of these findings, Dobre (2013) concluded that "not all individuals are the same, so each one should be motivated using different strategies. For example, one employee may be motivated by a higher commission, while another might be motivated by job satisfaction or a better work environment".

### **2.8.2 Related Studies on Motivation of Employees (African view)**

In the context of Africa, a study by Aziagba (2008) on staff development as motivation for paraprofessionals in Nigeria found that the motivation component for paraprofessionals is the conviction that in-service training will absolutely influence the possibility of their professional advancement. As such, staff advancement is by and large

considered a positive wellspring of staff motivation, especially for paraprofessionals, for it adds to their educational curriculum vitae and along these lines encourages their occupation versatility (Aziagba, 2008).

A study by James (2011) in Nigeria found that ample breaks for lunch, salary scheme to enable paraprofessional library staff buy life's essentials, work security, retirement benefits, safe workplace, stable wages and salaries, health insurance, feeling of acceptance, recognised achievements and training programmes were strategies he identified for motivating of paraprofessional library staff.

In a similar study, Muogbo (2013) in Nigeria disclose that there was a relationship between worker motivation and the organisational performance. The study found that extrinsic motivation given to workers in an organisation had a critical impact on the workers' performance. This finding confirmed another survey study by Olawepo, Ofoegbu and Ibojo, (2013) in Nigeria on the connectivity between motivation and employees' performance in marketing oriented organizations. The results of the analysis indicate that there is connectivity between motivation and employee performance in marketing-oriented organisations.

Another survey conducted in Nigeria by Nwosu, Ugwoegbu, and Okeke (2013) additionally established that there was a relationship between self-esteem, motivation and task performance of professional and paraprofessional librarians in university libraries in Nigeria. The outcomes demonstrated that professionals had high self-esteem when contrasted with paraprofessionals' low self-esteem.

### **2.8.3 Related Studies on Motivation of Employees (Ghanaian view)**

In the context of Ghana, literature search revealed very few published work on the subject which this author reviewed. An empirical study on motivation and productivity in academic libraries using the Balme Library as case study was conducted by Alemna (1992). The research design for the study employed twenty-five questionnaires which were administered to randomly selected junior members of staff of the library. Twenty-two were returned, giving a response rate of 88%.

The study revealed that some junior staff at the library had remained stagnant in one position because of inadequate education. To enhance their productivity and advancement at work, the author suggested there was the need to provide some in-service training for such employees. Training is an investment which produces profits in better performance and better comprehension of organisational objectives. Additionally, training prepares the workers for higher obligations.

Opoku's (2009) study observed that the low level of productivity of the subordinate library staff could be attributed to frustrations on the lack of awards like prizes and commendation to stimulate the employees to aim at higher productivity. A considerable number of the library staff also found the library work to be boring. The study recommended participative management whereby the junior staff in the library would be involved in the administration of both their department and the library as a whole.

Asante-Kyei (2013) studied the motivation and productivity among junior staff of polytechnics in Ghana focusing on Takoradi Polytechnic" and found that regular and good salary was absolutely necessary in order to meet the basic physiological and safety needs of respondents. This is because in his analysis, he found that eighty-one

respondents representing 93.1%, expressed complete dissatisfaction with the salaries they received. Another study by Senyah (2003) found that almost the entire library assistants surveyed were dissatisfied with low salaries and poor conditions of service offered them by their employers. Nduro (2012) uncovered that in reality, there was a correlation between motivation and performance and aside the known point, that cash is the key issue among the motivational elements to employees. It was understood that workers were steadily becoming more specific about trust, appreciation and exclusive standard, acknowledgment and thankfulness and great workplace. Yeboah and Antwi (2001) in an article titled, “motivation and productivity in academic libraries in Ghana”, stressed the importance of motivation and the need for heads to take interest in motivating their subordinates. Equally, Badu (2004) also published a work on “organisational performance through rewards in university libraries in Ghana”. In the article, he raised issues concerning motivation and reward practices available to the library staff in public universities in Ghana. A similar research carried out by Owusu-Acheaw (2008) stated that it was clear that motivation and rewards were vital ingredients in attracting and retaining staff in the polytechnic libraries in Ghana.

Table 2.1 gives a summary of literature on related studies of motivation of employees and this is arranged by country in alphabetical order showing first the country, followed by the author (s), the research title and their respective contribution to knowledge.

**Table 2.1: Summary of Literature**

<b>Author</b>	<b>Title of research</b>	<b>Contribution</b>	<b>Country</b>
Devadass (2011)	“Employees Motivation in Organizations: An Integrative Literature Review”	Literature affirms that motivation constructs are fundamental to employees. Work attributes, management practices, employee attributes and wider environmental factors are the key variables that affect employees’ motivation in organization.	Singapore
Häsänen (2010).	“Organizational death and employee motivation: Investigating a plant closure in a multi-plant organisation”	Individual’s behaviours and attitude are firmly influenced by the circumstance and the environment, as opposed to a powerless circumstance. People get to be progressively self-controlled while they are slanted to seek after objectives connected with progression, development and achievement, and where goal attainment is seen as an improvement.	Sweden
Mallaiah and Yadapadithaya (2009)	“Intrinsic Motivation of Librarians in University Libraries in Karnataka”	Work environment is continuously influenced by the perceived quality of physical, social, and psychological conditions available in the workplace	India
Chaudhary (2012)	“Effects of employees motivation on organizational performance – a case study”	Motivation is going to work if the right individual with suitable abilities is put in charge of the job or else it will be the wastage of assets and time, and will prompt occupation disappointment	India
Dorner (2011)	“Motivation of Undergraduate Student Employees in Academic Libraries”	Understanding what motivates student employees will hopefully assist supervisors design motivation programmes and offer incentives that these employees actually respond to. Improving the experience of student employees with proper management and motivation will become an important consideration for all library professionals.	USA-North Carolina
Latt (2008)	“Motivating people on the way towards organizational performance”		Australia
Dobre (2013)	“Employee motivation and organizational performance”	Employee participation and empowerment don't just upgrade effectiveness, development and advancement yet they likewise expand worker motivation and trust in the organisation	Romania
Aziagba (2008)	“Staff Development as Motivation for	A library that has allowed its paraprofessional staff to take an	Nigeria

	Paraprofessionals: A Case Study in Southern Nigeria”	interest in further training stands to pick up over the long run, in this manner paraprofessional staff should be utilised as well as fittingly fused into the library structure through training and re-training	
James (2011)	“Effective Motivation of Paraprofessional Staff in Academic Libraries In Nigeria”	The paraprofessional staff must have the right perception, create positive self–concept of his or her profession and show availability to perform ideally at work. It is likewise their obligation to recognise pertinent and fitting workshops, gatherings, courses and formal instructive projects where they can get training.	Nigeria
Muogbo (2013)	“The Impact of Employee Motivation On Organisational Performance (A Study Of Some Selected Firms In Anambra State Nigeria)”	Workers reward package matters a lot and should be a concern of both the employer and employee and therefore call for employer’s sense of commitment to put in place a suitable motivation arrange that will urge workers to be more purposeful and improve their performance.	Nigeria
Nwosu, Ugwoegbu, and Okeke (2013)	“Self-Esteem and Perceived Levels of Motivation as Correlates Of Professional and Para- Professional Librarians’ Task Performance in Universities of South-East, Nigeria”	A relationship exist between professional and Paraprofessional librarians' self-esteem, levels of motivation and their task performance.	Nigeria
Asante-Kyei (2013)	“Motivation And Productivity Among Junior Staff Of Polytechnics In Ghana: A Case Study Of Takoradi Polytechnic”	Management institutes a yearly honour plan where prizes would be granted to dedicated and committed staff to energise both beneficiaries and whatever is left of staff to work harder to improve output.	Ghana
Senyah (2003)	“Motivation and Productivity in Academic Libraries: A Case Study of the Kwame Nkrumah University of Science and Technology Library, Kumasi”	Academic libraries in Ghana must sit up and understand that the parent institution alone can no more meet their budgetary necessities to work effectively and adequately. The time is now for these libraries to investigate different sources of financing to meet some of their operational expenses if the library Assistants personal satisfaction at work is to be enhanced and if their requirement for testing occupations, better pay, promotion opportunities, acknowledgment for work experience and at job training are	Ghana

		to be addressed. When these needs are sufficiently met, then these assistants would be considered to have been very much spurred for higher performances and increased productivity	
Nduro (2012)	“The effect of motivation on the performance of employees at GT Bank, Ghana”	Remarkable steps have been made to stir all staff to enhance performance and that administration appends more significance to issues of worker motivation to make the organisation survive amongst its opponent.	Ghana
Opoku’s (2009)	“Employee motivation and productivity in the university of Ghana library system”	Library goals and objectives would should be plainly imparted, comprehended and increased in value by all the library staff with the goal that they turn out to be actually dedicated in living up to expectations towards these objectives and targets. The reward appropriation would also need to be reasonable to improve trust, inspiration and efficiency.	Ghana

*Summary from Literature Review*

#### **2.8.4 Gaps identified in the above literature (ref. Table 2.1)**

The above literature shows that motivation studies have not been given adequate consideration in Ghana. Very few research studies have been done on the motivation of paraprofessionals in academic libraries. Besides, available published studies on motivation are mostly quantitative and little or no attention has been given to qualitative perspective of motivation. This is because qualitative research is also used to uncover trends in thought and opinions, and dive deeper into the problem (Wyse, 2011). Exploring this study in Ghana, and in particular the academic libraries, will help academic librarians to pay critical attention to paraprofessional staff.

#### **2.9 Motivation of library staff in academic libraries**

Motivation of library staff in academic libraries in general would invariably exert quality service delivery and improvement in work delivery. Bryson (1990) for instance distinguished paraprofessionals’ and library staff’s clear understanding of the nature of

human motivation as the answer to effectively manage an organisation. According to Bryson (1990) where the staff is effectively inspired, there is generally an obviously noticed improvement. To satisfy the paraprofessional, Billings and Kern (1990) indicated in their study that library staff or paraprofessionals in particular articulated satisfaction with intrinsic rewards such as physical and scholarly environment of the library, supervision and working with library clients.

In another study by Mallaiah and Yadapadithaya (2009) carried out in India reports on the intrinsic motivation of librarians in the university libraries of Karnataka in respect of their job environment found that work environment is continuously influenced by the perceived quality of physical, social, and psychological conditions available in the workplace. Again Nigeria, Ntui, Adu, & Eyong (2014) found that, award, salary, fringe benefits, specialized training and working environment significantly relate with attitude to work in academic libraries

Ekere (2012) specifically examined the impact of intrinsic motivation on librarians' job satisfaction in university libraries in Nigeria and found 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). Saka's and Salman's (2014) findings also showed moderate level of motivation and job satisfaction respectively while there was high level of job performance of library personnel.

In a study by Abifarin (1997) in Nigeria revealed that among the major variables considered in the study such as training opportunities, frequency of development, work environment, promotion prospects, sabbatical leave, communication and management style, all the respondents agreed with the frequency of development of staff in their

respective libraries. Thus the study reveals a general dissatisfaction with all the variables but one, i.e. frequency of development.

Abifarin (1997) suggests that the management style of university librarians going out to see for themselves what is going on in the various sections of the libraries is a sure way of motivating library staff . By this, university librarians will be able to observe their staff at work, talk to them in their various offices on a regular basis and be able to carry out on-the-spot assessment, listen and praise staff as the case may be. In the same vein, Tan (2005) explained that a committed paraprofessional with required skills will be able to take on the challenges and excel to the level of expertise in librarianship.

## **2.10 Conclusion**

The literature review revealed alot of importance of motivation across all walks of life. The literature review highlighted what motivation is and factors that need to be considered when motivating staff. These include strategies essential for the motivation of staff, which was identified as recognition and attention, on the spot praise, one-on-one coaching and training, outside seminars, job titles, good work environment, leadership roles, team spirit, and social gatherings. It also highlighted issues such as benefits of employee motivation, factors affecting employees' motivation and motivation of library staff in academic libraries. This study, therefore, highlighted the above literature in relation to this study in order to fill in the gap on comparative motivational studies among private universities in Ghana.

This study, accordingly, contends that a viable academic library needs to perceive that diverse motivations are suitable for distinctive staff and that different staff will exhibit contrasting characteristic levels of motivation in setting their own particular targets and

endeavouring to meet them. This study, therefore, highlights different motivational practices in the life of paraprofessionals of VVU and UPSA Libraries.

## References

- Abbah, M.T. (2014). Employee Motivation: The Key to Effective Organizational Management in Nigeria. *IOSR Journal of Business and Management (IOSR-JBM)*, 16, (4), 01-08.
- Abifarin, A. (1997). Motivating staff in Nigerian university libraries. *Library Management*, 18(3), 124 – 128.
- Adeleke O. A. (2010). Exploration of the Implications of Monetization of Workers Fringe Benefits in a Nigerian Higher Institution. *Research Journal of Social Sciences*, 5(1), 35-51.
- Adi, D.Y., (2000). Motivation as a Means of Effective Staff Productivity in the Public Sector: A Case Study of Nigerian Immigration Service, Borno State of Nigeria. Unpublished MPA Thesis. University of Maiduguri Nigeria.
- Alemna, A. (1992) Motivation and productivity in academic libraries: a case study of Balme Library, University of Ghana. *Journal of Library Administration*, 16(4), 45-56.
- Almer, E. D., Higgs, J. L., & Hooks, K. L. (2005). A theoretical framework of the relationship between public accounting firms and their auditors. *Behavioral Research in Accounting*, 17(1), 1-22.
- Asante-Kyei, (2013). Motivation and Productivity among Junior Staff of Polytechnics in Ghana: A Case Study of Takoradi Polytechnic. *International journal of innovative research & development*, 2 (1), 103-121.
- Aziagba, P. C. (2009). Staff development as motivation for paraprofessionals: A case study in Southern Nigeria. *Chinese Librarianship: an International Electronic Journal*.
- Badu, E. E. (2004) Improving organisational performance through rewards in university libraries in Ghana. *Ghana Library Journal*, (16), 1.
- Billings, C.D., & Kern, Betty. (1990). Sources of satisfaction and dissatisfaction among library para-professionals: A study based on fifty interviews, *L.L.A. Bulletin*, 52, 174-177.
- Bowen, B. E., & Radhakrishna, R. B. (1991). Job Satisfaction of Agricultural Education Faculty: A Constant Phenomena. *Journal of Agricultural Education*, 32(2), 16-22.
- Bryson, Jo. (1990). *Effective library and information center management*. Aldershot: Gower.
- Campbell, J. P. & Pritchard. RD (1976). Motivation theory in industrial and organizational psychology. *Handbook of Industrial & Organizational Psychology*, 63-130.

- Chaudhary, P. (2012). Effects of employees motivation on organizational performance – a case study. *International Journal of Research in Economics & Social Sciences (IJRESS)*, 2(9), 81-87.
- Daniel, T. A., & Metcalf, G. S. (2005, May 1). The science of motivation [SHRM white paper]. Retrieved on April 8, 2015 from [www.shrm.org/Research/Articles/Articles/Pages/CMS\\_012666.aspx](http://www.shrm.org/Research/Articles/Articles/Pages/CMS_012666.aspx).
- Deckers, L. (2010) *Motivation: Biological, Psychological and Environmental*, 3rd edn, MA: Pearson, Boston.
- Devadass, R. (2011). Employees Motivation in Organizations: An integrative literature review. *2011 International Conference on Sociality and Economics Development IPEDR*. 10 IACSIT Press, Singapore.
- Dobre, O-I (2013) Employee motivation and organizational performance. *Review of Applied Socio- Economic Research*, 5(1), 53.
- Dorner, E.S. (2011). Motivation of Undergraduate Student Employees in Academic Libraries. A Master's Paper for the M.S. in L.S. degree. April, 2011. 58 pages. Advisor:
- Ekere, J. N. (2012). Impact of Motivation on Librarians' job satisfaction in University Libraries in Nigeria. Proceedings of the 12th Annual Conference/Annual General Meeting of the Nigerian Library Association, Enugu State chapter (pp. 239-250)
- Etzioni, A. (1988). *The moral dimension: Towards a new economics*. New York, NY: The Free Press.
- Frey, B. (1997). On the relationship between intrinsic and extrinsic work motivation. *International Journal of industrial Organisation*, 15, 427-439.
- Harpaz, I. (1990). *The meaning of work in Israel: Its nature and consequences*. Praeger Pub Text.
- Häsänen, L. (2010). Organizational death and employee motivation: Investigating a plant closure in a multi-plant organization. Stockholm: Sweden
- Herzberg, F. (2003). One more time: How do you motivate employees?. *Harvard business review*, 81(1), 87-96.
- Hossain, M. K. & Hossain, A. (2012). Factors Affecting Employee's Motivation In Fast Food Industry: The Case of KFC UK LTD. *Research Journals of Economics, Business and ITC*, 5, 22-29.
- Ifinedo, P. (2003). *Employee Motivation and Job Satisfaction in Finnish Organizations: A Study of Employees in the Oulu Region, Finland*. Master of Business Administration Thesis, University of London.
- James, I.J. (2011). Effective Motivation of Paraprofessional Staff in Academic Libraries In Nigeria. *Library Philosophy and Practice (e-journal)*. Paper 577.

- Kovach, K. A. (1987). What motivates employees? Workers and supervisors give different answers. *Business Horizons*, 30(5), 58-65.
- Latt, K.A. (2008) Motivating people on the way towards organizational performance Covalence Analyst Papers Victoria University (Australia), intern analyst, Covalence SA, Geneva, 02.02.2008
- Lawler, E. E. III. (2003). *Treat people right! How organizations and individuals can propel each other into a virtuous spiral of success*. San Francisco: John Wiley & Sons, Inc.
- Lindner, J. R. (1998). Understanding employee motivation. *Journal of extension*, 36(3), 1-8.
- Luthans, F., & Stajkovic, A. D. (1999). Reinforce for performance: The need to go beyond pay and even rewards. *The academy of management executive*, 13(2), 49-57.
- Mak, B. L., & Sockel, H. (2001). A confirmatory factor analysis of IS employee motivation and retention. *Information & Management*, 38(5), 265-276.
- Mallaiah, T.Y., & Yadapadithaya, P.S. (2009). Intrinsic Motivation of Librarians in University Libraries in Karnataka. *DESIDOC Journal of Library & Information Technology*, 29(3), 36-42.
- Mc Coy. (2012). Putting Employee Motivation in its Place. Women's Media: U.S.A.
- Muogbo, U.S.(2013). The Impact of Employee Motivation On Organisational Performance (A Study Of Some Selected Firms In Anambra State Nigeria). *The International Journal Of Engineering And Science (IJES)*, 2(7), 70-80.
- Mullins, L. J. (2006). *Essentials of Organizational Behaviour*, Prentice Hall, pp 183-190
- Naylor, J. (1999). *Management*. Harlow: Prentice hall.
- Nduro, M. (2012). The effect of motivation on the performance of employees at GT bank Ghana. A Thesis submitted to the Institute Of Distance Learning, Kwame Nkrumah University of Science and Technology.
- Ntui, A. I., Adu, A.V., & Eyong I.U. (2014). Motivation as Correlates of Work Attitude of Library Staff in Tertiary Institutions' Libraries in Cross River State, *Nigeria Journal of Library and Information Sciences* 2, (2), 55-65.
- Nwosu, O.C., Ugwoegbu F.U., & Okeke, I.E. (2013). Self-esteem and Perceived Levels of Motivation as Correlates Of Professional and Para- Professional Librarians' Task Performance in Universities of South-East, Nigeria. *International Journal of Humanities and Social Science Invention* 2(2), 52-55.

- Olawepo, G.T., Ofoegbu, O.E & Ibojo, B.O. (2013). The connectivity between motivation and employees' Performance in marketing oriented organizations in Nigeria. *International Journal of Education and Research*, 1(3), 1-14.
- Ölçer, F. (2005). Departmanlı mağazalarda motivasyon üzerine bir araştırma", Erciyes Üniversitesi İktisadi ve İdari Bilimler. *Fakültesi Dergisi*, 25, 1-26
- Olorunsola, R., & Bamijoko, S. B. (2005). Recruitment and retention of librarians in Nigeria: The huddles ahead. *Middle Belt Journal of Library and Information Science*, 5(1), 9-15.
- Opoku, D. (2009) *Employee motivation and productivity in the university of Ghana library system*. Unpublished M.Phil. Thesis presented to the Department of Information Studies, University of Ghana, Legon.
- Owusu-Acheaw, M. (2008) Motivation and Rewards in attracting and retaining library staff in academic libraries: A case study of Some Selected Polytechnic libraries in Ghana. *Ghana Library Journal*, 20(2), 37-49.
- Pinder, C.C. (1998). *Work Motivation in Organizational Behavior*. Upper Saddle River, NJ: Prentice Hall
- Pinder, C.C. (2008). *Work motivation in organizational behavior*, 2nd edn, Psychology Press, New York.
- Rothberg, G., (2005, Fourth Quarter). The Role of Idea in the Managers Workplace: Theory and Practice. *Pakistan Management Review*, XLII (4), 48-73.
- Ryan, R.M., & Deci, E.L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55: 68-78.
- Saari, L.M. & Judge, T.A. (2004). Employee attitudes and job satisfaction. *Human Resource Management*, 43 (4), 395-407.
- Safiullah, A. B. (2015). Employee Motivation and its Most Influential Factors: A study on the Telecommunication Industry in Bangladesh. *World*, 5(1).
- Saka, K. A., and Salman, A. A. (2014). An Assessment of the Levels of Job Motivation and Satisfaction as Predictors of Job Performance of Library Personnel in Nigerian Universities. *Journal of Balkan Libraries Union*. 2(2), 26-33.
- Sara, Parkin et al. (2004). *Learning and skills for sustainable development: developing a sustainability literatesociety*. Forum for the Future.
- Seddoh, J. E. & Akorsu, P. K. (2010). *Industrial Organisational Psychology*. Hampton Press, Cape Coast, Ghana.

- Senyah, Y. (2003). Motivation and Productivity in Academic Libraries: A Case Study of the Kwame Nkrumah University of Science and Technology Library, Kumasi. *Journal of science and technology*, 23(2), 80-88.
- Smith, G. P. (1994). Motivation. In W. Tracey (ed.), *Human resources management and development handbook* (2nd ed.).
- Smith, G.P. (1994), "Motivation", in Tracey, W.R. (Eds.), *Human Resources Management and Development Handbook*, AMACON, New York, NY
- Stajkovic, A. D., & Luthans, F. (2001). Differential effects of incentive motivators on work performance. *Academy of management journal*, 44(3), 580-590.
- Stanley, T. L. (2008). A motivated workplace is a marvelous sight. *Super Vision*, 59(3), 5-9.
- SHRM. (2010). Introduction to the human resource discipline of ethics and sustainability. Retrieved March 13, 2015, from [www.shrm.org/hrdisciplines/ethics/Pages/EthicsIntro.aspx](http://www.shrm.org/hrdisciplines/ethics/Pages/EthicsIntro.aspx)
- Tan, W. (2004). Academic librarianship: Traveling across time lines. *Journal of Educational Media & Library Science*, 41(4), 431-436.
- Tietjen, M. A. & Myers, R. M. (1998). Motivation and job satisfaction. *Management Decision*, 36 (4), 226-231.
- Torrington, D. Hall, L. Taylor, S & Atkinson C. (2009). *Fundamentals of Human Resource Management*, 1st edition. Pearson Education Limited, 439 p.
- Velo, V., & Mittaz, C. (2006). Breaking into emerging international hotel markets Skills needed to face this challenge and ways to develop them in hospitality management students. *International Journal of Contemporary Hospitality Management*, 18 (6), 495-508.
- Vroom, V. H. (1990). Manage people, not personnel: Motivation and performance appraisal. *Harvard Business Review*, Boston, U.S.
- Whitley, P. (2002). *Motivation*, Capstone Publishing, Oxford, Great Britain
- Worman, D. (2008). *10 Ways to Motivate Your Employees*. Retrieved on 01-01-2015 from <http://www.allbusiness.com/slideshow/10-ways-to-motivate-your-employees-on-the-cheap-15747759-1.htm>
- Wyse, S.E. (2011). What is the Difference between Qualitative Research and Quantitative Research? Retrieved on 01-01-2015 from <http://www.snapsurveys.com/blog/what-is-the-difference-between-qualitative-research-and-quantitative-research/>

Yeboah, P.A. & Antwi, I.K. (2001) Motivation and productivity in academic libraries: A case study of the University of Cape Coast Library. *Ghana Library Journal*, 13(1).

Yeo, R. (2003).The tangibles and intangibles of organizational performance. *Team Performance Management*. 9 (7/8), 199-204.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1 Introduction

The purpose of this section is to show the research approach, design, methods, and statistical analysis used in testing the conceptual framework, which ultimately provided answers to the research problem and questions. According to Mouton (2006), the methodological dimension of a research refers to the knowledge of “how or know how” to do things or the total set of means that scientists employ in researching their goal of valid knowledge. Nachamias *et al.* (1996) have observed that the fundamental factor in most studies on research methodology is that the determination of methodologies is taking into account the research problem and expressed research questions. Eldabi *et al.* (2000) have suggested a series of steps as a research paradigm to be followed in a methodology in a research. This will include research design, study population, sampling method, data collection techniques, data analysis and ethical consideration. This study employed these procedures in the subsequent subsections.

#### 3.2 Research Design

The study employed the qualitative research design to explore the motivation of paraprofessionals in selected academic libraries in Ghana. This design helps subjective scientists who are occupied with comprehending the meaning individuals have built in their world. This implies that qualitative studies uncovers how individuals understand their reality and the encounters they have in the world (Merriam, 2009). Case in point, Creswell (2007) observes that the researchers who takes part in this manifestation support method which looks at research with an inductive style, stresses individual

importance, and the significance of rendering the many-sided quality of a circumstance (Creswell, 2007).

Notwithstanding, qualitative research has the following inadequacies: more time consuming, masses of information to transcribe; harder to code information; not appropriate to broadly spread social settings (Onwuegbuzie & Collins, 2005). Onwuegbuzie & Collins (2005) contend that by and large, just a case study with constrained pertinence to different circumstances will ordinarily give just nominal level data, difficult to quantify; and difficult to control for researcher bias. Despite the inadequacies listed, the qualitative research was applied because the goal was to uncover and discover patterns or theories that could help to explain a phenomenon of interest, and in this case, how paraprofessionals are motivated (Onwuegbuzie and Collins, 2005). The choice of qualitative research is applicable to this study since it is thought to be the best option that could help to comprehend a specific contemporary phenomenon within its real life context using various sources of evidence (Robson, 2003). Qualitative research includes comprehensively expressed inquiries regarding human encounters and realities studied through sustained contact with people in their natural environments, generating rich, descriptive data that help in comprehending their experiences and attitudes (Rees, 1996).

Specifically, case study research strategy was employed in this study. The reasons for the choice of case study is that case study gave the researcher the opportunity to gather data on motivation from the perspective of the paraprofessionals in both VVU and UPSA with multiple sources (contexts) and sought understanding of what actually motivated paraprofessionals from both Universities. Besides, in the literature review it was discovered that there was little understanding of the phenomenon under investigation in

Ghana from the perspective of paraprofessional's library employees. Cooper and Schindler (2001) contend that where there is limited understanding of the phenomenon under investigation, qualitative case study research strategy is the preferred choice, as it provides an opportunity to understand the phenomenon under study in its real life context.

Again, this was thought to be the best option because it helped to understand a particular contemporary phenomenon within its real life context using multiple sources of evidence (Robson, 2003). Choosing to work in the library with a lower library qualifications is certainly a problem as far as paraprofessionals are concerned. Explaining this problem required an in-depth analysis from paraprofessionals. Besides providing in-depth insight into factors that drives paraprofessionals to work in the library, the case study method also gave the opportunity to study each response intensely in line with Cavaye's (1996) assertion that: "study of a single case enables the researcher to investigate a phenomenon in depth, enabling a rich description and revealing its deep structure." In view of this, multiple case study technique was employed. A multiple case study enables the researcher to explore differences within and between cases. The goal is to replicate findings across cases. Because comparisons were drawn, it was imperative that the cases were chosen carefully so that the researcher could predict similar results across cases, or predict contrasting results based on a theory (Yin, 2003).

### **3.3 Selections of Cases**

The study focused on UPSA and VVU because of the following reasons: First, the study focused on UPSA because it was once a private professional business education tuition provider but metamorphosed into a full-fledged public university in September 2008 as a result of a Presidential Charter conferred on it by the Government of Ghana. Besides, it

is currently the only public university in Ghana that offers degrees in professional programmes.

Secondly, the study focused on Valley View University because it was the first private institution in Ghana to be granted national accreditation and which permits her to award her own degrees. Further, the religious creed of VVU which is Adventist-centred is another reason why the study focused on VVU. This is because the researcher wanted to find out how people who did not share the same religious faith with VVU would be motivated to work in such an institution which imposed their religious beliefs on non Adventists employees, particularly paraprofessional library staff.

### **3.4 Selection of subjects**

The selection was basically made up of the population and sampling procedure for the study.

#### **3.4.1 Study Population / Participants**

The population or participants for this study were mainly paraprofessional employees at the UPSA and VVU library. A few analysts clarify that populace, which is sometimes alluded to as the universe, is the great aggregate of what is being measured: individuals, associations, commercial enterprises, firms, offices and segments (Proctor, 2003). Other researchers also indicate that population in research could also refer to all members of a target group as defined by the objectives of the study (Nwana, 2008). Therefore, the researcher intended to study paraprofessional staff at the UPSA and VVU library. Thus, paraprofessional staff at the UPSA and VVU library constituted the population. The total population for the study was twenty four (24). The composition of the respondents in the

study included (11) VVU paraprofessional library employees and thirteen (13) UPSA paraprofessional library employees as shown in Table 1.

**Table 3.1 Population Distribution**

<b>Categories of Paraprofessionals</b>		<b>Total</b>
<b>1</b>	Valley View University Library	11
<b>2</b>	University of Professional Studies, Accra Library	13
<b>Total</b>		<b>24</b>

It is important to state here that all the entire population of 24 was studied.

### **3.4.2 Sampling**

The purposive sampling technique was adopted to select paraprofessional employees at the UPSA and VVU library for interviews. Babbie (2004) indicates that purposive sampling, also referred to as judgmental sampling, takes into account the judgment of the analyst with respect to the attributes of the representative sample. In other words, because paraprofessionals are not trained professional librarians, the purposive sampling technique will help target only non-trained paraprofessional librarians. In addition, Brink (1996) clarifies that purposive sampling is based on the judgment of the analyst with regard to subjects and items that are representative of the phenomenon or topic being contemplated, or who are particularly proficient of the inquiry or issue. Despite its inherent bias, purposive sampling was applied because it gave dependable and powerful information and its quality really lies in its purposeful bias (Bernard 2002, Lewis & Sheppard 2006).

On the other hand, convenience sampling was adopted in recruiting paraprofessional employees at the UPSA and VVU libraries who were available at the time of the study and willing to participate. Creswell (2009) explains that convenience sampling is also a non-probability sampling technique where subjects are chosen due to their comfort, availability and proximity to the researcher. That is to say that convenience sampling

was less difficult to carry out with little instructions showing how the sample may be gathered (Creswell, 2009). The researcher used convenience sampling technique to reach the target population, which was paraprofessional library employees at the UPSA and VVU library.

The most evident feedback about convenience sampling is its sampling bias and that the specimen is not illustrative of the whole populace (Creswell, 2009). This may be the greatest hindrance when utilising a convenience sample in light of the fact that it prompts more issues and reactions (Creswell, 2007). However, this researcher used convenience sampling for straightforward purposes, for example, testing thoughts regarding the subjects of interest as it is the least expensive and easiest: it does not oblige a rundown of the populace and it does not require any statistical expertise (Creswell, 2007). Additionally, this sampling procedure helped the researcher to assemble helpful information and data that would not have been conceivable utilising probability sampling strategies, which require more formal access to lists of populaces (Creswell, 2007).

### **3.5 Data Collection Technique / Method & Tools (Interviews)**

The data gathering technique for this study is mainly interview schedule with paraprofessional employees at the UPSA and VVU library. The type of interview this study employed to gather the qualitative data was the one-on-one interviews.

#### **3.5.1 One on one Interviews**

Some researchers explain that “interview is a managed verbal exchange” (Gillham, 2000; Ritchie & Lewis, 2003). Therefore, effectiveness of interviews depends heavily on the communication skills of the interviewer (Clough & Nutbrown, 2007). Some researchers indicate that the aim of interviews is to acquire the individual perspectives of the

interviewees (Flick, 2011). Interviews are a standout amongst the most vital source of data in research (Yin, 1994) that offer a researcher the chance to modify the line of inquiry, catch up on interesting reactions and research fundamental motives in a manner that posted and self-controlled questionnaires cannot, consequently upgrading the dependability of the information (Robson, 1993). Interviewees were urged to talk straightforwardly and honestly and give as much detail as is needed. An extensive amount of data can be acquired through interviews. The Interview additionally permits flexibility as there is a chance to rebuild questions (Kothari, 2004). Because of the nature of this study, one on one interviews were employed to collate rich information on motivation of paraprofessional library employees since this type gave complete freedom in terms of content and structure.

After gaining the approval of the paraprofessional employee, the researcher created a rapport with the respondents to kick start the interview. The researcher permitted free expressions from interviewees and probed further for rich information. The one on one meeting went on for nearly 30 minutes to one hour for every member. The interviews took place during the lunch time of the respondents in their designated seatings in their various libraries.

Demographic information, for example, name of institution, educational level, years of experience, job title, department of the library, sex of the respondent, age of respondent, yearly income, work hours per week on average were gathered. Be that as it may, no distinguishing data, for example, name, telephone number, or email was taken from respondents. Before the researcher conducted each interview, she

1. Thanked the employees for their time and willingness to be part of the study.

2. Reminded the employees with regard to their promise
3. Explained that the interview would be unstructured and that questions would be controlled by the data given by the respondents.
4. Sought their concern to record the interview.
5. After an interview, the researcher played back the recorded information to guarantee voice clarity (Talbot, 1995).

### **3.6 Data Analysis**

A few researchers note that data analysis in a research undertaking include compressing the mass of information gathered and introducing the outcomes in a manner that imparts the most critical highlights (Hancock, 2002). Analysing data could be the most difficult and intriguing part of any explorative study (Creswell, 1994). It is an instrument for lessening and arranging information to deliver discoveries that oblige translation by the analyst (Cooper & Schindler, 2003).

There are several qualitative analysis options available. However, for case study analysis, a standout amongst the most attractive methods is to utilise pattern-matching logic. Such logic as indicated by Trochim (1989) “compares an empirically based pattern with a predicted one (or with several alternative predictions). If the patterns coincide, the results can help a case study to strengthen its internal validity”. As indicated by Yin (1994), a definitive objective of breaking down information is to treat the proof reasonably, to create convincing systematic conclusions and to discount elective understandings. In another sense data analysis is seen to comprise three simultaneous streams of exercises (Miles & Huberman, 1994). These three are data reduction, data presentation, and conclusion drawing and checks. Yin (2009) additionally highlights the

estimation of pattern matching, particularly when the hypothetical suggestions and observational information correspond as anticipated and do not match as anticipated.

In this study, the researcher analysed the data by applying the above-explained strategies. Thus, the interviews were transcribed verbatim and then compared with the audio-tapped data for any misrepresentation. In the wake of interpreting the information, the researcher marked or coded each item of data assembled so that distinctions and likenesses between all the distinctive items could be recognised so that all the items of information in one interview could be contrasted with information gathered from different interviewees and the theoretical propositions. The interviews were analysed using an Nvivo software application.

Nvivo is a qualitative data analysis (QDA) computer software package produced by QSR International. It has been intended for qualitative researchers working with exceptionally rich content based-and/or mixed media data, where profound levels of analysis on little or large volumes of information are needed.

### **3.7 Ethical Consideration**

Creswell (2009) states that researchers need to safeguard their study respondents, build up a trust with them, advance the honesty of the study, prepare for wrong doings and mistake that may mirror their organisations and also adapt to new difficulties. Ethics help to characterise what is or is not true, and what good research technique includes (Neuman, 2007).

Approval was sought from the management of UPSA and VVU libraries. An introductory letter was obtained from the Department of Information Studies, University of Ghana to the management of UPSA and VVU libraries in order to seek permission to

gather data from paraprofessional employees of the libraries. Secondly, the researcher was introduced to the paraprofessional employees and then interacted with them to discuss the possibility of participating in the interview.

Moreover, the researcher introduced herself, clarified the reason for the study, affirmed the privacy and anonymity of the interviewees and educated the members on their entitlement to reject or withdraw from taking part. Alongside this, other moral contemplations that were seen in this exploration were:

1. The researcher sought the permission of all employees.
2. The researcher acknowledged all sources of knowledge to avoid any form of plagiarism.
3. Privacy and anonymity: The researcher held respondents' information as confidential as possible.

### **3.8 Conclusion**

This part has displayed the technique that guided this study. It can be consolidated as follows: the researcher talked about a methodological review and suggested that the present study is exploratory and the philosophy is subjective, the sample determination taking into account non-random samples, the information gathering strategy is primary in nature, the information examination method utilised is pattern-matching logic. Watchful consideration has been given to create high reliability and validity in the study.

## References

- Babbie, E. (2004). *The basics of social research*. (3<sup>rd</sup> ed.). Thomson: Wadsworth.
- Bernard, H.R. (2002). *Research Methods in Anthropology: Qualitative and quantitative methods*. (3rd ed.). Walnut Creek, California: AltaMira Press.
- Brink, H. (1996). *Fundamentals of research methodology for health care professionals*. Cape Town: Juta
- Cavaye, A. L. (1996). Case study research: a multi-faceted research approach for IS. *Information systems journal*, 6(3), 227-242.
- Clough, P., Nutbrown, C. (2007). *A Student's Guide to Methodology: Justifying Enquiry*. London, SAGE Publications.
- Cooper, D. R., & Schindler, P. S. (2003). *Business Research Methods*. (8th ed.). New York, NY: McGraw-Hill/Irwin.
- Creswell, J. (2007). *Qualitative Enquiry and Research Design: Choosing Among Five Approaches*. London: SAGE Publications.
- Creswell, J.W. (1994) *Research Design, Qualitative, Quantitative and Mixed Approach*, (3<sup>rd</sup> ed.). London: Sage Publications.
- Creswell, J.W. (2009) *Research design: Qualitative, Quantitative and Mixed Methods Approaches*, (3<sup>rd</sup> ed.). London: Sage Publication.
- Eldabi, T., Irani, Z., Paul, R.J., Love, P.E.D. (2000). Quantitative and qualitative decision-making methods in simulation modeling. *Management Decision* 40(1), 64—73.
- Flick, U. (2011). *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project*. London, Sage Publication.
- Gillham, B. (2000). *The Research Interview*. London: Continuum
- Hancock, B. (2002). *Trent Focus for Research and Development in Primary Health Care: An Introduction to Qualitative Research*. Nottingham: Trent Focus
- Häsänen, L. (2010). Organizational death and employee motivation: Investigating a plant closure in a multi-plant organization.
- Kothari, C.R. (2004) *Research Methods and Techniques*, 2<sup>nd</sup> ed. New Delhi:Wiley Eastern.p 34.

- Krueger, R.A (1994). *Focus groups: A practical guide for applied research*. Second Edition. (Newbury Park, CA: Sage.
- Lewis, J.L. & S.R.J. Sheppard. 2006. Culture and communication: can landscape visualization improve forest management consultation with indigenous communities? *Landscape and Urban Planning* 77:291–313.
- Merriam, S. (2009). *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey-Bass
- Merriam, Sharan B. (2009). *Qualitative research: a guide to design and implementation*. San Francisco: Jossey-Bass
- Miles, M.B., & Huberman, A.M. (1994). *Qualitative Data Analysis: an expanded sourcebook* (2nd ed.), Sage Publications, Thousand Oaks.
- Mouton, J. (2005). *How to succeed in your master's and doctoral studies: a South African guide and resource book*. Pretoria: Van Schaik.
- Nachmias, M. G. M., Mangelsdorf, S., Parritz, R.H. (1996). Behavioral inhibition and stress reactivity: The moderating role of attachment security. *Child Development*. 67, 508–522
- Neuman, W. L. (2007) *Basics of Social Research: Qualitative and Quantitative Approach* 2<sup>nd</sup> ed., pp.142, 143.
- Nwana, O. C. (2008). *Introduction to Educational Research for Student-Teachers*. Nigeria: Heinemann Educational Books.
- Onwuegbuzie, A.J., & Collins, K.M.T. (2005). *Project CAREER: Creating an Action Research Enterprise for Educational Research: Step-by-step guide to publishing*. Invited Professional Development and Training Workshop presented to doctoral students and faculty at the University of South Florida and the University of New Mexico. University of South Florida, Tampa, FL.
- Patton, M.Q. (1987). *How to Use Qualitative Methods in Evaluation*. Newbury Park, CA: Sage
- Proctor, E. K. (2003). Research to inform the development of social work interventions. *Social Work Research*, 27, 3-5
- Ritchie, J., & Lewis, J. (2003). *Qualitative research practice: A guide for social students and researchers*. London: Sage.
- Robson, C. (2003) *Real World Research*. (2<sup>nd</sup> ed.). Oxford: Blackwell.
- Talbot, L. (1995). *Principles and practice of nursing research*. St. Louis, MO: Mosby Inc. p477.

- Trochim, W. M. K. (1989). Outcome Pattern Matching and Program Theory. *Evaluation and Program Planning*. (12), 355-366.
- Yin, R. K. (1994). *Case Study Research: Design and Methods*. Sage Publications
- Yin, R. K. (2009). *Case study research: Design and methods* (4th ed.). Los Angeles: Sage Publications.
- Yin, R. K. (2003). *Case study research: Design and methods* (3rd ed.). Thousand Oaks, CA: Sage

## **CHAPTER FOUR**

### **DATA ANALYSIS AND INTERPRETATION**

#### **4.1 Introduction**

This chapter analyses the qualitative data obtained for the study from the field in relation to the objectives of the study as well as the central research questions indicated in this study. The analysis begins with the background information on the participants involved in the study. This is followed by the motivation packages that are available for paraprofessionals in their respective institutions investigated. Additionally, the analysis examines how these packages impact upon the work of paraprofessionals and also determine whether they are satisfied with their job or not. Finally, the intrinsic and the extrinsic motivating factors are also presented.

This study involved on public and one private university in Ghana, namely UPSA and VVU respectively. Data was collected through one on one interview with the paraprofessionals of each university.

#### **4.2 Background of Respondents**

The demographic profile of the respondents interviewed on the subject matter varied in terms of years of experiences, job titles, educational level and so on. This aspect will introduce these variables for their respective institutions, that is in terms of schools- UPSA and VVU.

**Table 4.1 Background Information**

VVU				UPSA			
Age( Yrs)	Qualification	Unit of the library	Years of Experience	Age( Yrs)	Qualification	Unit of the library	Years of Experience
48	Degree in ccounting	Cataloguing	Thirteen years	27	Diploma in Librarianship	Cataloguing, indexing and with the IT section	Three years
25	Diploma in Library Studies	Cataloguing	Two years	36	Diploma in Librarianship.	Indexing and circulation	Four years
33	Degree in Religion and Computer Science	I.C.T assistant	Four years	27	Diploma in Librarianship	Indexing	Three years
46	BA in Management	Circulation	Two years	28	Diploma in Librarianship	Circulation	Five years
34	Degree in Information Studies	Cataloguing	Nine years	50	Diploma in Librarianship and a degree in Theology	Cataloguing and circulation	Fifteen years
29	Diploma in ICT	ICT	Three years	33	Degree in Management and ICT	E-Reources	Four years
31	Diploma in Library Studies	Photocopy section	Three years	38	Degree in Information Studies	Cataloguing	Seven years
				37	Degree in Communicati on Studies	Circulation	Seven years

### 4.3 Qualitative Research Findings (UPSA And VVU)

#### 4.3.1 Motivation Packages Available For Paraprofessionals

The first research question was to explore the motivation packages available for paraprofessionals in UPSA and VVU. Every institution or organisation is expected to at least have some incentives aside regular salaries or wages for all staff, with the intention to inspire positive behaviour towards work and to increase performance or productivity.

The findings from UPSA indicated that there were nothing like incentives for paraprofessionals classified as junior staff. The motivational packages available were only for senior members even though some attested to the fact that Christmas hampers were given at the end of each year. This implies that though motivation packages are available at UPSA, these packages are limited to only senior members. This is what a paraprofessional from UPSA had to say unedited:

*“ There are no motivational packages, but senior members get incentives, additional overtime work, money and other allowances which we are not entitled to. There is nothing like bonus or allowance. We only depend on the salary”*

Another paraprofessional from the same institution confirmed this when he said,

*“There are no motivational packages. This is my fourth year and there has not been any package, but when the year ends, we are given some packages in the form of hampers”*

Contrary to the views expressed by paraprofessionals of UPSA, paraprofessionals from VVU indicated that there were motivational packages available for the junior staff and these packages, according to the interviewees, were end of the year gifts to outstanding staff, car loans, rent allowance, health care and part payment of wards' fees. The gifts to outstanding staff were based on the performance and dedication of the staff towards their job while the car loan was contingent on the rank of the staff involved. Thus, a member of staff could be a paraprofessional and enjoy packages if he or she is highly ranked in the academic setting. This is what some paraprofessionals from VVU had to say unedited:

*“Yes, at the end of the year, management looks at those who have dedicated themselves and then present a gift to them. At the end of the year management*

*motivates everybody with something to take home to appreciate the work you have been doing for the University. Besides, we have the benefit of car loan and rent allowance or accommodations on campus and also on health care, management sees to it that whenever you are sick and you go to the hospital your bill is taken care of.”*

*Another paraprofessional confirmed that “transport allowance and rent allowances are all added to the salary. We are normally encouraged to upgrade ourselves in order to enjoy more benefits. There are also car maintenance allowance, car loans, bonuses and payment plans for school fees”. It all depends on the rank involved. If you have acquired your masters you will receive a car allowance but a normal worker receives rent and transport allowance which are all fused into the salary.*

Thus, the findings showed that unlike UPSA which had no motivational packages for junior staff except for Christmas hampers, VVU had motivational packages for junior staff to spur on employees to give up their best, though most of these packages were meant for senior members and thus one had to be a senior member to access and enjoy some of these packages.

#### **4.4 Inquiries onto Specific Packages**

To dig further the researcher asked specific questions to confirm the above assertion that the packages available were mainly for senior members.

##### **4.4.1 “Bonuses”**

Further, with a specific question on the availability of bonuses and other packages, a paraprofessional from VVU answered that such motivational packages as regard bonuses have been cancelled. That is, such motivational packages were things of the past.

*“ I heard there used to be but now there is nothing like that. They had something like bonuses which at the end of the day you write the number of hours you spend after normal working hours and the school will pay you for that but now they have cancelled that” disclosed another paraprofessional from VVU.*

Further, the researcher found that paraprofessionals of **UPSA** were not also having bonuses and allowances whatsoever except for those with cars. In other words, they depended mainly on| the meagre salaries.

*“there is nothing like bonus or allowance, we only depend on the salary”* a paraprofessional from **UPSA** lamented.

*“there is no car loan, but if you have car you will be given car maintmnance allowance.”* another paraprofessional from **UPSA** disclosed.

#### **4.4.2 'Promotion”**

Again, respondents were asked if there were promotional opportunities for paraprofessionals and according to them these existed but then they were subject to upgrading oneself on the educational ladder. This is what respondents from VVU and UPSA respectively had to say unedited:

*A respondent from VVU related that “.... the moment you upgrade yourself, you need to submit your certificate and then you will be called for an interview for a promotion...*

*“if you go for a top up like a masters degree you just have to apply for promotion and the promotion committee will sit on the issue and come out with a suggestion whether to promote you or let you remain at your current position.” Said a respondent from UPSA.*

A follow-up question was posed as to whether they would still be upgraded if they went for a training that was not in line with their duties. Responses showed that since it is an academic institution, once a person upgraded himself or herself, he or she had to be promoted. However, this must be based on the area in which one worked. In other words, certificates or courses of study which had no direct bearing on one's duties were unacceptable for promotion. A paraprofessional from VVU responded that,

*“ If you will be promoted, it is based on the relevance of the new certificate to your functions. Which means you cannot bring any certificate and expect to be promoted. You cannot be in the library and bring a certificate from business studies and expect to be upgraded. It is either you will be moved from the library to the relevant area before you can get the promotion.*

Sadly, the findings showed that issues of bonuses were nonexistent in both institutions for paraprofessionals. Nonetheless, it is clear from the findings that workers cannot be promoted without an upgrade since they are in an academic environment.

## **4.5 Most Motivating and Least Motivating Packages**

### **4.5.1 “Recognition for good work”**

Respondents pointed out that getting acknowledgment for executing a decent work would enormously rouse them. They gave instances in which such affirmation truly made them happy. These acknowledgments and affirmation would seem, by all accounts, to be more grounded when they originate from administration and students. This is what paraprofessionals each from VVU and UPSA respectively had to say unedited:

*“From the work I am doing I have seen that I am being recognised. With the help of bringing computers and also helping the students know that we have this and that website which they can get information, I see myself as doing my best and the students also really appreciate it, and if management could do*

*the same it will motivate me to do more.”* a paraprofessional from **VVU** mentioned.

Another paraprofessional from **VVU** said *“My immediate boss sometimes does appreciate my work, and that motivates me a lot but the others (management and some students) do not. I would be encouraged to do more if they recognise my work.”*

*“Recognition is what I want from management and I think I am having it, because during my absence there is a vacuum that none of my colleagues can fill.”* a paraprofessional from **UPSA** declared.

Another paraprofessional from **UPSA** added that *“At times some of the superiors can approach you that he or she needs this book. On that note the fact that you are a library assistant you know where those books are so you can easily get up and go and retrieve that book for them.”*

In a nutshell, getting affirmation for executing a nice work would immensely make paraprofessionals very happy, especially when these recognitions come from management and students. Therefore, the respondents rated recognition for good work as one of the most preferred motivation factors .

#### **4.5.2 “Schedule flexibility”**

Flexibility of work schedules also constitutes one of the motivating factors that would enormously spur paraprofessionals on to give of their best. Whereas one paraprofessional from **VVU** rated schedule flexibility low and was not much bothered, another paraprofessional from the same institution and a paraprofessional from **UPSA** wished that schedules were highly flexible because for instance, since **VVU** adheres to the Adventists creed, they sometimes work on Sundays which affects those non-Adventists staff. To these paraprofessionals, they would love it if Sundays were removed from the

working days. The following are remarks from respondents from VVU and UPSA on this issue:

A paraprofessional from VVU said that *“Here, I will say it is both flexible and inflexible but I don’t care too much about work flexibility- whether work is flexible or not.”*

Further, a paraprofessional from the same institution lamented that *“It is somehow not flexible because sometimes the work runs into our Sunday service since we begin at 8:30. So those of us who are not Adventists are being affected and so if management makes a work schedule flexible for those of us who are not Adventists I can also have Saturdays and Sundays off and they the Adventists can have Fridays and Saturdays. I will just love it if Sundays are removed from the working days. Probably we can come to work after church service.”*

At UPSA a paraprofessional said *“To me it is flexible but on weekend basis it is not flexible. My reason for this is that on weekends you are all alone so you need to know how to execute your task. You cannot just desert the counter and be looking for books. I will be comfortable if management does something about it- it is very important to me.”*

On the other hand, a paraprofessional in the electronic section of the UPSA library said that he would prefer less pressure in his department because the pressure resulting from the limited number of machines is unbearable. Though this does not answer the question on schedule flexibility, for this paraprofessional this was his main concern:

*“ I think the pressure is too much on the electronic section because students nowadays do not go for the printed material but they rather go for online information. There is also pressure at the electronic section, because we have limited machines thus about seven to ten machines are serving a large population of over ten thousand people”*

From these responses schedule flexibility seems to be a bother to some and less of a bother to others. In other words, whereas some paraprofessionals rated schedule flexibility high due to their religious predispositions, others rated schedule flexibility very low.

#### **4.5.3 “Tuition reimbursement”**

Another issue explored was whether paraprofessionals rated tuition reimbursement high as a motivating factor and the findings showed a positive response.

*” With the tuition reimbursement though personally I have not enjoyed it, I was very glad when I heard that they do reimburse but one has to work for some time at least three years to qualify. This to me is better than work flexibility....”* a respondent from **VVU** expressed.

A respondent from **UPSA** also said : *“You have to serve for three years before you can get tuition reimbursement. It is not everybody the tuition reimbursement is being given to but I think this encourages me more than any of the factors you have listed. If they will give us some sponsorship I think that one will be better but for now we are sponsoring ourselves.”*

Moreover, the finding from the responses indicates that paraprofessionals from both institutions (**VVU** and **UPSA**) greatly rated tuition reimbursement as one of the high motivating factors.

#### **4.5.4 “Opportunity for Promotion”**

Notwithstanding, for these paraprofessionals *opportunity for promotion* and bigger salaries are the highest incentives they would consider as the most motivating factor and *library social party celebration* as the least as far as motivation is concerned. A respondent from **VVU** stated that:

*“ The highest I will consider is opportunities to be promoted and salary and the least I will consider is library social party celebration. I would like it if I am given the opportunity to upgrade myself and my fees are also paid any other thing does not bother me.”*

In a similar vein a respondent from **UPSA** stated that *“money is what we work for and so long as promotion comes with salary increment, opportunities for promotion and salary motivate me more than anything else. However one’s promotion depends on how fast his/her boss will process it. The school gives scholarship so depending on the number of years you stay in school it will be multiplied by two and you will have to serve for that number of years.”*

It is clear from the above that paraprofessionals from Valley View University and University of Professionals Studies, Accra, would consider opportunities for promotion, schedule flexibility, tuition reimbursement and salary as highest incentives while library social party celebration was the least.

#### **4.5.5 “Form of these Motivation Packages”**

Motivation packages according to a respondent from VVU were both in the form of cash and in kind. He listed items such as refrigerators, televisions and food stuffs like rice, oil, and eggs and so on as examples of these packages. Others were opportunities to attend workshops and seminars and according to him, he had had such opportunities to attend seminars and workshops.

*“ Yes, I have been going for workshops. I have been to several of them. I have been to one which was captioned ‘Systems Librarian’ and also one that talked about how to search electronic databases”* one respondent from **VVU** recounted.

This was confirmed by another respondent from the same library when he said,

*“ When I started work I was trained on the job since then I have received about three trainings in eleven years by attending workshops and seminars.”*

On the contrary respondents from **UPSA** who had the opportunity to attend workshops and seminars in the past lamented that such programmes were now limited to senior members only. This is what a paraprofessional from **UPSA** had say :

*“ I have been here for four years and attended only one seminar organised by CARLIGH. Unfortunately there will be no such opportunity again since only senior members qualify to attend workshops or seminars”*

#### **4.6 The impact of these packages to paraprofessionals**

##### **4.6.1 “Satisfaction with the Incentives”**

By and large, while a few respondents were not satisfied with the treatment of paraprofessionals in their respective institutions and pointed out that management could do more, others were somehow content and indicated *“it’s better than none”*. The following are statements made by respondents :

*“ I am not satisfied because I can see that the school per say can do more than what they are doing at the moment.”*said a respondent from **VVU**.

On the contrary a respondent from the same institution said *“Yes, am satisfied it is better than none. I am also learning a lot, it is a good job.”*

*“I am satisfied with my work because I am not unemployed.”* a respondent from **UPSA** related.

*“Yes, I am satisfied because it all depends on my qualification if I am able to go higher in my job I will also enjoy.”* declared another respondent from **UPSA**.

Thus, the findings show that most of the library paraprofessionals from both academic institutions were satisfied with the incentives, with some conceding that it was better than being unemployed and also higher qualification would have brought them closer to enjoying the incentives the professionals were enjoying.

#### **4.6.2 “Being proud of working in the library”**

In spite of the little incentives and other motivational packages at VVU and UPSA, respondents indicated that they were proud of the library job and did not at all feel inferior for working in the library. They were rather proud because they understood what the library was about: knowing it is a professional work, nullifies the terrible and appalling thought connected with the library calling.

One Paraprofessional from **VVU** said: *“Yes, I am proud because people have the notion that those who work in the library are without qualification at all and that they were just picked from somewhere to work with the library but if you come into the library profession that is where you will see that people have really studied to the highest level. Anytime I talk with students, that is the notion they have.”*

Another paraprofessional from **VVU** also stated: *“Yes am very proud to tell others that I work in the library, I don’t care or mind what they think. I just love it when I see people sitting and reading.”*

The response from **UPSA** was not different when a respondent said, *“Yes, I am proud because I am an information professional. Those who feel inferior I think is as a result of them not knowing what the library is or may be the perception behind it, but when you are in the field you will know that library is a professional work.”*

Yet another paraprofessional from **UPSA** stated *“ I don t enjoy any incentives. We only depend on the salary, but am delighted to be working here”*

#### **4.6.3 “Intention of staying with their current library due to this package”**

As a result of being proud of working in the library, respondents with non-library qualification which could get them “better jobs” in more “reputable” organisations were asked whether they would stay in the library. In fact, they all indicated yes, meaning they would stay even if better opportunities were offered by the banks. A paraprofessional from **VVU** clarified that the library occupation is an easy going one for women who need to have time for their family and in this manner taking up a job in another organisation would not be a wise decision.

A paraprofessional from **VVU** said *“Yes, I always want to combine my I.T knowledge with the things done in the library to improve the library. Offers may come from the banks and other places but am not looking at the money. I want to remain in the library because it interesting working here.”*

*“I will say yes. Even if a better opportunity should come I don’t think I would like to leave this place because not wearing earrings does not really matter to me. When you get a better job with higher salary you think of higher task ahead of you and you also think of how to cater for the family. If you have a higher task you barely get time for the family so as a lady I would like to work in the library to get much time for the family.”* another paraprofessional from **VVU** revealed.

On the other hand, paraprofessionals from UPSA added that with the current state of affairs, if better opportunities presented themselves within the library environment in the future they would leave the library in question but not necessarily to a Bank. In other words, they would not shun the library job if better opportunities in other libraries presented themselves and this is what those who commented on the issue had to say:

*“ I think I will move for the better so if an opportunity comes in another library I will have to leave. I will choose the library work over telecommunication sector or the banking sector. The nature of the library work is not that competitive compare to the telecommunication and the banking sector.” one of them stated.*

However, response from another paraprofessional was negative and indicated that he would leave when a better opportunity presented itself.

*“Actually to me as an individual, it is not good, but there are no jobs so you have to adjust to it. I have come across people who have finished school for over five years and are still loitering about. So if an opportunity crops up I will just go for it because although we are all working within the same vicinity and office if a chance crops up each and every one will leave this office. No one is willing to stay in this library forever due to the things that have been going on. “*

In sum, though respondents were not satisfied because they felt management could do better in terms of motivation, in general the impact of motivational packages available was positive. As it were, they were happy working in the library and would be glad to inform others that they worked in a library and would all not leave for the Banks or the Telecom businesses.

#### **4.7 Determinants of the level of job satisfaction**

##### **4.7.1 Management genuine interest in motivating employees**

The determinants of the level of employment satisfaction from one library to another depend on a couple of variables. Further, taking into account the way employees are spurred in a sudden way, this part of the interview sought to elicit from respondents whether management had genuine interest in motivating employees. Consequently, the researcher asked from these paraprofessionals whether management showed genuine enthusiasm in motivating them. The reactions demonstrated that their managements were a little bit halfhearted in showing genuine interest and as indicated by both VVU and UPSA paraprofessionals, they needed to push harder to get their solicitation replied and also management was very far away from the subordinates in terms of communication. Others indicated that the interest management showed was selective towards individuals who were favourites of management. This is what they had to say.

*“ Not really because sometimes you need to voice it out.”* Said one respondent from **VVU**.

A paraprofessional from **UPSA** mentioned that *“They are not, you see, we the subordinates in the library have no say with management. It is our superior who communicates with them so whatever my superior will say within the management council is what they will take*

*Another respondent from UPSA also said “no and what I have notice is that management has their own people in this school so whatever the case may be you just have to adjust..*

##### **4.7.2 “Management cares for employees professionally and personally”**

In spite of the fact that management does not show genuine interest in motivating paraprofessionals, probing further, paraprofessionals were asked to tell whether management cared about their plight personally and professionally and the reactions

demonstrated that management showed some level of concern by listening when one was bold enough to make their plight known personally. Besides, management showed care through the Welfare Association. They were also lenient with workers who reported late to work because of working overtime the previous day.

*“ Yes. Personally, I will say that if my work as an IT person demands that I go the extra mile and I voice it they listen, but in the case where you do not voice it, nobody hears about it. For instance, when you do overtime and get home late in the night and you are so tired that you get to work late the next day you are not scolded.”* a paraprofessional from VVU disclosed.

*“ They show care. There is a welfare association in the school so as a worker here 10 cedis is being deducted from your salary every month to take care of you should something happen to you.”* Another paraprofessional from VVU confirmed.

However, another paraprofessional disagreed with her colleagues when she mentioned that the care she received from management was not much and a follow-up question for her to elucidate proved futile.

*“ Not much, management does not care personally about me the way I would have wanted them to do”*

On the other hand, professionally, paraprofessional employees are cared for by creating opportunities for them to attend workshops, seminars and prospects to advance their education.

*“professionally, if you want to advance your studies, it is being considered, but there are some clauses around it. For instance, if you need to advance your education you have to work in the school for not less than three years and provided there is somebody to hold the forte so that your absence will not create a vacancy at the workplace.”* a paraprofessional from VVU stated.

Contrary to the above, UPSA paraprofessionals were not cared for in terms of their professional and personal needs. This is what some of the paraprofessionals actually said.

*“No, we do not get anything. We depend only on our salary.” one paraprofessional disclosed.*

*“Professionally, it is out and personally it is also out. They are only thinking about themselves and not about the workers and it is not all classes of members because we have senior members and they are enjoying more than the senior staff.” another paraprofessional said.*

From what the respondents said, it appears that the Management of UPSA only thinks about those at the top and not those at the bottom.

#### **4.7.3 “Rewards for great work done”**

According to respondents, they did not receive any physical reward for a job performed exceptionally. One said that he was praised for a decent work done and this is normally conveyed verbally. Further, a paraprofessional from VVU who had worked for close to 12 years bitterly complained that since she started working, she had not received anything like that. Others from UPSA also emphatically indicated that they were never rewarded for a great job on a certain task or project. In other words, rather than showing appreciation or rewarding staff for a task well executed, paraprofessionals were not rewarded upon accomplishing a task. Instead, management quickly capitalised on every little mistake they made. This situation, according to them, was embarrassing because it had created resentment among paraprofessionals. This is what they said on the issue.

*“ No, I am not rewarded, but I am congratulated for the work done, which is done in a form of writing or verbally.” A paraprofessional from VVU remarked.*

*“ Since I came here I have not received anything like that. Here in VVU, you will be rewarded when you have served for fifteen years and above.”* Another paraprofessional from VVU remarked.

*“ We are not being rewarded in anyway, but every little mistake we make is being capitalized on. The overall boss comes round only to detect faults. It is embarrassing because if one mistake you make is used to appraise you then that is bad, because sometimes if you are extra cautious too you can make mistakes. So sometimes if you are working you don't really do the work from your heart which does not make us innovative.”* A respondent from UPSA lamented.

*“ No, my boss for instance does not think about his workers but only thinks about himself. When I started work, overtime was being paid but it got to a time it was halted and as I speak to you the outstanding amounts have not been paid to us. We are never motivated in this school and there is no condition of service.”*a respondent from VVU complained.

However, one paraprofessional from VVU gave a different account. According to this respondent, they were rewarded for a great work done and this, according to her, was overtime work during Christmas holidays. The fact that only this paraprofessional gave a positive answer to this question means this reward may be for a selected few or this particular paraprofessional may have been working long ago before others were employed.

*“Yes for instance, during the christmas holidays some of us devoted ourselves to come to work and when we came we were paid. she disclosed.”*

#### **4.8 Determinants of Job Dissatisfaction**

The inadequate space of the library and the fact that others work on Sundays is the root of dissatisfaction among some paraprofessionals of VVU. Further, some UPSA

paraprofessionals were not satisfied at all particularly with the nature of supervision which they described as extremely intensive. This, according to a paraprofessional from **UPSA**, had taken away their resolve to act independently.

*“ I am dissatisfied with the space. That is, we do not have a bigger space that each person can operate freely.”* One respondent from **VVU** disclosed.

In addition, another paraprofessional from **VVU** said, *“I am dissatisfied because I work on Sundays. I think I need my Sundays to serve my God that is what is bothering me at the moment”*

*“ With the nature of the job I am not dissatisfied, but the supervision is too intensive. I wish the supervision was a little flexible so that we can act on our own and also supervisors should seek our opinions on issues because we are the people that have contact with the users. We know what the users’ problems are and we can actually destroy or make the library stand.”* a respondent from **UPSA** lamented.

Thus, paraprofessionals from **UPSA** advocated a little flexibility with supervision so that they could act on their own and also be given that chance to exercise some amount of discretion.

#### **4.9 The intrinsic motivating factors**

##### **4.9.1 “Selfish reason for working in the library”**

As noted earlier in the literature review, intrinsic motivation stimulates and drives a person to embrace or change a conduct for his or her own inner satisfaction and, therefore, this aspect of the study sought to find out the intrinsic factors that motivated paraprofessionals to take up a job in the library. They were first asked to tell some of the selfish reasons why they joined the library profession. This is what both respondents from **VVU** and **UPSA** had to say on this issue.

*“I accepted this job because I needed to work. Like I said earlier, I did Computer Science and I.T which made me to be posted to the Library. Initially I was at the counter, but with my background, I realised there was something I could do to lift the image of the Library. Working in the Library is not something I chose as a profession, with what I studied I was rather uncomfortable working in the Library. But now I am happy because there is so much work to do in the library with my IT.”* a respondent from **VVU** said.

From the same institution, another respondent stated that *“I have a passion for this work. Also, when I am able to help them (patrons) whenever they need something, it motivates me a lot.”*

In **UPSA** a respondent mentioned that *“It feels good and comfortable to work in the library environment-no too much stress”*

Another respondent from **UPSA** added that *“I chose this because of the passion I have for it.”*

From the findings, whereas others joined the library as paraprofessionals due to the fact that they had a passion for the job which comes with comfort and less stress, others took the job due to the skills they had and the need to work. Further, others just joined without any particular reason.

Nonetheless, a paraprofessional from **VVU** said she had no idea what the library was practically about though she had taken a course in librarianship until she had the chance of working in the library and, therefore, nothing really motivated her per se to work in the library. This is what she had to say:

*“ I actually did not know what librarianship was about though I studied it as a course so when I did my internship that was when I got to know more about*

*the things we were studying but I don't have a selfish reason for working here."*

#### **4.9.2 "Freedom to act without being supervised"**

Further, flexibility to act without being directed constitutes intrinsic factors of motivation, hence paraprofessionals were asked whether they had the opportunity to act without being regulated and the reactions demonstrated that they had that flexibility. This is what some of them had to say:

*"Yes. For instance, at the moment, I have been put in charge of e-resources. It used to be the work of the librarian -he has given me the charge to do it so with any subscription for e-books and databases whenever they come to him, he forwards them to me and I report back to him."* A respondent from **VVU** mentioned.

In addition a respondent, also from **VVU** mentioned that *"you don't need someone to tell you what to do before you do it. I do my work with freedom."*

Furthermore, a respondent of **VVU** revealed that *"Yes, I have the freedom to take initiatives, for instance, I was doing my statistics manually and now I am able to use the computer to do it on my own without being taught by anyone and it was appreciated. Since I did this the main library has been asked to do the same. Our superiors like it whenever there is an innovation to help solve a current problem."*

*"I have that freedom. But if you are not assigned to a particular place you need not go there"* a paraprofessional in **UPSA** disclosed.

However, another paraprofessional from **UPSA** indicated that he had no flexibility to operate because his supervisor was too strict with him.

*“as I said earlier the supervision is too intensive. I wish the supervision was a little bit flexible so that we can act on our own and also seek our opinions because we are the people that get contact with the users.”*

#### **4.9.3 “Achieving recognition, credit, and acclaim motivates”**

Again, many were also motivated intrinsically to do their best at workplaces by the mere fact of achieving recognition, credits and acclaim. Thus, some of the respondents recounted the activities they had been able to accomplish and as a result received recognition for that. This, according to them, was what was encouraging them. This is what both VVU and UPSA paraprofessionals had to say:

*“Yes, the credit I received for setting up the think-client, motivates me to know that there is more that I can do. If not here, I have to do more research into what technology can bring into the library. Whenever I achieve something, I look forward to a higher one that I can do. With this I can say that I am being recognised for what I do and it encourages me to do more.”* a paraprofessional from VVU stated.

*” Yes, when I accomplish something and am recognized for that, it makes me feel great. Sometimes I set targets in cataloguing and when I am able to achieve it, I become so happy.”* a paraprofessional from UPSA stated.

However, gaining credit or recognition for whatever initiative they take for the library was not born out of the fact that they wanted credit or recognition but rather the desire to improve their work or the mere fact that it was their job.

For instance, a paraprofessional from VVU revealed that *“the database I created, that is the use of computer for statistics, was not done to receive credit or recognition but I just wanted to improve on certain things”*

*“I work because it’s my profession and I am being paid for that,”* remarked another paraprofessional from **VVU**.

A paraprofessional from **UPSA** also stated that *“it is my job, therefore, setting targets and accomplishing them is not done to achieve recognition or credit”*

#### **4.9.4 “Gaining proficiency and mastering their position motivates”**

Another intrinsic motivating factor identified among **VVU** and **UPSA** paraprofessionals is the fact that they had gained expertise at their job in the library. These intrinsic values had even spurred these paraprofessionals on to overcome even more difficult situations and tasks in the library.

*“when I am working and I come across a difficult situation and do not know how to go about it, once my hands are already on the work I overcome it and I can say to myself that I did it. So next time when I come across a similar thing I am able to fix it within a twinkle of an eye and move on,”* said a paraprofessional from **VVU**.

However, a paraprofessional from **UPSA** claimed that he had not mastered his job and that had affected his promotional opportunity. This is what he had to say:

*“I have not really mastered what I do in the library. Even in recent times, promotional forms were out and my boss wrote on the form that I need to attend more seminars on library issues in order to abreast myself.”*

#### **4.9.5 “Feeling responsible for doing the right thing”**

More so, paraprofessionals of **VVU** and **UPSA** felt very responsible in the various roles they played in the library. Across board, all respondents showed that they felt a sense of obligation towards the jobs in the library. They did not wait to be advised on what to do before they did it and this feeling of responsibility accounted for a large portion of what motivated them intrinsically. This is what a respondent from **VVU** said:

*“ I feel responsible because as a library assistant my duty is to catalogue because that is what I have been trained for and any time I am by the books cataloguing I feel very motivated”*

Again one of the paraprofessionals from **VVU** stated: *” it is my responsibility to make my work easier and that is why I created a programme on the computer for the statistics. This sense of responsibility always inspires me to do more.”*

A paraprofessional from **UPSA** also said *“Yes, I feel very responsible at my job. For instance, at certain times, there will be some materials somewhere and you do not have to be told before you start working on them.”*

#### **4.9.6 “Feedback regarding job Performance”**

Finally, on intrinsic motivation, paraprofessionals indicated that anytime they got feedback regarding their performance, they found it most helpful and encouraging. This is what respondents had to say:

*“ feedback tells me that am doing great and am on track. So if my boss gives me feedback, it makes me yearn to do more work.”* explained a paraprofessional from **VVU**.

In **UPSA**, a paraprofessional mentioned that *“feedback helps me a lot because it encourages me. I feel good, but it is not always that he (the boss) will give you positive feedback. Sometimes he doesn’t say it, but his expression tells it all.”*

From the reactions above, it appears that paraprofessionals of both institutions would be exceptionally motivated intrinsically when given the freedom to act on their own without being directed, when some level of credit and acknowledgment are given for taking initiatives, when they are able to gain control and master what they do, when they feel

responsible when something goes wrong and when their immediate bosses or supervisors give them feedback regarding what they do.

#### **4.10 The extrinsic motivating factors**

Then again, paraprofessionals of VVU and UPSA gave factors outside of themselves that would motivate them to work in the library. With the nature of libraries found in Ghana and the poor compensations given to staff, one may ask why individuals still want to work in the libraries, hence paraprofessionals were asked during the interview to give reasons outside of themselves that motivated them.

##### **4.10.1 “Promotion and Growth”**

From the data most of the respondents answered that the possibility of getting promoted would greatly motivate them since they were in an academic environment. A paraprofessional from VVU said:

*.....”we are in an academic environment and the environment propels you to to upgrade yourself. You cannot remain where you are, so if the opportunity to upgrade ourselves is made flexible we will be happy.”*

Similarly a paraprofessional from UPSA stated:

*“ Yes, you will be promoted so long as you have the certificate and this is also a source of motivation because when you upgrade yourself you are being recognised for what you have done even though we do not get any allowance”*

Thus, the opportunity to be promoted once a member of staff is qualified is itself a motivator. In other words, for these paraprofessionals, the opportunity to be promoted is a key extrinsic motivator as far as they are concerned.

#### **4.10.2 “Fat Salaries”**

One of the unquestionable motivating factors for paraprofessionals observed in this study was money. In fact, almost all the paraprofessionals who took part in this study attested to this. One would, however, wonder why a person who is greatly motivated by money would choose to work in a library? This motivated the researcher to inquire whether money and more money constituted extrinsic motivation factor for both paraprofessionals from the two different institutions. This is what they had to say:

*A paraprofessional from VVU revealed that ..... sometimes you do a piece of work and financially they (management) see that they have to motivate you, but they fail to do so, but other times management will tell you to do something and that they are going to recognise you but by the time you finish nothing shows up. At times too our superior will promise us on a job to be done say over time and may or may not fulfil it.*

*A paraprofessional from UPSA said “I do not see any other thing that can motivate me. Money has to be attached to everything in order to motivate me as an individual.”*

*“money matters and money solves all problems. In my view, if I get more I will be happy, I can solve a lot of problems and that will motivate me to do more at work.” another paraprofessional from UPSA related.*

It is obvious from the responses that money matters and it is an incredible deal in motivating paraprofessionals extrinsically.

#### **4.10.3 “Recognition and Appreciation”**

Recognising and appreciating the efforts of individuals are sure ways of motivating people.

*“to me, I see that if you are being recognized for what you are doing it should motivate you and it should also tell you that you are doing something which must not end here.”* a paraprofessional from **VVU** disclosed.

Another paraprofessional from **VVU** also mentioned that *“ I expect my boss to praise me when I do what is good and also tell me when I do something that is bad so that I will be able to correct my mistakes.”*

*“I think also that management should say something about what we are doing at least occasionally. I mean they should appreciate our work and effort small and this will motivate us to do more.”* a paraprofessional from **UPSA** lamented.

Consequently, the findings showed that some paraprofessionals would want to be praised and recognised for what they were doing while others also added that these recognitions and appreciation should be at least done occasionally by management.

#### **4.10.4 “Career Advancement”**

Further, the opportunity to add value to oneself may also guarantee extrinsic motivation of the individual. In fact, we are spurred on by different factors and opportunity for career advancement constitutes one of the factors that may motivate paraprofessionals as indicated by these respondents. This is what both paraprofessionals from **VVU** and **UPSA** had to say:

A respondent from **VVU** said *“I see that if you are advancing it is a form of you building up yourself in which you are going to implement wherever you find yourself. Personally, this motivates me to advance in my career.*

Again a respondent from **VVU** said *“I would like to attend seminars and do short courses on how to manage the library and I think when given such an opportunity I will be very glad. Even last year, I applied to the University of*

*Ghana, but the entrance exams was scheduled on Saturday, as an Adventist I couldn't go to write the exams but I have applied again."*

A paraprofessional from **UPSA** disclosed that he would like to further his education at the least opportunity:

*"Yes, to the Masters level or beyond that is, if the opportunity comes but right now I am studying marketing because I have realized that marketing and library are going hand-in-hand."*

This means that the possibility of getting the opportunity to advance in one's career would enormously encourage paraprofessionals extrinsically.

#### **4.10.5 "Good Working Environment"**

Additionally, others alluded to the fact that a decent working environment was a surety as far as motivation was concerned. Thus, good conducive environment and a properly furnished workplace with air conditioners served as a rich source of motivation for paraprofessionals extrinsically.

One respondent from **VVU** was a bit comfortable with the general environment but the work environment did not serve as a form of motivation for him. In fact, he insinuated that he felt they were supposed to have different sections all together so that students would feel that they were in a real library parted into its various sections.

*"The working environment is okay. Looking at the working environment, the compound is conducive which makes it comfortable for me. If it comes to my work environment, I feel we are supposed to have different sections all together so that students will feel that they are in a real library parted into its various sections. Therefore, the work environment does not serve as a form of motivation."*

Though the VVU library does not have clearly defined departments, another paraprofessional found it conducive:

*“ I think the working environment motivates me. This place is a comfortable place. If you look at our environment, you get to know that the place is cool and you have your peace”.*

Further, with paraprofessionals, the frustration expressed below indicates that they would be greatly motivated by a conducive environment and a properly furnished workplace with air conditioners. They complained bitterly about the bad working environment at UPSA and claimed that the air conditioners were not working, car honking and dust disturbed the library environments. This is what they had to say:

*“the bad environment demotivates me because a library should be in a conducive environment, but we are not experiencing that. There are no air-conditioners and the ones that are available are also not working. We are also beside the road so anytime a car is passing the horns and dust disturb us a lot meanwhile other departments are well- furnished.”*

*“The working environment is not good. I don't know whether or not you have been into the library. It's only one cleaner who has been allocated into the library and she is not able to execute all her tasks which makes the library unkempt.” said another respondent from UPSA.*

In sum, the indications given by these paraprofessionals show that a good and conducive working environment with all the necessary furnishings is likely to boost employee motivation in libraries.

#### **4.10.6 “Interpersonal Relationship”**

Interpersonal relationship among the library staff in general and in particular among paraprofessionals appears to be cordial among VVU and UPSA library staff. Working as a team and acting as back up on behalf of colleagues who may be absent from work was a common phenomenon among staff.

*“we work here as a team, if I am to go to the librarian to tell him something, he listens to whatever I have to say to him. I have the freedom to speak to him, which really makes me like this place.”* a paraprofessional from **VVU** disclosed.

Another paraprofessional from **VVU** added that *“It motivates me because here in the library for instance, we work as a team that is if one person is not there, someone else can work for that person while he is doing his own work in addition so this motivates me.”*

*“We have a cordial relationship, but with our superiors, I think there is a gap between us. If there had been a cordial relationship between our superiors and us it would have been a bit of motivation for us.”* said a paraprofessional from **UPSA**.

The findings show that a cordial relationship among subordinates was better and this serves as a source of motivation as far as paraprofessionals were concerned. However, the relationship between subordinates and their superiors was not cordial in the case of **UPSA** and as indicated there was a huge gap between the paraprofessionals and their superiors.

#### **4.10.7 “Job Security”**

In the estimation of paraprofessionals at VVU their professional stability was fairly not certain. While some expressed fear due to the fact they did not believe, accept and

belong to the religious creed of the establishment they were working for, others complained of the fact that they did not have a library qualification and this had created in them a feeling of insecurity as regards their role in the establishment. Others also noted that the sources of their insecurity were the rules of their institution, which means that any offense committed would not be spared. This is what they had to say:

*“I always fear I can be fired because I am not an Adventist. For instance, when people are being laid off they will begin from those who are not Adventists because with the Adventists, their tithes are deducted from their salary whilst none is being deducted from mine so with this I feel insecure as a staff here.”* a respondent from **VVU** revealed.

*I don't have any library background and because of this someday they can tell me to move from here but I still do not fear.”* another paraprofessional from **VVU** lamented.

A paraprofessional from **UPSA** said *“I do not feel secured. It is not really about that, but the job security here is something else. If you commit a serious offence, you will not be spared at all.”*

However, other paraprofessionals answered that they felt very secure about the job and that all they had to do was to keep upgrading themselves since they were working in an academic institution.

*“My job is really secured. All that I can say is that since we are in an academic environment, you have to upgrade yourself because if you don't upgrade yourself you will lag behind. For me, I am secured and the next thing I have to do is to upgrade myself.”* a respondent from **VVU** disclosed.

A respondent from **UPSA** said *“so long as I abide by the regulations of school, I am secured with the job.”*

#### 4.10.8 “Outside Seminars”

It emerged during the interview that respondents would be happy to have more seminars and workshops organised for them, particularly for those without library background:

*A paraprofessional from VVU said” In my case I need more seminars as a form of motivation to make me feel comfortable in the library. Sometimes when I go for the seminars the language used are mostly library terms so I feel I am not the one meant for the seminar, but my boss will encourage me to listen attentively as that it will help me and tells me to write a report on what I have heard. This has really motivated me because it has not limited me to my I.T area alone, but has broadened my mind to many other things especially things in the Library.*

*“I have attended workshop for two times and since then I have not attended any”. a paraprofessional from UPSA complained.*

## CHAPTER FIVE

### DISCUSSION OF FINDINGS

#### 5.1 Introduction

The findings of the study are examined in this chapter. A considerable number of issues emerged from the investigation of the data collected. The discussions of the findings of this study are based on the main themes generated from the analysis, which were thematised under the main objectives of the study. These were to explore the motivation packages available for paraprofessionals, how these packages impacted the work of paraprofessionals, determinants of the level of job satisfaction and the intrinsic and the extrinsic motivation factors.

#### 5.2 Motivation packages available for paraprofessionals

Olawepo, Ofoegbu, and Ibojo, (2013) postulate that motivation refers to drives, forces or urges that make a person want to contribute more towards the accomplishment of an organisation's goals and purposes. Motivation of employees is the pillar through which corporate goal is achieved (Martin, 2004). In view of these definitions, it is incumbent on every institution or organisation to at least have some motivational packages to drive employees to contribute more towards the accomplishment of their organisational goals. Thus, one aspect of the findings from this study shows that motivation packages were not available at UPSA. The few available packages were limited only to senior members as revealed by the findings. In other words, junior members who comprised paraprofessionals in the library did not enjoy these packages. Only one paraprofessional indicated that he only received Christmas hampers. This also means that what is offered as motivational packages is not pertinent to UPSA paraprofessionals. In the view of Daniel and Metcalf, (2005), administrators can best persuade workers to work by

offering motivational packages that are important to them. The mere fact that only one paraprofessional from UPSA mentioned this implies that it means nothing to them.

The other aspects of the findings showed that VVU paraprofessionals enjoy motivation packages but this is dependent on the performance and dedication of the staff towards his/her job, though packages like car loan is contingent on the rank of the staff involved. It appears the policies of these two academic institutions regarding motivation packages have not been fair to junior members. This is because the purported assertion that it is only senior members who enjoy these packages exposes the lapses in the employment policies of these institutions. As Kreitner *et al* (1999) illustrate in Herzberg's Hygiene factors, jobs with poor company policies and administration may create employee dissatisfaction.

On specific packages such as bonuses and promotion, both institutions do not provide bonuses to their paraprofessionals, while on promotion the findings showed that this exists but then this is subject to upgrading oneself on the educational ladder. This supports Lindner's (1998) view that promotions and growth in the organisation would enhance employee motivation.

### **5.3 Most Motivating and Least Motivating Packages**

Moreover, it is clear from the examination in section four that paraprofessionals from Valley View University and University of Professional Studies, Accra, considered recognition for good work, opportunities for promotion, schedule flexibility and tuition reimbursement as good motivating incentives. Nonetheless, the most propelling motivators noted in the findings were acknowledgment for a decent work done followed by schedule flexibility while library social gathering/festival was the slightest of all the

factors. What this implies is that if management should harness their energy by giving recognition to paraprofessionals for good work done, a lot can be gained from them. However, as Nduro (2012) observes, most supervisors do not give enough acknowledgment on the grounds that they themselves do not get enough. Yet still, Worman (2008) maintains that management ought to hail workers by issuing them a round of commendation for particular yet unprecedented accomplishments. Frederick Herzberg noted in his theory that jobs that do not offer recognition would definitely create a condition of no satisfaction and this would not spur a person on to work harder and perform to a higher standard (Herzberg *et al*, 1959). When used correctly, recognition is a cost-effective way of enhancing achievements and empowers individuals to feel included in the organisation system (Pitts 1995). This is supported by Almer, Higgs and Hooks (2005) as well as Etzioni (1988) when they all argue that there are factors other than pay that motivate individuals to work.

However, the order found among paraprofessionals in terms of the most and least motivating factors contradicts what Ölçer's (2005) study that sought to determine the ranked factors that affect working staff motivations found. In that study, Ölçer (2005) found that "job security, good relations with superiors, wage and appreciation based on fair performance, trustful and cooperative relations with workmates, appropriate working environment, ensuring opportunities for social development, doing group work, giving important and appropriate works in accordance with employees' skills and work rotation" motivate employees.

#### **5.4 The impact of these packages on paraprofessionals**

Since the findings showed that there were no motivation packages, the impact the researcher expected was negative. Nevertheless, the findings showed that the impact for lack of motivation packages was astonishingly rather positive. At the end of the day UPSA paraprofessionals were fulfilled in some way or another, conceding that it was better than being unemployed and also higher qualification would have brought them closer to enjoy the incentive packages their superiors were enjoying. Respondents from both institutions added that they were proud library employees, never regretted working in the library, were always glad to inform others that they worked in a library and would all not leave for the banks or the telecom businesses when opportunities came in these areas. Two assumptions could be made here for this kind of findings and that is, either paraprofessionals do not have any option as far as job placements were concerned or they were just proud and content to be where they were regardless of the absence of major motivational packages they would have wished were available. Thus, they were still proud, satisfied, and glad about their current status. This agrees with Mallaiah and Yadapadithaya (2009) when they discussed the major implications for intrinsic motivation of University Libraries in Karnataka and revealed that the work itself was a chief determinant of intrinsic motivation of the employees. Mallaiah and Yadapadithaya (2009) who used factor analysis in their study further found that work itself is measured by three variables and they include a sense of personal satisfaction, pride in doing the job, and creative ways of doing the job.

However, this finding contradicts a study by Chaudhary and Sharma (2012) when he found that motivated employees were more profitable as far as their performance was concerned when contrasted with less or non-motivated workers. Evidence from this finding showed that even though there were no clearly defined motivation packages for

paraprofessionals in UPSA, they were proud library employees, never regretted working in the library. The explanation for this could be that the library work is either fascinating or they are using the library job as a stepping stone for advancement (Seddoh & Akorsu, 2010), hence the pride of working in the library. On the supposition of Vroom (1990), the main considerations of motivation are one's requirements, rewards, riches, decided objectives, convictions and pride or dignity.

### **5.5 What determines whether paraprofessionals are satisfied with their job or not**

The determinants of satisfaction from one library to another depend on a couple of variables. Again, on this score the findings showed a varied degree of satisfaction amongst paraprofessionals with regard to the genuine interest showed by management in motivating employees. The half-heartedness of management and the distance between management and subordinates in terms of communication in showing genuine interest in the affairs of paraprofessionals hindered the realisation of satisfaction among paraprofessionals. In other words, if management should demonstrate a little interest in the affairs of paraprofessionals and close the communication gap, paraprofessionals would be satisfied. Lawler (2003) stresses that “treating people right is fundamental to creating organisational effectiveness and success. Thus the right management practices and proper leadership would motivate paraprofessionals to the maximum (Häsänen, 2010; Mallaiah and Yadapadithaya 2009; Dobre, 2013). Herzberg (1959) considered this finding as one of the hygiene factors where he indicated that interpersonal relationships with supervisors may decrease job satisfaction (Kreitner *et al.*, 1999). Moreover, the findings indicated that the interest management showed was selective towards individuals who were favourites of management. Management’s interest is very pertinent if employees are to exercise maximum job commitment. After reviewing 40 articles in

Singapore, Devadass (2011) found that in most of the literature, management practices impacted employees' motivation and this constitutes one of the key variables among others which affect employee motivation in organisations.

Further, the findings showed that while the management of VVU showed care personally by establishing a welfare association and listening to their paraprofessionals whenever they were bold enough to voice their frustrations, the management of UPSA did not show care professionally and personally to their paraprofessionals.

Another determinant of satisfaction that did not exist in UPSA but existed in VVU was reward for outstanding job done. A paraprofessional from VVU claimed she had been rewarded for going the extra mile. Vroom (1990) identified rewards among others, as one factor strong enough to drive motivation. Workers' rewards packages matters a lot (Muogbo 2013) and should be considered by management in this regard. The presentation of suitable incentives and appreciation programmes can be used to motivate employees in an organisation (Safiullah, 2015). "Recognition is the demonstration of appreciation for a level of performance, an achievement or a contribution to an objective. It can be confidential or public, causal or formal. It is always in addition to pay" (Pitts, 1995).

Besides, the findings uncovered that the inaccessibility of space in the library has created disappointment among paraprofessionals of UPSA because it has restricted the free movement and operation of staff in the library. Furthermore, the findings uncovered that paraprofessionals were disappointed with the extreme intensity of supervision from heads and this has influenced their resolve to act freely.

Finally, due to the religious inclination of some VVU paraprofessionals who are not Adventists were allowed to work half days on Fridays and Sundays. As a result, this created despondency among these paraprofessionals because they needed Sunday for their religious activities. In other words, these paraprofessionals do not practice and follow the religious creed of VVU.

## **5.6 What determines the intrinsic and extrinsic factors of motivation by paraprofessional?**

### **5.6.1 The intrinsic motivation factors**

#### ***“Passion for the job”***

From the findings, whereas some respondents said they joined the library as paraprofessionals due to the fact that they had a passion for the job which came with comfort and less stress, others took the job due to the skills they had and further, others just joined without any particular reason. The comfort and less stress noted implies paraprofessionals work in a relax environment and this constitutes an intrinsic motivating factor for paraprofessionals. Discomfort and stress is one of the silent albeit central point that bring about low performance among employees (Worman, 2009). According to Uzonna (2013), intrinsic motivation is derived from the nature of the work itself. In other words, the personal satisfaction derived from the job developed belongingness in library staff and this confirms Maslow’s (1943) hierarchy of needs theory which are love and belongingness.

### **5.6.2 Freedom to act without being supervised**

Freedom to act without being supervised was another intrinsic motivation factor found among the majority of the respondents. With the exception of one paraprofessional, all respondents had freedom to act and to take initiatives. In other words, the personal

satisfaction derived from the job and the freedom to come out with their initiative as regards the job developed belongingness in librarians (Mallaiah and Yadapadithaya, 2009). Further, chances to act consolidate commitment and comprise intrinsic factor of motivation (Seddoh & Akorsu, 2010). A few people are spurred on by being independent, so the giving of challenging work or tasks is a way of satisfying this need (O'Connor, 2010).

### **5.6.3 Achieving recognition, credit and acclaim**

Moreover, though paraprofessionals conceded that achieving recognition, credit, and acclaim was not something that bothered them so much because whatever work they did was rather born out of the desire to improve their work, it could be gleaned from the responses that these factors gave them encouragement. In summarising Herzberg's model, Kreitner *et al* (1999) noted that jobs that offered achievement and recognition would lead to employee satisfaction. This is what Harvard psychologist David McClelland calls "need for achievement". Self-esteem needs concentrate on a person's craving to have a positive mental self-view and to get acknowledgment, attention and appreciation for their commitment (Maslow, 1970). Wanting this admiration is part of what McClelland labels "need for power". Thus, O'Connor, (2010) suggests that giving consistent and positive reaction and providing opportunity for advancement can help fulfil these needs and expand motivation.

### **5.6.4 Gaining proficiency and mastering their position**

On this score, the findings also identified that when paraprofessionals gain proficiency and master their position, it would spur them intrinsically and further help them overcome even more difficult situations and tasks in the library. In fact, the findings from all indications showed that workers became more self-confident and gain control of

their positions whenever they gained proficiency. This supports the views of Lindner (1998); Harpaz (1990); and Kovach (1987) when they state that employees' feeling of being in control of things would greatly inspire performance. This finding demonstrates the need for self-esteem on the part of paraprofessionals. According to Maslow (1970) self-esteem is the result of competence or mastery of tasks. Harvard psychologist David McClelland calls this "need for achievement." (Daft and Marcic 2009).

#### **5.6.5 Feeling responsible for doing the right thing**

Another intrinsic factor identified in the findings amongst paraprofessionals in their respective institutions was the desire to be responsible and reach out to students who needed help in the library. In fact, they highlighted this by indicating that they did not wait to be advised on what to do before doing it and this feeling of responsibility accounted for a large portion of what motivate them intrinsically. According to Daniel and Metcalf (2005), intrinsic benefits are reflected in activities accepted to be imperative. For instance, a worker who desires to help individuals by giving outstanding customer services falls under this category.

#### **5.6.6 Feedback regarding job Performance**

Finally, the findings on intrinsic factors showed that paraprofessionals of both institutions would be exceptionally motivated intrinsically when their immediate bosses or supervisors give them feedback regarding what they do. It is important to show the importance of feedback for the achievement of targets and standards (Daniel and Metcalf, 2005). The tone of their responses indicates that this activity is very imperative to them (Daniel and Metcalf, 2005).

## **5.7 The extrinsic motivation factors**

### **5.7.1 Promotion**

First, the findings revealed that the possibility of getting promoted would greatly motivate paraprofessional extrinsically since they are in an academic environment. An organisation increases its employee productivity by promoting them. (Zameer, Ali, Nisar, & Amir 2014). Kovach (1987) found that among the components that influence workers of diverse organisations in a negative manner are inadequate or absence of opportunities and so on. However, according to Worman (2008) this can be achieved when employees are given leadership roles to remunerate their performance.

### **5.7.2 Fat Salaries**

Secondly, the findings showed that money matters and it is an incredible deal in motivating paraprofessionals extrinsically. This supports Houran and Kefgen (2010) assertion that the desire of every employee is to receive a realistic salary and pay, while employers crave their employees to feel that is what they are getting. According to James (2011), extrinsic motivation is prompted by external factors which are principally financial in nature. With the tone expressed by paraprofessionals, they would be highly motivated if they receive financial rewards and if this is not given, it may undermine or demoralise them. Thus, cash is the central incentive (Sara et al. 2004). This view is reinforced by Luthans and Stajkovic's (1999) contention that extrinsic rewards can undermine or demoralise a person's intrinsic motivation.

However, going by Ryan and Deci (2000), and James' (2011) definition of the term, "extrinsic motivation" is the attainment of a separable outcome from the performance of an activity, and thus prompted by external factors. Money still occupies a major place in the mix of motivators. However, according to Coates *et al*, (1994) monetary incentives

can prove counterproductive if not made available to all members of the organisation. Though attractive salaries are a valuable tool and play an important role in motivating employees (Muogbo, 2013), Dobre (2013) maintains that “focusing only on this aspect might deteriorate employees’ attitude, as they might pursue only financial gains”.

### **5.7.3 Recognition and Appreciation**

Again, the findings reveal that recognition and appreciation of efforts by management would greatly motivate paraprofessional library employees. Consequently, the findings showed that some paraprofessionals would want to be praised and recognised for what they are doing and others also added that these recognition and appreciation should be at least done occasionally. Extrinsic motivated conduct incorporates activities performed with the objective to have material or social prizes, with results like open acknowledgment (Daniel and Metcalf, 2005). Dobre’s (2013) study revealed that factors such as recognition increase employee motivation. However, dissatisfaction occurs when this recognition is not forthcoming (Pettinger, 2002). This is also confirmed by Nduro’s (2012) findings that workers are steadily becoming more specific about appreciation, acknowledgment and thankfulness. Additionally, this finding supports a study by Whitley (2002) which demonstrates that pay does not support efficiency on the long term and cash does not enhance performance altogether.

Recognition and appreciation can be realised when administrators hail workers by issuing them a round of commendation for particular yet unprecedented accomplishments (Worman, 2008). At the point when there is a purpose behind applauding somebody, Hitt (2008) recommends that management ought not to procrastinate for any reason.

#### **5.7.4 Career Advancement**

Also, the findings revealed that the possibility of getting the opportunity to advance in one's career would enormously encourage paraprofessionals extrinsically in both institutions. Organisations can encourage workers to accomplish more by focusing on interminable improvement of workers' abilities. At the end of the day, if the assemblage of knowledge picked up can be connected to the work to be done, then the procurement of that information will be an advantageous occasion for the worker and management (Coates *et al*, 1994). Staff advancement is by and large considered a positive wellspring of staff motivation, especially for paraprofessionals, because it adds to their educational curriculum vitae and along these lines encourages their occupation versatility (Aziagba, 2009).

With this zeal of getting the opportunity to advance in one's career, paraprofessionals demonstrate the need for self-actualisation as noted by (Maslow, 1970). Maslow defined self-actualisation need as "the desire to become more and more what one is, to become everything that one is capable of becoming" Maslow (1943). Thus paraprofessionals showed that they were concerned about developing themselves to their maximum capacity.

#### **5.7.5 Good Working Environment**

Additionally, the findings indicated that while others alluded to the fact that a decent working environment was a surety as far as being motivated was concerned, others expressed their frustration at their working environment. They claimed that the air conditioners were not working, car honking and dust disturbed the library environment and because of this they did not feel safe in the library. Thus, a good conducive environment and a properly furnished workplace with air conditioners served as rich

sources of motivating paraprofessionals extrinsically. This corroborates Nduro's (2012) findings that workers are steadily becoming more specific about great workplace. This means the environment under which workers work has become a very important issue amongst the motivational elements found in empirical studies. According to Worman (2008), good work environment will boost the confidence of employees psychologically. However, in a study by McCoy (2002), good working environment was ranked ninth on a scale of one to ten. Again, this aspect of the findings support Maslow's Theory of Safety Needs. Hamlett (2015) noted that "a safe and secure working environment reduces the threat of physical injury". "When workers believe that the level of risk has been minimised and that good health and safety practices are judiciously enforced and monitored by management, they feel more comfortable and are less distracted from performing their tasks and interacting with others" (Maslow, 1970).

Also, according to Herzberg *et al* (1959), these environmental conditions are linked to the hygiene factor and are extrinsic to the occupations themselves and since the hygiene factor function to decrease job satisfaction (O'Connor, 2010), it is imperative that academic libraries take the library environment very seriously in order not to incur the displeasure of employees in general.

#### **5.7.6 Interpersonal Relationship**

Moreover, the findings showed that a cordial relationship among subordinates was better as this served as a source of motivation as far as paraprofessionals were concerned. However, cordial relationships between subordinates and their superiors were very bad and as indicated there was a huge gap between the paraprofessionals and their superiors. Worman (2008) observed that one very effective idea for most organisations is the policy of team spirit among workers. As the findings show, there was a cordial relationship

among subordinate employees and this will surely breed a team spirit among them. Team spirit creates the principle of what Worman (2008) calls the “we mentality”. However, this team spirit strategy is largely dependent on leadership roles. If leadership is not charismatic enough, team spirit may be down or absent (Worman, 2008). Abbah (2014) notes that one benefit of motivation is that it creates friendly relationships amongst workers.

Clearly, paraprofessionals desired to give and get love from management in the responses they gave with regard to interpersonal relationship. For Maslow, “giving love is seeking to fill a void by understanding and tolerating selected others. Receiving love is a way of staving off the pangs of loneliness and rejection” (Maslow, 1970). In the event that people are energised or given a chance to advance thoughts and recommendations, they will feel more included and at least expand efficiency and motivational levels (O’Connor, 2010). Therefore, a good interpersonal relationship between paraprofessionals will serve as a basis for paraprofessionals to feel loved and belongingness.

Also, Herzberg *et al* (1959) noted that the absence of interpersonal relationships with supervisors will cause dissatisfaction among employees in an organisation. Thus, because this has a link with the hygiene factor whose function is to decrease job satisfaction (O’Connor, 2010), it is imperative that managers of academic library take the interpersonal relationship extremely seriously in order not to suffer the annoyance of employees in general, and paraprofessional library staff in particular.

### **5.7.7 Job Security**

With job security there were differences with both institutions. The findings showed that professional stability was not certain, while others expressed the fear that they did not believe, accept and belong to the religious creed of the establishment they were working for, while others complained that they did not have a library qualification and this had created in them a feeling of insecurity with respect to the role they played in their establishment. Others noted that the sources of their insecurity were the rules of their institution, which meant that any offense committed would not be spared. With reference to Herzberg's Two Factor Theory, Hackman & Oldham (1976) note that professional stability is one of the hygiene components that do not give positive satisfaction although dissatisfaction results from their non-attendance. However, employer work security is one of the components that influence workers of diverse organisations (Kovach (1987).

The security of the job according to O'Connor (2010) falls under the hygiene factor and as already stated, its function is to decrease job satisfaction and is extrinsic to the work itself. This implies that paraprofessionals may show signs of dissatisfaction when they do not feel secure about the job they are doing.

### **5.7.8 Seminars**

Another extrinsic factor which emerged during the interview was that respondents will be happy to have more training seminars and workshops organised for them, particularly for those without library background. In other words, paraprofessionals desire to develop themselves to the maximum. "The desire to become more and more of what one is, to become everything that one is capable of becoming" is self-actualization according to (Maslow, 1943). Self-actualisation (or self-satisfaction) needs are concerned with persons developing themselves to their maximum capacity. Finally, Dobre's (2013)

study on employee motivation and organisational performance revealed that factors such as empowerment increase employee motivation. Aziagba (2008) found that the motivation component for paraprofessionals is the conviction that in-service training will absolutely influence the possibility of their professional advancement. James (2008) also found that training programmes were strategies that could be used to motivate paraprofessionals. As per some past investigations, it is noticed that components that influence workers of diverse organisations in a negative manner are lack of training programmes among others (Kovach (1987).

Further, Worman (2008) is among those who also believed that training can motivate employees and that training is a continuous process, although according to a finding by Nduro (2012), management most of the time assume that individuals have already been trained and, therefore, need no further training. This finding buttresses Maslow's physiological need which states that humans desire for opportunity to develop themselves. (Maslow, 1970). According to Maslow, when this physiological need is not fulfilled, it constrains us to look for the missing commodity so that our bodies can come back to homeostasis-a system in balance or at rest.

## References

- Abbah, M.T (2014). Employee Motivation: The Key to Effective Organizational Management in Nigeria. *IOSR Journal of Business and Management (IOSR-JBM)* 16, (4), 01-08.
- Almer, E. D., Higgs, J. L., & Hooks, K. L. (2005). A theoretical framework of the relationship between public accounting firms and their auditors. *Behavioral Research in Accounting*, 17(1), 1-22.
- Aziagba, P. C. (2009). Staff development as motivation for paraprofessionals: A case study in Southern Nigeria. *Chinese Librarianship: an International Electronic Journal*.
- Chaudhary, N., & Sharma, B. (2012). Impact of employee motivation on performance (productivity) in private organization. *International Journal of Business Trends and Technology*, 2(4), 29-35.
- Coates, Joseph, F., & Jennifer Jarrett. (1994), *Work place creativity: Employment relation today*. Spring. Retrieved June 20, 2015, from: Employee Motivation advantage,benefits,cost,Whatmotivates?,Motivationmethods[http://www.referenceforbusiness.com/s\\_mall/Di-Eq/Employee-Motivation.html#ixzz1JkYjyoX](http://www.referenceforbusiness.com/s_mall/Di-Eq/Employee-Motivation.html#ixzz1JkYjyoX)
- Daft RL, Marcic D (2009) Understanding Management. 6th edn. Cengage Learning, Florence KY
- Daniel, T. A., & Metcalf, G. S. (2005, May 1). The science of motivation [SHRM white paper]. Retrieved on April 8, 2015 from [www.shrm.org/Research/Articles/Articles/Pages/CMS\\_012666.aspx](http://www.shrm.org/Research/Articles/Articles/Pages/CMS_012666.aspx).
- Devadass, R. (2011). Employees Motivation in Organizations: An integrative literature review. *2011 International Conference on Sociality and Economics Development IPEDR*. 10 IACSIT Press, Singapore.
- Dobre, O-I (2013) Employee motivation and organizational performance. *Review of Applied Socio- Economic Research*, 5(1), 53.
- Etzioni, A. (1988). *The moral dimension: Towards a new economics*. New York, NY: The Free Press.
- Hamlet, C. (2015). Motivating Employees & Maslow's Hierarchy of Needs. Retrieved on march 25,2015 from <http://smallbusiness.chron.com/motivating-employees-maslows-hierarchy-needs-11828.html>
- Hackman, J. R., & Oldham, G. R. (1976). Motivation through the Design of Work: Test of a Theory. *Organizational Behavior and Human Performance* 16 (2), 250–279.
- Harpaz, I. (1990). *The meaning of work in Israel: Its nature and consequences*. Praeger Pub Text.

- Häsänen, L. (2010). Organizational death and employee motivation investigating a plant closure in a multi-plant organization. Stockholm: Sweden
- Herzberg F. (1959). *The Motivation to Work*, New York, John Wiley and Sons, 1959
- Herzberg, F., Mausner, B., & Snyderman, B. (1959). *The motivation to work*. New York: John Wiley.
- Hitt, M., Ireland, D.H. (2008). *Strategic Management*, Cengage, Mason, Ohio
- James, I.J. (2011). Effective Motivation of Paraprofessional Staff in Academic Libraries In Nigeria. *Library Philosophy and Practice (e-journal)*. Paper 577.
- Kovach, K. A. (1987). What motivates employees? Workers and supervisors give different answers. *Business Horizons*, 30(5), 58-65.
- Kreitner, R. (1995) *Management*, 6th edn, Houghton Mifflin Company, Boston
- Lawler, E. E. III. (2003). *Treat people right! How organizations and individuals can propel each other into a virtuous spiral of success*. San Francisco: John Wiley & Sons, Inc.
- Lindner, J. R. (1998). Understanding employee motivation. *Journal of extension*, 36(3), 1-8.
- Luthans, F., & Stajkovic, A. D. (1999). Reinforce for performance: The need to go beyond pay and even rewards. *The academy of management executive*, 13(2), 49-57.
- McCoy, J. M. (2002). Work environments. *Handbook of environmental psychology*, 443-460.
- Martin, A. J. (2004). School motivation of boys and girls: Differences of degree, differences of kind, or both?. *Australian Journal of Psychology*, 56(3), 133-146.
- Mallaiah, T.Y., & Yadapadithaya, P.S. (2009). Intrinsic Motivation of Librarians in University Libraries in Karnataka. *DESIDOC Journal of Library & Information Technology*, 29(3), 36-42.
- Maslow, A. (1970). *Motivation and Personality*, (2d ed). New York: Harper & Row, p. 38.

- Muogbo, U.S. (2013). The Impact of Employee Motivation on Organisational Performance (A Study of Some Selected Firms in Anambra State Nigeria). *The International Journal Of Engineering And Science (IJES)*, 2(7), 70-80.
- Nduro, M. (2012). The effect of motivation on the performance of employees at GT bank Ghana. A Thesis submitted to the Institute Of Distance Learning, Kwame Nkrumah University of Science and Technology.
- O'Connor, M. (2010) An Examination of the Factors: That Influence Motivation in the Workplace during a Recession. Dissertation submitted in partial fulfilment of the requirements for the Bachelor of Arts (Honours) in Human Resource Management
- Olawepo, G.T., Ofoegbu, O.E., & Ibojo, B.O. (2013). The connectivity between motivation and employees' performance in marketing oriented organizations in Nigeria. *International Journal of Education and Research*, 1(3), 1-14.
- Ölçer, F. (2005). Departmanlı mağazalarda motivasyon üzerine bir araştırma. *Erciyes Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 25,1-26.
- Pettinger, R. (2002). *The learning organization*. Capstone Pub..
- Pitts, C. (1995). *Motivating your organization: achieving business success through reward and recognition*. McGraw-Hill Book Company.
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American psychologist*, 55(1), 68.
- Sara L. R., Gerhart, B., and Minette, K. A. (2004). The importance of pay in employee motivation: discrepancies between what people say and what they do. *Human Resource Management*, 43, (4), 381–394.
- Safiullah, A. B. (2015). Employee Motivation and its Most Influential Factors: A study on the Telecommunication Industry in Bangladesh. *World*, 5(1).
- Seddoh, J. E. & Akorsu, P. K. (2010). *Industrial Organisational Psychology*. Hampton Press, Cape Coast, Ghana
- Uzonna, U.R. (2013). Impact of motivation on employees' performance: A case study of Credit West Bank Cyprus. *Journal of Economics and International Finance*. 5(5), 199-211,
- Vroom, V. H. (1990). Manage people, not personnel: Motivation and performance appraisal. *Harvard Business Review*, Boston, U.S.

Whitley, P. (2002), *Motivation*, Capstone Publishing, Oxford, Great Britain

Worman, D. (2008). *10 Ways to Motivate Your Employees*. Retrieved on 01-01-2015 from <http://www.allbusiness.com/slideshow/10-ways-to-motivate-your-employees-on-the-cheap-15747759-1.htm>

Zameer, H., Ali, S., Nisar, W., & Amir, M. (2014). The Impact of Motivation on the Employee's Performance in Beverage Industry of Pakistan. *International Journal of Academic Research in Accounting, Finance and Management Sciences*, 4(1), 293–298.

## CHAPTER SIX

### SUMMARY CONCLUSION AND RECOMMENDATION

#### 6.1 Introduction

This part summarises the results of the study in connection with the objectives and makes inferences in view of the findings. The researcher has made a few proposals in the light of the findings of the study.

#### 6.2 Summary

The major goal of the study was to determine the factors which motivate paraprofessionals in two academic libraries and how these factors impact on their work.

The case study research strategy was employed to determine the factors which motivate paraprofessionals at VVU and UPSA. In all, 15 out of 24 paraprofessionals were available for the interview. Above all, the study used Maslow and Herzberg's two factor theories to determine the factors which motivate paraprofessionals in VVU and UPSA and how these factors impact on their work. The results of the findings formed the basis for the conclusions and recommendations that were made by the researcher.

The major findings of the study include the following:

- I. In this study, the findings showed that UPSA has no motivation packages for junior staff and that, what is offered as a motivation package is not important to them. In VVU the findings revealed that packages are available, though some of these packages (gift for the outstanding job and car loan) are dependent on the performance and dedication of the staff towards his/her job and the rank of the staff.

- II. Though the findings revealed that paraprofessionals considered recognition for good work, opportunities for promotion, schedule flexibility and tuition reimbursement as good motivating incentives, the most propelling motivators in the findings were recognition for a decent work done, followed by schedule flexibility while library social gathering/festival, however, was the least of all the factors.
  
- III. In spite of the fact that there was inadequate or no motivation packages in UPSA, paraprofessionals were still fulfilled in some way or another, insisting that it was better than being unemployed and also higher qualification would have brought them closer to enjoying the incentive management were enjoying. Both paraprofessionals from VVU and UPSA were proud library employees, never regretted working in the library, always glad to inform others that they work in a library and would all not leave for the Banks or the Telecom businesses when opportunities came in these areas.  
  
The findings also revealed that management was half-hearted and the distance between management and subordinates in terms of communication was too wide. This hindered the realisation of satisfaction among paraprofessionals.
  
- IV. From the findings, it was obvious that in VVU, management showed some care personally through the Welfare Association and also listening to the concerns of the workers. However, the situation was different in UPSA where paraprofessionals were not cared for professionally and personally.
  
- V. The findings showed that paraprofessionals joined the library because they had passion for the job, whereas others joined for no particular reason.

- VI. Further, the findings indicated that paraprofessionals from VVU and UPSA had the freedom to take initiative without being supervised.
- VII. Achieving recognition, credit, and acclaim was not something that bothered paraprofessionals according to the finding. Yet the findings showed that achieving recognition, credit, and acclaim gave paraprofessionals intrinsic encouragement.
- VIII. Also, the findings showed that gaining proficiency and mastering position spurs paraprofessionals from both institutions intrinsically.
- IX. The findings also revealed a great sense of responsibility among paraprofessionals from the two institutions investigated. This was demonstrated by their desire to reach out to students at the point of their library needs and this feeling of responsibility accounts for a large portion of what motivates them intrinsically.
- X. Feedback regarding job performance was identified as a factor which would greatly motivate paraprofessionals intrinsically. According to the findings, paraprofessionals desired that their immediate bosses or supervisors gave them feedback regarding what they did and this would exceptionally motivate them.
- XI. Moreover, according to the findings, paraprofessionals shared the view that the possibility of getting promoted would immensely motivate them extrinsically to give of their best.
- XII. Fat salaries, recognition and appreciation were also an incredible deal in motivating paraprofessionals extrinsically.

- XIII. The likelihood of getting the chance to advance in one's profession would massively empower paraprofessionals extrinsically in both establishments.
- XIV. Also a good conducive environment and a properly furnished workplace with air conditioners served as a rich sources of motivating paraprofessionals extrinsically.
- XV. The findings showed that esprit de corps among subordinates would be preferred by almost all the paraprofessionals. However, the findings revealed that cordial relationships between subordinates and their superiors were very bad and as indicated, there was a huge gap between the paraprofessionals and their superiors.
- XVI. The findings showed variations with regard to job security. That is, at VVU paraprofessionals who are not Adventists indicated that job stability was fairly not certain on the grounds that VVU was founded on the Adventist creed and most of them expressed the fear that should an Adventist apply for their position, they could be laid-off. Further, others expressed fear that they did not have a library qualification and this had created in them a feeling of insecurity with respect to the role they played in the establishment.
- XVII. Finally, another extrinsic factor which emerged during the interview was that respondents will be happy to have more training seminars and workshops organised for them, particularly for those without library background.

### **6.3 Conclusion**

Certainly, motivation is very imperative at all levels of organisational hierarchy and particularly with paraprofessionals who act as the interface between the library and the

patrons or clients of the library. The intent of this study is to determine the factors which motivate paraprofessionals in Valley View University (VVU) and University of Professional Studies, Accra (UPSA) academic libraries and how these factors impact on their work. The study was guided by these objectives:

- I. To determine the motivation packages available to paraprofessionals in VVU and UPSA
- II. To find out how these packages impact the work of paraprofessionals in VVU and UPSA
- III. To determine whether paraprofessionals are satisfied with their job or not
- IV. To determine whether paraprofessionals are motivated by intrinsic and extrinsic factors
- V. To recommend measures that can help in motivating library staff in both Universities based on the findings.

Knowledge of the factors that motivate paraprofessionals is essential in this period when more and more private and public universities are springing up in the country. The services of these paraprofessionals are needed to complement the effort of professionals and therefore their motivation is critical.

The assessment of this study with other studies found some inconsistencies and agreements. The research findings corroborate the impression that what motivates employees differs given the context in which the employees work. So library managers have to consider the library work as well as the environment in which they are functioning. What is clear, however, is that although paraprofessionals ranked acknowledgment for a decent work done as the highest on the scale, followed by schedule flexibility and then library social gathering, paraprofessionals are also highly

concerned about job security and fat salaries, which is not supported by the previous studies. This is because some paraprofessional employees of the library found themselves in universities with different religious doctrines and poor working conditions. They were also highly concerned about the denigrating nature of the library job and the fact that they were looked down upon.

#### **6.4 Recommendations**

The accompanying recommendations were made in light of the findings of this study. The recommendations are made to help the library managers deal with the low self image of paraprofessionals.

Motivation packages (Christmas hampers) offered to paraprofessionals at UPSA are not motivating enough thereby creating the impression among these paraprofessionals that there are no motivation packages available in UPSA. To erase the impression held by paraprofessionals in UPSA, the researcher recommends that a policy statement that defines motivation packages for paraprofessionals be clearly outlined in a document which will show what paraprofessionals in UPSA are entitled to and it should be tailored to their needs.

From the study, it was revealed that paraprofessionals from Valley View University and University of Professional Studies, Accra, considered recognition for good work, opportunities for promotion, schedule flexibility and tuition reimbursement as good motivation incentives. Henceforth, it is recommended that stakeholders, especially the library management, should give recognition to paraprofessionals for good work done by setting targets for them, and when these targets are met the library management should

make it a point during an occasion to acknowledge their efforts. If this is done a lot can be gained from them.

It was also revealed in the study that paraprofessionals would still want to stay in the library despite the lack of motivation. It is, therefore, recommended that opportunities such as more and more seminars and workshops be organised for paraprofessionals at least once every academic calendar. Managers of these academic institutions need to provide growth opportunities and challenging jobs in order to better motivate today's paraprofessionals. Without these challenges and opportunities for growth, paraprofessionals may not see the need to perform highly at work. Further, it is recommended that a job rotation empowerment strategy be introduced where employees are allowed to learn another relevant skill. For example, a paraprofessional at the cataloguing unit could be from time to time transferred to another unit such as the reference section, information technology unit etc.

Again, tutoring and coaching as developmental tools could be introduced for paraprofessionals. This means distinguishing and preparing potential coaches and secondly selecting and attaching protégés to mentors for a period of time. After this selected protégés could in turn be given the opportunity to guide others.

Furthermore, the study revealed that paraprofessionals were harbouring feelings of insecurity as far as their employment was concerned for two reasons. These were the differences in religious belief and the fact that some paraprofessionals did not have the requisite library qualification. Therefore, it is recommended that the institution in question with regard to these religious differences should try and soften its stance by devoting the whole of Sunday to staff who do not believe in the religious creed of the

institution which is Adventist. And also, those without the requisite library qualifications could be assured of professional training with sponsorship in the future after a period of three to five years of services.

It was again revealed in the study that paraprofessionals felt that management was far away from them in terms of communication and relationship. It is, therefore, recommended that library managers monitor the attitudes of paraprofessionals towards management and then attempt to dispel any myths and set the records straight by the use of facts.

### **6.5 Areas of Further Research**

There are certain limitations of the study, which can be taken into account for further studies in the future. First, the sample size was too small and only two institutions were considered and therefore a larger sample size could be considered in the future. Motivation is an extremely wide term, and the examination is truly broad if one needs to go deeper into the subject. There is an extensive variety of theories on what motivates individuals (content theories) and theories that attempt to depict how conduct is instigated, coordinated and maintained (process theories). However, this study was essentially limited to the content theories. Other studies could, therefore, be carried using the other theories.

## Bibliography

- Abbah, M.T. (2014). Employee Motivation: The Key to Effective Organizational Management in Nigeria. *IOSR Journal of Business and Management (IOSR-JBM)*, 16(1), 01-08.
- Abifarin, A. (1997). Motivating staff in Nigerian university libraries. *Library Management*, 18(3), 124 – 128.
- Adeleke O. A. (2010). Exploration of the Implications of Monetization of Workers Fringe Benefits in a Nigerian Higher Institution. *Research Journal of Social Sciences*, 5(1), 35-51.
- Adi, D.Y., (2000). Motivation as a Means of Effective Staff Productivity in the Public Sector: A Case Study of Nigerian Immigration Service, Borno State of Nigeria. Unpublished MPA Thesis. University of Maiduguri Nigeria.
- Alderfer, C. (1989). Theories reflecting my personal experience and life dent. *The Journal of Applied Behavioral Science*, 25(4), 351-351.
- Alderfer, C., & Guzzo, R. (1979). Life experiences and adults' enduring strength of desires in organizations. *Administrative Science Quarterly*, 24(3), 347- 361.
- Alemna, A. (1992) Motivation and productivity in academic libraries: a case study of Balme Library, University of Ghana. *Journal of Library Administration*, 16(4), 45-56.
- Almer, E. D., Higgs, J. L., & Hooks, K. L. (2005). A theoretical framework of the relationship between public accounting firms and their auditors. *Behavioral Research in Accounting*, 17(1), 1-22.
- Alqudsi-ghabra, T., & Mansouri, H. H. (2010). Staff Motivation at Kuwait University Libraries. *Journal of Information & Knowledge Management*, 9(04), 355-363.
- American Library Association (2015). American Library Association Office for Library Personnel Resources Standing Committee on Library Education. *World Book-ALA Goal Award Project on Library Support Staff*, Issue Paper #9
- Asante-Kyei, K. (2013). Motivation and Productivity among Junior Staff of Polytechnics in Ghana: A Case Study of Takoradi Polytechnic. *International Journal of Innovative Research and Development*, 2(1), 103-121.
- Aziagba, P. C. (2009). Staff development as motivation for paraprofessionals: A case study in Southern Nigeria. *Chinese Librarianship: an International Electronic Journal*.
- Babbie, E. (2004). *The basics of social research*. (3<sup>rd</sup> ed.). Thomson: Wadsworth.

- Badu, E. E. (2004) Improving organisational performance through rewards in university libraries in Ghana. *Ghana Library Journal*, (16), 1.
- Bagraim, J., Cunningham, P., Potgieter, T., & Viedge, C. (2007). Organisational behaviour. *A contemporary South African perspective (2nd ed.)*. Van Schaik, Publishers, Pretoria.
- Bernard, H.R. (2002). *Research Methods in Anthropology: Qualitative and quantitative methods*. (3rd ed.). Walnut Creek, California: AltaMira Press.
- Billings, C.D., & Kern, Betty. (1990). Sources of satisfaction and dissatisfaction among library para-professionals: A study based on fifty interviews, *L.L.A. Bulletin*, 52, 174-177.
- Borteye, E.M., & Ahenkorah-Marfo, M. (2013). Staff development of library assistants in the Kwame Nkrumah University Science and Technology, Kumasi, Ghana. *Journal of Science and Technology*, 33(1), 105-113.
- Bowen, B. E., & Radhakrishna, R. B. (1991). Job Satisfaction of Agricultural Education Faculty: A Constant Phenomena. *Journal of Agricultural Education*, 32(2), 16-22.
- Brink, H. (1996). *Fundamentals of research methodology for health care professionals*. Cape Town: Juta
- Bryson, Jo. (1990). *Effective library and information center management*. Aldershot: Gower.
- Campbell, J. P. & Pritchard. RD (1976). Motivation theory in industrial and organizational psychology. *Handbook of Industrial & Organizational Psychology*, 63-130.
- Case, M. M. (2008). Partners in Knowledge Creation: An Expanded Role for Research Libraries in the Digital Future. *Journal of Library Administration* 48(2) 141-156.
- Caulton, J.R. (2012). The Development and Use of the Theory of ERG: A Literature Review. *Emerging Leadership Journeys*, 5 (1), 2- 8.
- Cavaye, A. (1996). *Case study research: A multi-faceted approach for IS*. *Information Systems*
- Chang, W., & Yuan, S. (2008). A synthesized model of Markov chain and ERG theory for behavior forecast in collaborative prototyping. *Journal of Information Technology Theory and Application*, 9(2), 45-63.
- Chaudhary, P. (2012). Effects of employees motivation on organizational performance – a case study. *International Journal of Research in Economics & Social Sciences (IJRESS)*, 2(9), 81-87.

- Clough, P., Nutbrown, C. (2007). *A Student's Guide to Methodology: Justifying Enquiry*. London, SAGE Publications.
- Coates, Joseph, F., & Jennifer Jarrett. (1994), *Work place creativity: Employment relation today*. Spring. Retrieved June 20, 2015, from: Employee Motivation advantage,benefits,cost,Whatmotivates?,Motivationmethods[http://www.referenceforbusiness.com/s\\_mall/Di-Eq/Employee-Motivation.html#ixzz1JkYjyoX](http://www.referenceforbusiness.com/s_mall/Di-Eq/Employee-Motivation.html#ixzz1JkYjyoX)
- Cooper, D. R., & Schindler, P. S. (2003). *Business Research Methods*. (8th ed.). New York, NY: McGraw-Hill/Irwin.
- Creswell, J.W. (2009) *Research design: Qualitative, Quantitative and Mixed Methods Approaches*, (3<sup>rd</sup> ed.). London: Sage Publication.
- Creswell, J. (2007). *Qualitative Enquiry and Research Design: Choosing Among Five Approaches*. London: SAGE Publications.
- Creswell, J.W. (1994) *Research Design, Qualitative, Quantitative and Mixed Approach*, (3<sup>rd</sup> ed.). London: Sage Publications.
- Curzon, S., & Quinonez-Skinner, J. (9 September 2009). Academic Libraries. *Encyclopedia of Library and Information Sciences*. doi:10.1081/E-ELIS3-120044525. Retrieved 10 April, 2015.
- Daniel, T. A., & Metcalf, G. S. (2005, May 1). The science of motivation [SHRM white paper]. Retrieved on April 8, 2015 from [www.shrm.org/Research/Articles/Articles/Pages/CMS\\_012666.aspx](http://www.shrm.org/Research/Articles/Articles/Pages/CMS_012666.aspx).
- Deckers, L. (2010) *Motivation: Biological, Psychological and Environmental*, 3rd edn, MA: Pearson, Boston.
- Devadass, R. (2011). Employees' motivation in organizations: an integrative literature review. *International Conference on Sociality and Economics Development*, 10, 566-570.
- Dickinson, D.L. (2001) "The Carrot vs. the Stick in Work Team Motivation." *Experimental Economics*, 4(1), 107–24.
- Dobre, O-I (2013) Employee motivation and organizational performance. *Review of Applied Socio- Economic Research*, 5(1), 53.
- Dorner, E.S. (2011). Motivation of Undergraduate Student Employees in Academic Libraries. A Master's Paper for the M.S. in L.S. degree. April, 2011. 58 pages. Advisor:

- Eldabi, T., Irani, Z., Paul, R.J., Love, P.E.D. (2000). Quantitative and qualitative decision-making methods in simulation modeling. *Management Decision* 40(1), 64—73.
- Ekere, J. N. (2012). Impact of Motivation on Librarians' job satisfaction in University Libraries in Nigeria. Proceedings of the 12th Annual Conference/Annual General Meeting of the Nigerian Library Association, Enugu State chapter (pp. 239-250)
- Etzioni, A. (1988). *The moral dimension: Towards a new economics*. New York, NY: The Free Press.
- Flick, U. (2011). *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project*. London, Sage Publication.
- Frey, B. (1997). On the relationship between intrinsic and extrinsic work motivation. *International Journal of industrial Organisation*, 15: 427-439.
- Ghanbarpour, Z, & Najmolhoda, F.S (2013). Contemporary theories of Motivation in Organizational Leadership and Behavior. *International Research Journal of Applied and Basic Sciences*, 6 (1), 1-7.
- Gillham, B. (2000). *The Research Interview*. London: Continuum
- Griffin, E. A., & McClish, G. A. (2011). *A first look at communication theory*. Boston: McGraw-Hill.
- Hackman, J. R., & Oldham, G. R. (1976). Motivation through the Design of Work: Test of a Theory. *Organizational Behavior and Human Performance* 16 (2), 250–279.
- Hancock, B. (2002). *Trent Focus for Research and Development in Primary Health Care: An Introduction to Qualitative Research*. Nottingham: Trent Focus
- Harpaz, I. (1990). *The meaning of work in Israel: Its nature and consequences*. Praeger Pub Text.
- Häsänen, L. (2010). *Organizational death and employee motivation investigating a plant closure in a multi-plant organization*. Stockholm: Sweden.
- Herzberg, A (1954) *Motivation and personality*. New York: Harper & Row
- Herzberg, F. (1968). One More Time: How Do You Motivate Employees?. *Harvard Business Review*, 46 (1), 53–62.
- Herzberg, F. (2003). One more time: How do you motivate employees?. *Harvard business review*, 81(1), 87-96.
- Herzberg, F., Mausner, B., & Snyderman, B. (1959). *The motivation to work*. New York: John Wiely.

- Houran, J., & Kefgen, K., (2010). Money and Employee Motivation. Retrieved January 10, 2015 from [www.2020skills.com](http://www.2020skills.com)
- Housewright, Ross. (2009). Themes of Change in Corporate Libraries: Considerations for Academic Libraries. *Portal: Libraries and the Academy*, 9( 2). 253-271.
- Hossain, M. K. & Hossain, A. (2012). Factors Affecting Employee's Motivation In Fast Food Industry: The Case of KFC UK LTD. *Research Journals of Economics, Business and ITC*, 5, 22-29.
- Idiegbeyan-Ose, J., & Idahosa, M. (2011). Motivational factors that affect Library Staff performance in Benson Idahosa University, Benin City, Edo State, Nigeria. *Journal of Research in Education and Society*, 2(3).
- Ifinedo, P. (2003). *Employee Motivation and Job Satisfaction in Finnish Organizations: A Study of Employees in the Oulu Region, Finland*. Master of Business Administration Thesis, University of London.
- Iguisi, O. (2009). Motivation- Related Values across Cultures. *African Journal of business management*, 3 (4), 141-150.
- Ivancevich, J., Konopaske, R., & Matteson, M. T. (2007). *Organizational Behavior and Management* (8th ed.). New York: McGraw-Hill Higher Education.
- James, I.J. (2011). Effective Motivation of Paraprofessional Staff in Academic Libraries In Nigeria. *Library Philosophy and Practice (e-journal)*. Paper 577.
- Kothari, C.R. (2004) *Research Methods and Techniques*, 2<sup>nd</sup> ed. New Delhi:Wiley Eastern.p 34.
- Kovach, K. A. (1987). What motivates employees? Workers and supervisors give different answers. *Business Horizons*, 30(5), 58-65.
- Kreitner, R. (1995) *Management*, 6th edn, Houghton Mifflin Company, Boston
- Krietner, R., Kinicki, A., & Buelens, M. (1999). *Organisational behaviour: First European edition*. Maidenhead, UK, England: McGraw Hill.
- Krueger, R.A (1994). *Focus groups: A practical guide for applied research. Second Edition*. (Newbury Park, CA: Sage.
- Latt, K.A. (2008) Motivating people on the way towards organizational performance Covalence Analyst Papers Victoria University (Australia), intern analyst, Covalence SA, Geneva, 02.02.2008
- Laurie, J. M. (2010) *Management Organizational Behaviour* (9<sup>th</sup>, e.d.). England: Pearson Education Limited.

- Lawler, E. E. III. (2003). *Treat people right! How organizations and individuals can propel each other into a virtuous spiral of success*. San Francisco: John Wiley & Sons, Inc.
- Lindner, J. R. (1998). Understanding employee motivation. *Journal of extension*, 36(3), 1-8.
- Luthans, F., & Stajkovic, A. D. (1999). Reinforce for performance: The need to go beyond pay and even rewards. *The academy of management executive*, 13(2), 49-57.
- Mak, B. L., & Sockel, H. (2001). A confirmatory factor analysis of IS employee motivation and retention. *Information & Management*, 38(5), 265-276.
- Mallaiah, T.Y., & Yadapadithaya, P.S. (2009). Intrinsic Motivation of Librarians in University Libraries in Karnataka. *DESIDOC Journal of Library & Information Technology*, 29(3), 36-42.
- Maslow, A. (1970). *Motivation and Personality*, (2d ed). New York: Harper & Row, p. 38.
- Maslow, A.H. (1943). A theory of human motivation. *Psychological Review*, 50 (4), 370-96. Retrieved January 10, 2015  
from <http://psychclassics.yorku.ca/Maslow/motivation.htm>
- Mc Coy. (2012). Putting Employee Motivation in its Place. Women's Media: U.S.A.
- McGregor, D. (1960). *The Human Side of Enterprise*. New York: McGraw-Hill.
- Miles, M.B., & Huberman, A.M. (1994). *Qualitative Data Analysis: an expanded sourcebook* (2nd ed.), Sage Publications, Thousand Oaks.
- Mullins, L. J. (2006). *Essentials of Organizational Behaviour*, Prentice Hall, pp 183-190
- Mullins, L. J. (2007). *Management and organisational behaviour*. South Africa: Pearson education.
- Muogbo, U.S.(2013). The Impact of Employee Motivation On Organisational Performance (A Study Of Some Selected Firms In Anambra State Nigeria). *The International Journal Of Engineering And Science (IJES)*, 2(7), 70-80.
- Nachmias, M. G. M., Mangelsdorf, S., Parritz, R.H. (1996). Behavioral inhibition and stress reactivity: The moderating role of attachment security. *Child Development*. 67, 508-522
- Nayeli M. (1994). *Motivation in Organizations*. Ahwaz: Shahid Chamran University publications.

- Naylor, J. (1999). *Management*. Harlow: Prentice hall.
- Nduro, M. (2012). The effect of motivation on the performance of employees at GT bank Ghana. A Thesis submitted to the Institute Of Distance Learning, Kwame Nkrumah University of Science and Technology.
- Neuman, W. L. (2007) *Basics of Social Research: Qualitative and Quantitative Approach* 2<sup>nd</sup> ed., pp.142, 143.
- Nohria, N., Groysberg, B., & Lee, L.E. (2008). Employee Motivation: A Powerful New Model. *Harvard Business Review*, 86(7-8), 78-84.
- Ntui, A. I., Adu, A.V., & Eyong I.U. (2014). Motivation as Correlates of Work Attitude of Library Staff in Tertiary Institutions' Libraries in Cross River State, *Nigeria Journal of Library and Information Sciences* 2, (2), 55-65.
- Nwana, O. C. (2008). *Introduction to Educational Research for Student-Teachers. Nigeria*: Heinemann Educational Books.
- Nwosu, O.C., Ugwoegbu F.U., & Okeke, I.E. (2013). Self-esteem and Perceived Levels of Motivation as Correlates Of Professional and Para- Professional Librarians' Task Performance in Universities of South-East, Nigeria. *International Journal of Humanities and Social Science Invention*, 2(2), 52-55.
- O'Connor, M. (2010) An Examination of the Factors that Influence Motivation in the Workplace during a Recession. Dissertation submitted in partial fulfilment of the requirements for the Bachelor of Arts (Honours) in Human Resource Management
- Oguntabi, S. A., & Bantai, R. C. (1999). Appraising staffing pattern in a Nigerian university library, 1981-1997. *Librarian Career Development*, 7(8), 77-84.
- Oishi, S. (1999). Cross-culture Variation in Predictors of Life Satisfaction: Perspectives from needs and values. *Personality and Social Psychology Bulletin*, 25(8), 980-999.
- Olawepo, G. T., Ofoegbu, O. E., & Ibojo, B.O. (2013). The connectivity between motivation and employees' performance in marketing oriented organizations in Nigeria. *International Journal of Education and Research*, 1(3), 1-14.
- Olaniyan D.A., & Ojo, L. (2008). Staff training and development: A vital tool for organisational effectiveness. *EuroJournals* 24(3), 326-331. Retrieved 10 April, 2015. Available: <http://www.eurojournals.com/ejsr.html>
- Ölçer, F. (2005). Departmanlı mağazalarda motivasyon üzerine bir araştırma. *Erciyes Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 25,1-26.

- Olorunsola, R., & Bamijoko, S. B. (2005). Recruitment and retention of librarians in Nigeria: The huddles ahead. *Middle Belt Journal of Library and Information Science*, 5(1), 9-15.
- Onwuegbuzie, A. J., & Collins, K.M.T. (2005). Project CAREER: Creating an Action Research Enterprise for Educational Research: Step- by-step guide to publishing. Invited Professional Development and Training Workshop presented to doctoral students and faculty at the University of South Florida and the University of New Mexico. University of South Florida, Tampa, FL.
- Opoku, D. (2009) *Employee motivation and productivity in the university of Ghana library system*. Unpublished M.Phil. Thesis presented to the Department of Information Studies, University of Ghana, Legon.
- Owusu-Acheaw, M. (2003). Staff Motivation in Special Libraries in Ghana. *Ghana Library Journal*, 15, 19-23.
- Owusu-Acheaw, M. (2008) Motivation and Rewards in attracting and retaining library staff in academic libraries: A case study of Some Selected Polytechnic libraries in Ghana. *Ghana Library Journal*, 20(2), 37-49.
- Patton, M.Q. (1987). *How to Use Qualitative Methods in Evaluation*. Newbury Park, CA: Sage
- Pinder, C.C. (2008). *Work motivation in organizational behavior*, 2nd edn, Psychology Press, New York.
- Pitts, C. (1995). *Motivating Your Organization*, 1st edition. McGraw-Hill International, 187 p.
- Proctor, E. K. (2003). Research to inform the development of social work interventions. *Social Work Research*, 27, 3-5
- Rahimić, Z., Resić, E., & Kožo, A. (2012). Determining the Level of Management Competences in the Process of Employee Motivation. The First International Conference on Leadership, *Technology and Innovation Management*, 41, 535-543
- Reitz, J.M. (2002) ODLIS: Online Dictionary of Library and Information Science About the Dictionary Copyright 2002. Retrieved 10 April, 2015 <http://vlado.fmf.uni-lj.si/pub/networks/data/dic/odlis/odlis.pdf>
- Ritchie, J., & Lewis, J. (2003). *Qualitative research practice: A guide for social students and researchers*. London: Sage.
- Robson, C. (2003). *Real World Research*. (2<sup>nd</sup> ed.). Oxford: Blackwell.

- Rothberg, G., (2005, Fourth Quarter). The Role of Idea in the Managers Workplace: Theory and Practice. *Pakistan Management Review*, XLII (4), 48-73.
- Rowley, J. (1996). Motivation of staff in libraries. *Library Management*, 17(5), 31-35.
- Ryan, R.M., & Deci, E.L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55: 68-78.
- Saari, L.M. & Judge, T.A. (2004). Employee attitudes and job satisfaction. *Human Resource Management*, 43 (4), 395-407.
- Safiullah, A. B. (2015). Employee Motivation and its Most Influential Factors: A study on the Telecommunication Industry in Bangladesh. *World*, 5(1).
- Sara, Parkin et al. (2004). *Learning and skills for sustainable development: developing a sustainability literate society*. Forum for the Future.
- Saka, K. A., and Salman, A. A. (2014). An Assessment of the Levels of Job Motivation and Satisfaction as Predictors of Job Performance of Library Personnel in Nigerian Universities. *Journal of Balkan Libraries Union*. 2(2), 26-33.
- Seddoh, J. E. & Akorsu, P. K. (2010). *Industrial Organisational Psychology*. Hampton Press, Cape Coast, Ghana
- Sehkaran, S. N., & Sevcikova, D. (2011). ‘All Aboard’: Motivating Service Employees on Cruise Ships. *Journal of Hospitality and Tourism Management*, 18(01), 70-78.
- Senyah, Y. (2003). Motivation and Productivity in Academic Libraries: A Case Study of the Kwame Nkrumah University of Science and Technology Library, Kumasi. *Journal of science and technology*, 23(2), 80-88.
- Seyed Javadin, S.D. (2007). *Principles of Organization and Management*. Negahe: Danesh Publications
- Skinner, B.F. (1974). *About Behaviourism*, Alfred Knopf, New York, NY.
- Stajkovic, A. D., & Luthans, F. (2001). Differential effects of incentive motivators on work performance. *Academy of management journal*, 44(3), 580-590.
- Stanley, T. L. (2008). A motivated workplace is a marvelous sight. *Super Vision*, 59(3), 5-9.
- Steere, B. F. (1988). *Becoming an effective classroom manager: A resource for teachers*. Albany, NY: SUNY Press.
- Stewart, M (2010). Theories X and Y, Revisited. *Oxford Leadership Journal*, 1(3), 1-5.

- Stoner, A.F. (2002). *Management*. New Delhi: Prentice Hall of India.
- Talbot, L. (1995). *Principles and practice of nursing research*. St. Louis, MO: Mosby Inc. p477.
- Tan, W. (2004). Academic librarianship: Traveling across time lines. *Journal of Educational Media & Library Science*, 41(4), 431-436.
- Tay, L. & Diener, E. (2011). Needs and subjective well-being around the world. *Journal of Personality and Social Psychology*, 101 (2), 354–365.
- Tietjen, M. A. & Myers, R. M. (1998). Motivation and job satisfaction. *Management Decision*, 36 (4), 226-231.
- Torrington, D. Hall, L. Taylor, S & Atkinson C. (2009). *Fundamentals of Human Resource Management*, 1st edition. Pearson Education Limited, 439 p.
- Trochim, W. M. K. (1989). Outcome Pattern Matching and Program Theory. *Evaluation and Program Planning*. (12), 355-366.
- UPSA, Annual Report, (2013).
- Uzonna, U.R. (2013). Impact of motivation on employees performance: A case study of Credit West Bank Cyprus. *Journal of Economics and International Finance*. 5(5), 199-211,
- Van Wyk, C. (2011). Evaluating motivational levels of employees in a contemporary South African organisation (Doctoral dissertation, Nelson Mandela Metropolitan University).
- Villarica, H. (2011). Maslow 2.0: A new and improved recipe for happiness. *The Atlantic*. Retrieved on march 25,2015 from <http://www.theatlantic.com/life/archive/2011/08/maslow-20-a-new-and-improved-recipe-for-happiness/243486/#.TkvKIRv8USE.facebook>
- Vroom, V. H. (1990). Manage people, not personnel: Motivation and performance appraisal. *Harvard Business Review*, Boston, U.S.
- VVU Annual Report (March 2013).
- VVU Annual Report (Nov 2013).
- Wanous, J., & Zwany, A. (1977). A cross sectional test of need hierarchy theory. *Organizational Behavior and Human Decision Processes*, 18(1), 78-78.
- Whipple, R. (2005). Peer cooperation is vital to healthy organizations, *Rochester Business J.* (21) 27.

- Whitley, R. (2002). *Competing Capitalisms: institutions and economies*. Elgar: Cheltenham
- Wijetunge, P. (2001). Training and Education of Paraprofessionals in Sri Lankan University Libraries. *Journal of Education for Library and Information Science*, 42(2),150
- Worman, D. (2008). *10 Ways to Motivate Your Employees*. Retrieved on 01-01-2015 from <http://www.allbusiness.com/slideshow/ways-to-motivate-your-employees-on-the-cheap-1.htm>
- Yeboah, P.A. & Antwi, I.K. (2001) Motivation and productivity in academic libraries: A case study of the University of Cape Coast Library. *Ghana Library Journal*, 13(1).
- Yeo, R. (2003).The tangibles and intangibles of organizational performance. *Team Performance Management*. 9 (7/8), 199-204.
- Yin, R. K. (1994). *Case Study Research: Design and Methods*. Sage Publications
- Yin, R. K. (2003). *Case study research: Design and methods* (3rd ed.). Thousand Oaks, CA: Sage
- Yin, R. K. (2009). *Case study research: Design and methods* (4th ed.). Los Angeles: Sage Publications.
- Zameer, H., Ali, S., Nisar, W., & Amir, M. (2014). The Impact of the Motivation on the Employee's Performance in Beverage Industry of Pakistan. *International Journal of Academic Research in Accounting, Finance and Management Sciences*, 4(1), 293–298.
- Zhu, L. (2012).The Role of Paraprofessionals in Technical Services in Academic Libraries. *Library Resources & Technical Services*. 56(3). 1-12

**Appendix**  
**University of Ghana, Legon**  
**Department of Information studies**  
**Interview Guide**

**Topic: Motivation of paraprofessionals in selected academic libraries in Ghana: A case study of Valley View University and University Of Professional Studies, Accra.**

Dear Sir/Madam,

Welcome and thank you for volunteering to take part in this interview. You are here to participate, as your view point is important. I realise you are busy and I appreciate your time. This interview is designed to assess your current thoughts on motivation of paraprofessionals in selected academic libraries in Ghana. The discussion will take not more than 2hrs. I may audio tape the interview to facilitate its recollection. Anonymity despite being taped, I would like to assure you that, the interview will be anonymous. The tapes will be securely kept and also stored in an email transcription, word for word, line by line, then they will be destroyed 2 months after the study. The transcribed notes of the interview will contain no information that will allow individuals subjects to be linked to specific statements even with the type written one. You should try to answer or comment as accurately and truthfully as possible. I will appreciate it, if you would refrain from discussing the comments of other members outside the group. Full participation is required in all questions raised

**PARTICIPANTS' CONSENT ON RECORDING-:**

Recording the interviews will allow the researcher to clearly understand the points that are raised in the interview. You can request that the recording be stopped at any time or temporarily as appropriate during the session. The researcher and her research assistants will be the only persons in the know and may have access to the recordings. The recordings will be stored in an email of the principal investigator and will be destroyed 2

months after the study. The recordings will not be used for any purpose other than the study. The recording will be transcribed and type written version will be created. No names or other information that could be used to identify you will be included in the typewritten work.

Anything that could possibly indicate your identity will not be included in the typewritten version or will be disguised

**A: Issues concerning their bio-data will be explored-Examples:**

Name of institution.....

Educational level.....

Your years of experience.....

Job title.....

Department of the library.....

Age of respondent.....

**B: Motivation packages available to paraprofessionals**

- ✓ Has your institution introduced any form of motivation packages to you?
- ✓ What are some of the motivation packages you have received
  - e.g increased your salaries since you come here or improve your working conditions
  - e.g do you receive any form of training with regards to where you work?
  - e.g Have you taken part in in-service training of any sort
  
  - e.g promotion and Bonuses
- ✓ Please which of the following incentives are or is the Most Motivating and Least Motivating
  - a) Benefits (stock options/health insurance/vacation or sick pay
  - b) Library social party celebration
  - c) Opportunity for promotion
  - d) Performance-based bonuses
  - e) Recognition for good work
  - f) Salary/hourly wage
  - g) Schedule flexibility

h) Tuition reimbursement

**PLEASE NOTE:** more will be explored here based on answers provided to find out the motivation packages available from the perspective of these paraprofessionals from the two academic institutions.

**C: How do these packages impact the work of paraprofessionals?**

- ✓ Would say you are satisfied with the incentives my library offers
- a) If yes, why?
- b) If no, why?
- ✓ Would say you proud to tell others that you are part of this organization.
- ✓ Do you intend to stay here due to this package or you think you can get a better job somewhere?
- ✓ Would you say you are extremely glad that you chose this organization to work for over others you were considering at the time you joined

**D: What determines the level of job satisfaction?**

- ✓ Would you say management shows a genuine interest in motivating employees?
- ✓ Would you say management seems to care about employees on both professional and personal levels.
- ✓ When other paraprofessional at my library does a great job on a certain task or project, are they rewarded?

If yes, what is the nature of these rewards

**E: What determines the level of job dissatisfaction?**

Are you dissatisfied with this job as a paraprofessional?

If yes, why

**F: To identify intrinsic motivating factors.**

**The following areas would be explored**

What are some of the selfish reasons why you choose to work in the library as a paraprofessional?

Do you have the freedom to act on your own without being supervise?

Does achieving recognition, credit, and acclaim motivates you to do your best at work.

Gaining proficiency at your job and mastering my position motivates you to do your best at work.

Do you feel responsible to do the right thing or to get the job done?

Do you find it to be most helpful when your boss gives your feedback regarding your job Performance on a basis.

**G: To identify extrinsic motivating factors.**

Why did you choose to work in the library as a paraprofessional

**The following areas would be explored**

The possibility of getting a promotion influences my performance.

Do financial incentives motivate you to give out your best at work.

- Recognition and Appreciation
- Fat Salaries
- Career Advancement
- Good Working Environment
- Promotion and Growth
- Job Security
- Interpersonal Relationship
- Good Working Environment
- Outside Seminars