

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

CHAPTER-IV

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In the present chapter, analysis and interpretation of data on motivation, performance level and demographic variables of library personnel are presented as per the objectives and hypotheses formulated for the study. The present study attempted to find out the motivation level of library personnel, to explore the factors of motivation that motivate the library personnel, to find out the relationship of motivation to performance, and to suggest strategies for raising motivation level for better performance. Different statistical techniques such as mean, standard deviation, product moment correlation coefficient and t-test are applied for analyzing the data keeping in mind the objectives and hypotheses of the study. Before analyzing the data as per objectives and to test the hypotheses, it is worthwhile to provide the details of background information regarding the library personnel. The presentation of category wise background information of library personnel is helpful to provide context for interpreting the data.

1. BACKGROUND OF THE LIBRARY PERSONNEL

In this section the data collected on background information of the 56 respondents from the eight university libraries of Gujarat state taken under the study is presented in two major headings: demographic variables and job related information. The total respondents numbering 56, includes 8 librarians, 9 assistant librarians and 39 technical assistants as presented in the methodology chapter. Data regarding demographic variables as well as data related to job collected from the 56 respondents are analysed here under two headings: 1) Demographic variables and 2) Job related information.

1.2. DEMOGRAPHIC VARIABLES

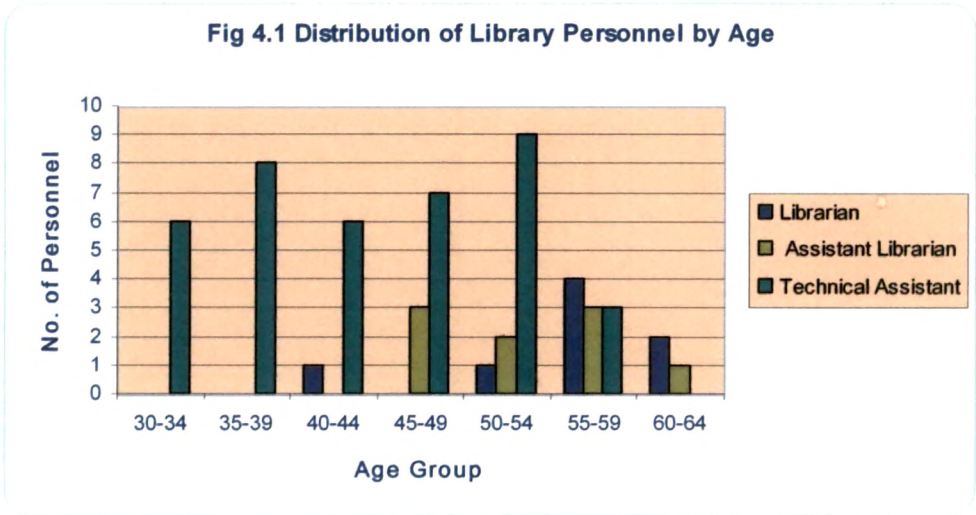
Demographic variables pertaining to the respondents such as age, gender, marital status, nature of family, and size of dependents are analyzed here.

Age: The data on age of library personnel was collected with the personal inventory included in the questionnaire. The minimum age for this group of 56 respondents was found to be 30 and the maximum was 62 years of age. Data pertaining to age is presented here in the table 4.1 by taking a class interval size of 5 years. To enhance understanding, data on age of library personnel is further shown in figure 4.1.

Table 4.1. Distribution of Library Personnel by Age

Range of Age	Categories of Library Personnel			Total
	Librarian	Assistant Librarian	Technical Assistant	
30-34	-----	-----	6	6 (10.7)
35-39	-----	----	8	8 (14.3)
40-44	1	---	6	7 (12.5)
45-49	----	3	7	10 (17.8)
50-54	1	2	9	12 (21.4)
55-59	4	3	3	10 (17.8)
60-64	2	1	----	3 (5.35)
Total	8 (14.3)	9 (16.0)	39 (69.7)	56 (100)

(Note: the No. in parenthesis represents percentage)

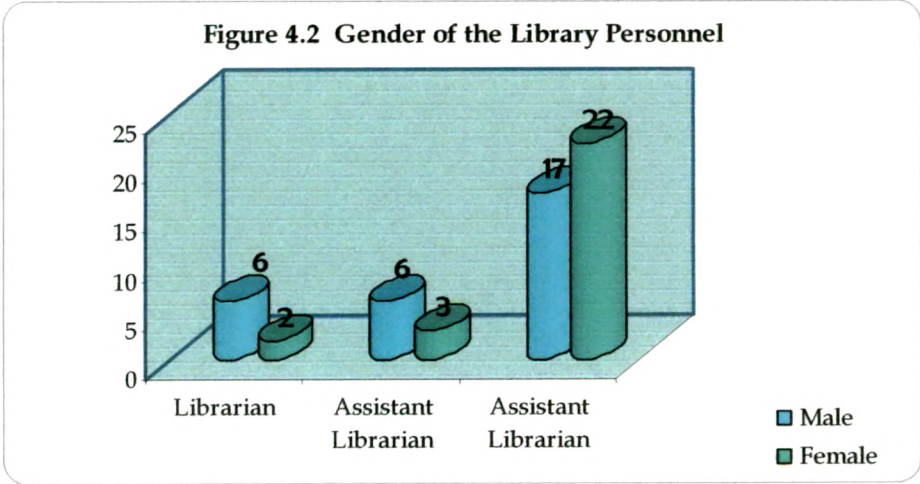


From the table 4.1 and figure 4.1 it can be seen that maximum number of personnel i.e. 12 (21.5%) are in the age group of 50-54. In the age groups of 30-34 and 35-39 there are no librarians and assistant librarians, only technical assistants are falling under this group. Senior personnel viz. librarians and assistant librarians are mostly in the age group 55-59. Further the Mean value of the age of library personnel was calculated and it was found 47 years as the average age. It is also observed here that younger people are mostly occupying junior positions and aged people are there in senior positions.

Gender: The library staff of the eight university libraries was comprised of both male and female. The data collected on gender revealed that there was 29 male and 27 female staff. Gender wise distribution of data is provided here in the table 4.2 and subsequently in figure 4.2. By analyzing the data from the table it is clear that more male (75%) are there in senior positions than the female (25 %) i.e. in librarian position. It is only little higher in case of assistant librarian position i.e. 66.66 % male in comparison to 33.33% of female in that category. In contrast there are more females (56.41%) in technical assistant positions than male (43.59%).

Table 4.2. Distribution of Library Personnel by Gender

Categories of Library Personnel				
Gender	Librarian	Assistant Librarian	Technical Assistant	Total
Male	6 (75%)	6 (66.66%)	17 (43.59%)	29 (51.78%)
Female	2 (25%)	3 (33.33%)	22 (56.41%)	27 (48.21%)
Total	8 (100%)	9 (100%)	39 (100%)	56 (100%)



Family Background: Information about the library personnel in terms of the type of family they belong, their marital status and the number of family members dependent on them was collected with the help of personal inventory. This data was required to judge whether these factors have some role in the level of motivation that one personnel is having. The data collected on this respect was not comprehensive as some of the respondents did not respond to some of the questions in the personal inventory. However, here an attempt has been made in table 4.3 to present these data.

Table 4.3. Family Background of Library Personnel

Family Background		Categories of Library Personnel			Total
		Librarian	Assistant Librarian	Technical Assistant	
1. Nature of Family	Neutral	2	7	31	40 (72.73)
	Joint	5	2	8	15 (27.27)
	Total	7 (12.72)	9 (16.07)	39 (70.9)	55 (100)
2. Marital Status	Married	7	9	35	51 (92.72)
	Unmarried	--	9	3	3 (5.45)
	Divorcee	--	---	1	1 (1.8)
	Total	7 (12.72)	9 (16.07)	39 (70.9)	55 (100)
3. No. of Dependents	None	----	1	3	4 (7.84)
	1-----2	3	3	14	20 (39.21)
	3-----4	2	5	17	24 (47.05)
	Above 4	1	---	2	3 (5.88)
	Total	6 (11.76)	9 8 (15.68)	36 (70.58)	51 (100)

(Note: No. in parenthesis represents percentage)

Data regarding the nature of family for 55 respondents is shown in the table 4.3. There are 40 respondents belonging to neutral and 15 are from joint family. It is also observed from the table that most of librarians i.e. 5 out of 7 belong to joint families where as most of the assistant librarians i.e. 7 out of 9 and 31 technical assistants out of 39 belong to neutral families.

Further data collected on marital status shows that majority of library personnel across categories are married i.e. 51 out of 55. Only 3 are unmarried where as 1 is a divorcee out of 39 technical assistants. Next the data collected on number of dependent member on library personnel revealed that nearly half of the respondents i.e. nearly 48% have 3 to 4 dependents. In the technical assistant category 3 respondents out of 39, who are unmarried have no dependents.

1.2. JOB RELATED INFORMATION

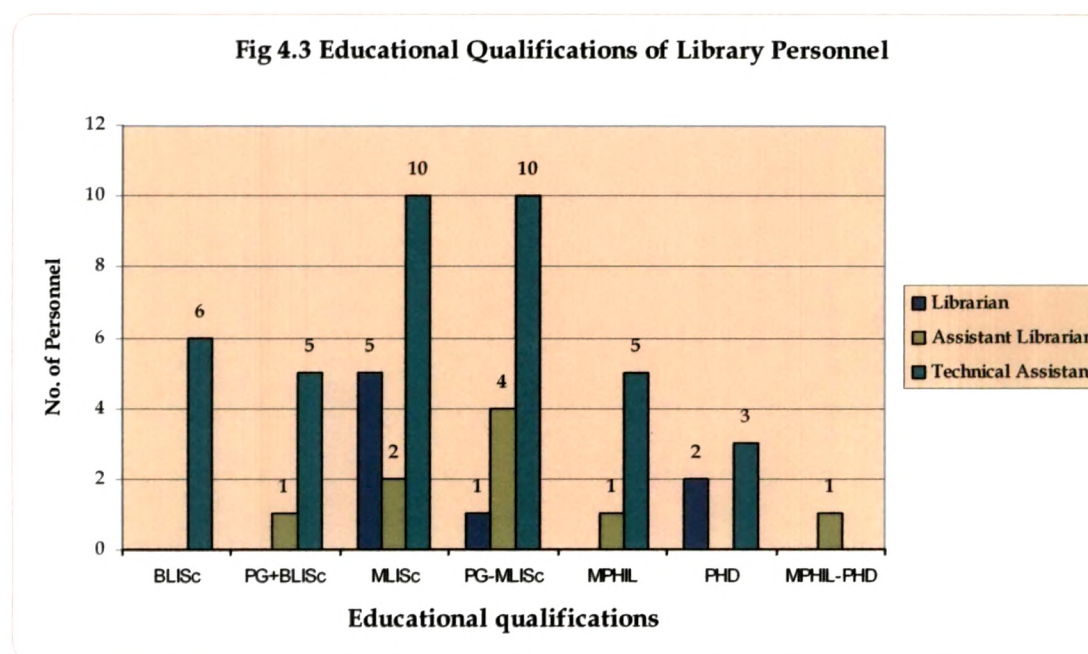
Data pertaining to job of the respondents such as educational qualification, career advancement, experience, tenure of present job, and salary drawn are presented below.

Educational Qualification: Data on both general and professional qualifications of the respondents are grouped into seven categories starting from having both Graduate degree and Bachelor in Library Science or Bachelor of Library and Information Science (BLISc) degree to both MPhil and PhD degree in Library and Information Science. The data is presented in table 4.4. It can be seen from the table that most i.e. 17 (30.35%) respondents out of 56 are at least general graduate with professional degrees BLISc and MLISc and this is also true for librarians i.e. 5 out of 8 and technical assistants 10 out of 39 are Graduates with BLISc and MLISc degrees.

Table 4.4. Educational Qualification of Library Personnel

Educational Qualification	Categories of Library Personnel			Total
	Librarian	Assistant Librarian	Technical Assistant	
Graduate and BLISc	----	----	6	6 (10.71%)
Postgraduate and BLISc	----	1	5	6 (10.71%)
Graduate and MLISc	5	2	10	17 (30.35%)
Postgraduate and MLISc	1	4	10	16 (28.57%)
M.Phil in LISc	----	1	5	6 (10.71%)
PhD in LISc	2	----	3	5 (8.92%)
M.Phil and PhD in LISc	----	1	----	1 (1.78%)
Total	8 (14.3%)	9 (16.07%)	39 (69.7%)	56 (100%)

For better comprehension these data are illustrated in figure 4.3. From the figure 4.3 it can be seen that five respondents have done their PhD that includes 2 librarians and 3 technical assistants. One respondent in assistant librarian category has done both M. Phil and PhD. Thus it can be concluded here that most of the library personnel are highly qualified. All the respondents are graduates and at least having BLISc professional degree.



Job Experience: Data regarding total years of experience of the respondents in a library job as well as data on tenure of job i.e. total years of experience in the present post was collected and presented here in table 4.5 and 4.6 respectively and so also in figure 4.4 and 4.5. The data collected revealed that respondents have a minimum of 3 years and a maximum of 38 years of experience in the library profession. These data are categorized into six class-intervals and a frequency distribution has been prepared separately for different categories of library personnel.

It can be seen from the table 4.5 and figure 4.4 given on next page that 4 (50%) librarians have more than 33 years of experience and one is having 15 years of experience. Majority of the assistant librarians have 27 to 32 years of experience where as 16 (41.02%) technical assistants have mostly 9 to 14 years of experience. Further the Mean value of job

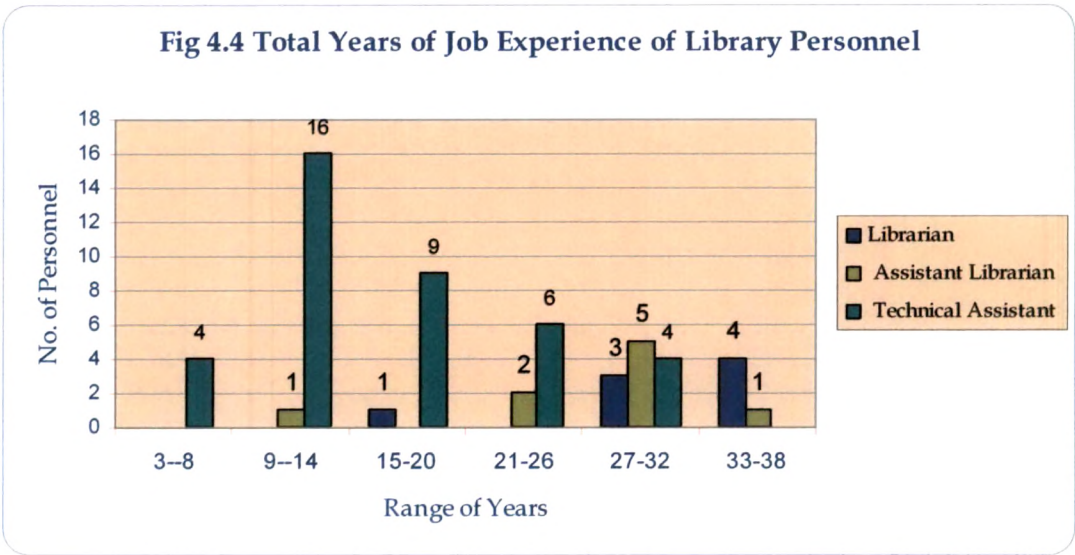
experience of library personnel was calculated and it was found that they have an average job experience of 19.86 years.

Table 4. 5. Total years of Job Experience of Library Personnel

Years of Job Experience	Categories of Library Personnel			Total
	Librarian	Assistant Librarian	Technical Assistant	
33-38	4	1	---	5 (8.92)
27-32	3	5	4	12 (21.42)
21-26	---	2	6	8 (14.28)
15-20	1	---	9	10 (17.85)
9-14	---	1	16	17 (30.35)
3-8	---	---	4	4 (7.14)
Total	8 (14.3)	9 (16.07)	39 (69.7)	56 (100)

(Note: No. in parenthesis represents percentage)

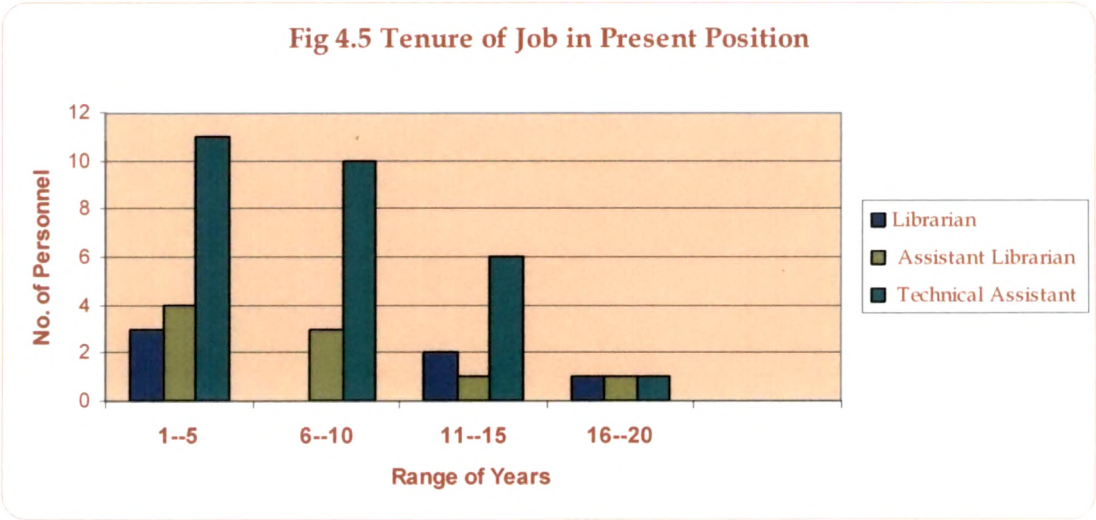
Fig 4.4 Total Years of Job Experience of Library Personnel



Tenure of Job: Data on tenure of job or total years of experience in the presently holding posts was revealed only from 43 respondents. The minimum tenure was found to be 2 years and 20 years was the maximum tenure in the present job. The Mean value of tenure of job was found to be 7.74 years. The data regarding this is presented in four class-intervals in table 4.6 and figure 4.5. Majority of the respondents i.e. 18 (41.86%) across categories are holding the present position since 1 to 5 years. One respondent from each of the three categories is occupying the present position for 16 to 20 years.

Table 4.6. Tenure of Job in the present post

Tenure of Job	Categories of Library Personnel			Total
	Librarian	Assistant Librarian	Technical Assistant	
16-20	1	1	1	3 (6.97%)
11-15	2	1	6	9 (20.93%)
6-10	---	3	10	13 (30.23%)
1-5	3	4	11	18 (41.86%)
Total	6 (13.93%)	9 (20.93%)	28 (65.11%)	43 (100%)

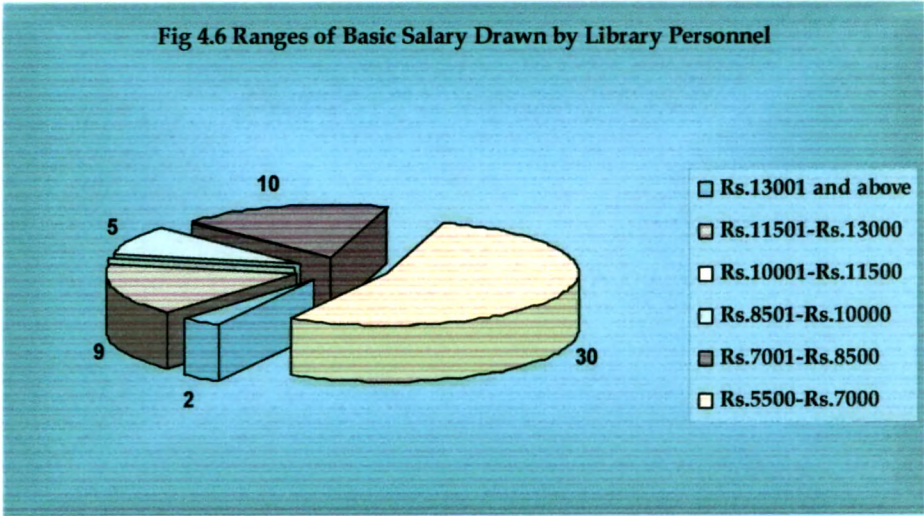


Salary: The data on salary drawn by the library personnel in terms of basic and net salary are presented in table 4.7 and 4.8. The data on basic salary is presented in six class intervals in table 4.7 and figure 4.6. From the table and the figure, it can be seen that majority of the respondents i.e. 30 (53.57%) are drawing salary in the range of Rs.5500-Rs.7000. This is so because majority of the total respondents are from the technical assistant category whose salary scale starts from Rs.5500. In the librarian category two are drawing more than Rs.13000.

Table 4.7. Basic Salary drawn by Library Personnel

Range of Basic Salary	Categories of Library Personnel			Total
	Librarian	Assistant Librarian	Technical Assistant	
Rs.13001 and above	2	----	---	2 (3.57)
Rs.11501-Rs.13000	5	4	---	9 (16.07)
Rs.10001-Rs.11500	---	---	---	---
Rs.8501-Rs.10000	---	3	2	5 (8.92)
Rs.7001-Rs.8500	1	2	7	10 (17.85)
Rs.5500-Rs.7000	---	---	30	30 (53.57)
Total	8 (14.28)	9 (16.07)	39 (69.64)	56 (100)

(Note: No. in parenthesis represents percentage)



Again the data on net salary is divided into 8 class intervals and is shown in table 4.8. The table depicts that majority of the respondents (51.78%) are drawing a net salary between Rs.9000 and Rs.11000 and belong to technical assistant category. Only 1 librarian is drawing more than Rs.23000.

Table 4.8. Net Salary drawn by Library Personnel

Range of Net Salary	Categories of Library Personnel			Total
	Librarian	Assistant Librarian	Technical Assistant	
Rs.23001 and above	1	---	---	1 (1.78%)
Rs.21001-23000	1	---	---	1 (1.78%)
Rs.19001-21000	3	3	---	6 (10.71%)
Rs.17001-19000	2	3	---	5 (8.92%)
Rs.15001-17000	--	1	1	2 (3.57%)
Rs.13001-15000	1	2	3	6 (10.71%)
Rs.11001-13000	---	---	6	6 (10.71%)
Rs.9001-11000	---	---	29	29 (51.78%)
Total	8 (14.28%)	9 (16.07%)	39 (69.64%)	56 (100%)

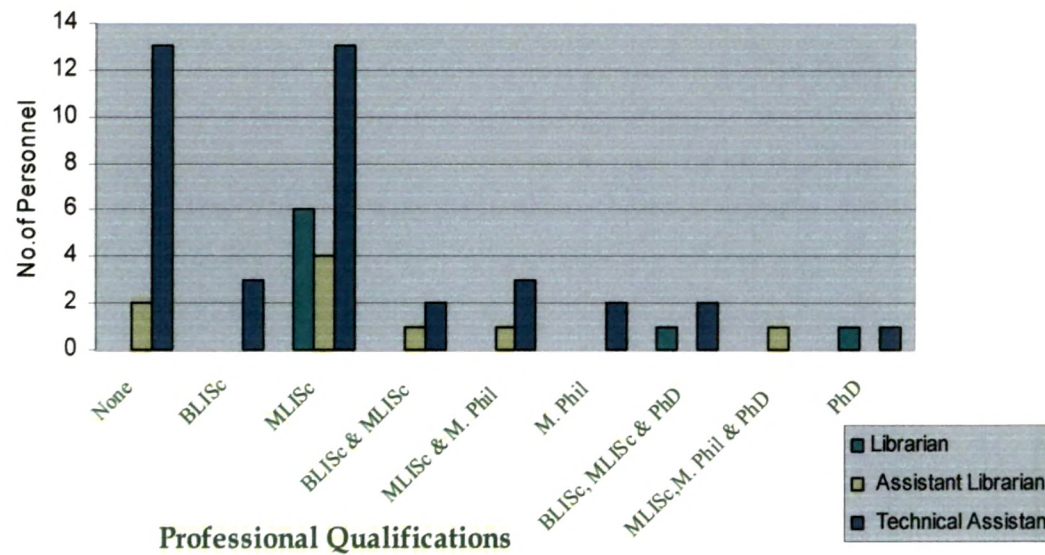
Career Advancement: It is generally observed that after joining library profession, most of the employees pursue further higher studies and also undergo training programmes to update skills and knowledge in the area. Therefore data was also collected from the respondents in this respect and is grouped here into two categories namely i) professional qualifications obtained after joining the profession and ii) number of training programmes attended.

- i) **Professional Qualifications obtained after joining library profession:** The data regarding this is presented in table 4.9 and there after in the form of a bar graph i.e. in figure 4.7.

Table 4.9. Professional Qualifications obtained after joining library profession

Sr. No.	Professional Qualifications obtained	Categories of Library Personnel			Total
		Librarian	Assistant Librarian	Technical Assistant	
1	None	---	2	13	15 (26.78%)
2	BLISc	---	---	3	3 (5.35%)
3	MLISc	6	4	13	23 (41.07%)
4	Both BLISc and MLISc	---	1	2	3 (5.35%)
5	MLISc and M. Phil	---	1	3	4 (7.14%)
6	M. Phil	---	---	2	2 (3.57%)
7	BLISc, MLISc and PhD	1	---	2	3 (5.35%)
8	MLISc, M. Phil and PhD	---	1	---	1 (1.78%)
9	PhD	1	---	1	2 (3.57%)
	Total	8 (14.3%)	9 (16.07%)	39 (69.7%)	56 (100%)

Fig 4.7 Professional Qualifications obtained after joining the Profession



In the table 4.9 and figure 4.7, the data regarding professional qualification is grouped in nine categories starting from none to the highest degree PhD. The table depicts that majority of the respondents across the three categories of library personnel i.e. 23 (41.07%) have obtained their MLISc degree after joining the profession. All the six respondents who have PhDs are awarded so after getting into the profession. 15 (26.78%) respondents have not done any course after they got the job. However as a whole it can be said that most of the personnel are active in pursuing further studies.

ii) Training Programmes attended: Attending any training programme helps the personnel to update knowledge required to carry out the present and future library work of changing environment. The data collected on training attended by them is grouped by the number of training programme attended and is presented in table 4.10. Data on training was available from 39 respondents only as 17 of the total 56 respondents did not provide any response. Again only 30 respondents out of this 39 had attended training programmes and had either participated in some training programmes as shown in the table 4.10. The rest 9 have not undergone any training programme.

Table 4.10. Number of Training Programmes attended by Library Personnel

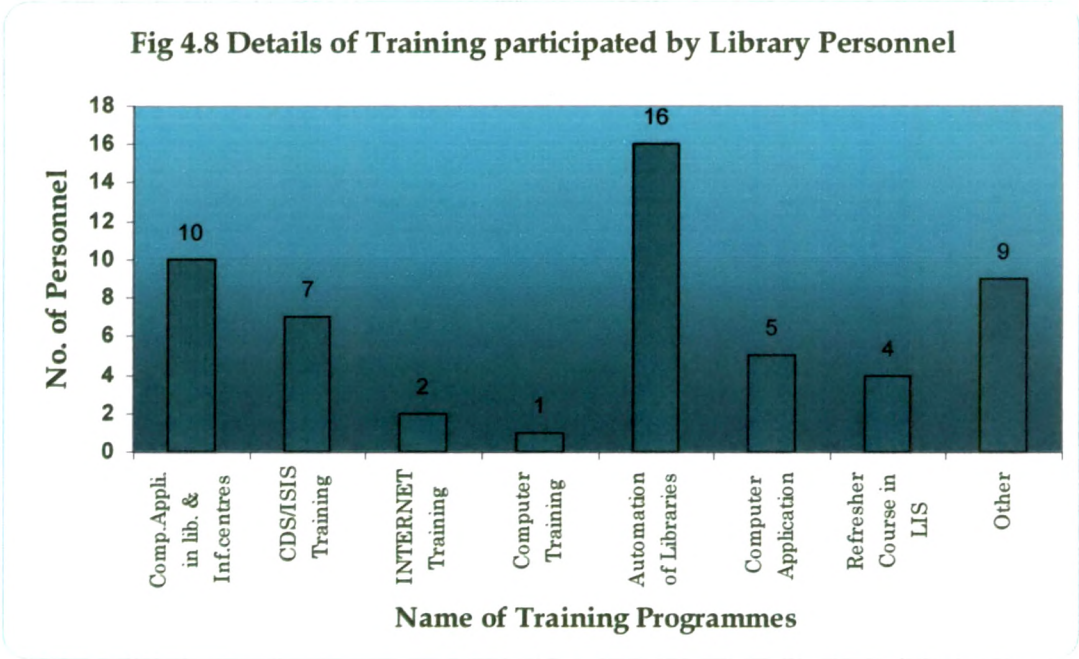
No. of Training Programme attended	Categories of Library Personnel			Total
	Librarian	Assistant Librarian	Technical Assistant	
1	1	1	7	9 (30%)
2	3	2	9	14 (46.66%)
3	3	3	1	7 (23.33%)
Total	7 (23.33%)	6 (20%)	17(56.66%)	30 (100%)

The details of training in which the 30 respondents participated are described further and presented in table 4.11. Various training programmes organized by different library network, university libraries and national institutes were attended by this 30 library personnel. For convenience of understanding this data is grouped under 8 headings in the table 4.11 and also in figure 4.8.

Table No. 4.11 Details of Training participated by Library Personnel

Sr. No	Details of Training			Categories of Library Personnel			Total
	Name of Training Programme	Organising Body	No. of Days	Lib.	Asst. Lib.	Tech. Asst.	
1	Application of Computer in lib. & Inf.centres	INFLIBNET	28	6	1	3	10
2	CDS/ISIS Training	ADINET with H.M. Library	10	2	3	2	7
3	INTERNET Training	ADINET	7	1	1	---	2
4	Computer Training	NICNET	4	---	---	1	1
5	Automation of Libraries (Regional)	INFLIBNET	5-7	2	5	9	16
6	Computer Application	Gujarat Vidyapith	15	1	2	2	5
7	Refresher Course in LIS	Gujarat Vidyapith	21-24	1	1	2	4
8	Other			5	2	2	9

It is seen from the table that most of the respondents (16) have participated in automation of libraries training programme, which is being organized by INFLIBNET, Ahmedabad for 5 to 7 days on regular basis. One each from librarian and assistant librarian category has attended refresher courses in LIS conducted by Gujarat Vidyapith and was sponsored by UGC. In the other category, training on information technology organized by SNDT University, Mumbai, and resource management and networking organized by INFLIBNET was attended by two librarians. One assistant librarian attended one computer workshop organized by NCTE, Delhi. One each from technical assistant category has attended WINISIS training organized by NISSAT and 30 days training on Application of IT in libraries organized by SVA College of Eng. and Tech., Surat. As a whole one can say that these library personnel have attended some training programmes to acquire as well as to update knowledge in the field of computer and its application in libraries.



Thus from the analysis of above data on demographic variables and job related information it is revealed that the respondents are aged, as the average age found to be 47 years, and they are mostly married having one or two dependents with them in their family. The average year of experience is approximately 20 years. Younger people as expected are mostly occupying junior positions and aged people are there in senior positions. It can be stated here that mostly the males are occupying senior positions like librarians and

assistant librarians. But females (22) are found to be mostly in lower position of technical assistants even though the respondents comprised of approximately equal male (29) and female (27) personnel. Most of the library personnel are well qualified and are at least graduates having BLISc as a professional degree. Majority of the respondents (53.57%) are drawing a moderate basic salary in the range of Rs.5500-Rs.7000. This is so because majority of the respondents are technical assistants whose salary scale starts from Rs.5500. However majority of the librarians are drawing more than Rs.12000 as basic salary. On career advancement front, majority of the respondents i.e. 23 (41.07%) have obtained their MLISc degree and six respondents are awarded with PhDs after getting into the profession where as 15 (26.78%) respondents have not done any course after they got the job. However as a whole it can be said that most of the personnel are active in pursuing further studies. Only 30 out of the lot have attended training programmes/courses/workshops organized by networking bodies namely INFLIBNET, NICNET, and ADINET and some organized by university libraries.

2. MOTIVATION LEVEL OF LIBRARY PERSONNEL

In any type of organization, motivation of its employees plays an important role for its efficiency. The employees generally have different levels of motivation; some are motivated highly while others are not. Literature on motivation studies reveals that one's motivation level is judged by the presence of extrinsic and intrinsic motivational factors at job. An attempt was made to judge the motivation level of library personnel that was the objective 1 of the present study. Motivation level was measured, as mentioned in the methodology chapter, with the help of a Motivation scale having 62 items under the combination of 11 motivational factors attached to the job viz., (1) recognition, (2) monetary gain, (3) work itself, (4) job achievement, (5) job enrichment, (6) job security, (7) competition, (8) participation, (9) interpersonal relation, (10) working environment and (11) work ethics in a five point incremental scale (See Appendix-A). The motivation scale was administered to 56 library personnel of 8 university libraries of Gujarat state (See Table no. 3.1). Motivation scores obtained by the 56 library personnel under each factor of motivation in the scale are presented in a datasheet in Appendix-D. For further analysis, these data are presented here in table 4.12.

The table 4.12 shows the motivation score obtained by each personnel under each factor. Factor-wise motivation score and the total motivation scores obtained by all the 56 respondents are presented in the table. The table also presents the Mean scores (M) and the Standard deviation (σ) of each factor and of total motivation scores for all the respondents.

Table 4.12 Motivation Scores obtained by the Respondents in the Motivation Scale

Scores obtained under the 11 Factors of Motivation												
S.N.	1	2	3	4	5	6	7	8	9	10	11	TOTAL
1	24	23	30	28	24	24	21	37	26	21	25	283
2	22	21	29	30	25	22	23	30	28	22	25	277
3	17	20	25	19	18	22	18	34	24	22	20	239
4	20	20	28	23	23	22	22	36	28	24	25	271
5	20	22	23	20	22	17	12	29	24	22	20	231
6	18	12	28	26	24	15	23	34	27	20	25	252
7	12	10	18	26	16	12	16	24	20	17	20	191
8	15	16	26	25	17	18	18	34	22	19	23	233
9	14	12	17	22	20	18	15	25	16	14	11	184
10	15	17	22	26	17	19	22	28	22	25	19	232
11	16	15	18	17	15	20	19	27	20	22	19	208
12	17	18	20	24	13	13	17	25	24	20	19	210
13	15	18	22	22	22	20	20	28	22	20	19	228
14	14	17	22	23	19	17	16	25	22	21	19	215
15	17	19	22	25	21	19	18	33	22	18	21	235
16	17	16	22	20	20	21	14	24	21	20	23	218
17	16	15	19	23	19	18	21	23	20	21	18	213
18	14	16	22	21	17	17	17	18	18	21	17	198
19	16	16	18	19	16	17	17	23	20	16	15	193
20	18	19	23	22	18	20	18	28	22	22	21	231
21	19	20	23	22	18	20	13	29	23	23	21	231
22	18	20	23	24	17	20	18	28	22	22	20	232
23	12	19	25	17	18	15	15	26	21	20	20	208
24	15	16	18	18	16	13	15	26	16	20	10	183
25	19	21	26	26	24	22	18	28	26	10	24	244
26	20	25	25	27	23	22	21	26	26	22	24	261
27	20	21	27	24	24	23	17	32	26	24	24	262

28	15	13	29	25	18	15	14	23	16	20	18	206
29	17	19	22	20	20	19	14	29	22	15	20	217
30	19	16	23	22	19	21	20	29	23	22	21	235
31	18	18	22	22	17	21	18	29	24	20	21	230
32	22	24	21	20	17	16	17	29	24	22	18	230
33	17	11	21	24	23	21	20	28	24	17	18	224
34	18	18	22	22	17	20	19	31	25	20	20	232
35	14	17	22	22	16	21	15	31	24	27	23	232
36	16	16	22	25	25	16	15	26	21	27	25	234
37	16	22	16	24	16	16	18	27	22	19	21	217
38	16	16	25	24	19	17	17	22	21	20	23	220
39	16	14	22	23	18	16	18	28	23	18	21	217
40	21	20	24	24	21	14	18	28	22	22	20	234
41	18	17	24	23	21	18	18	28	21	22	20	230
42	19	18	27	25	19	18	20	26	25	22	23	242
43	18	18	26	27	21	16	17	30	23	22	23	241
44	14	18	28	28	22	18	22	32	23	18	24	247
45	16	14	20	21	19	15	19	23	23	11	21	202
46	14	11	16	24	15	16	15	29	27	12	14	193
47	19	20	24	20	20	19	13	23	20	20	22	220
48	16	12	21	22	16	12	18	18	21	16	20	192
49	7	10	11	19	23	12	12	24	21	19	17	175
50	17	20	25	24	17	21	20	32	24	22	20	242
51	10	13	19	18	18	19	18	32	22	20	20	209
52	14	13	18	21	17	16	17	26	22	19	19	202
53	12	13	21	20	17	16	19	25	23	19	20	205
54	16	13	27	24	13	14	19	19	18	22	23	208
55	12	19	25	17	18	15	15	26	21	20	20	208
56	15	16	18	18	16	14	15	27	16	20	10	185
Total	922	953	1262	1267	1064	998	984	1540	1249	1121	1132	12492
M	16.46	17.01	22.53	22.62	19	17.82	17.57	27.5	22.30	20.01	20.21	223.07
SD	3.03	3.56	3.79	3.00	3.01	3.04	2.68	4.08	3.30	3.42	3.42	23.59

It can be seen from the table 4.12 that the Mean score (M) of total motivation scores is 223.07 and Standard deviation (σ) is 23.59. Among the respondents, the highest total motivation score obtained by an individual employee is 283 and lowest total

motivation score is 175. The calculated standard deviation of total motivation scores (23.59) and the range of motivation score (from 175 to 283) revealed the divergent nature of the sample in their motivation levels. Therefore level of motivation is here supposed to be normally distributed among the respondents. On that basis, the total number of respondents is divided into three groups. These are;

$>M + 1\sigma$ = High motivated group

$<M - 1\sigma$ = Low motivated group

$M \pm 1\sigma$ = Moderately motivated group

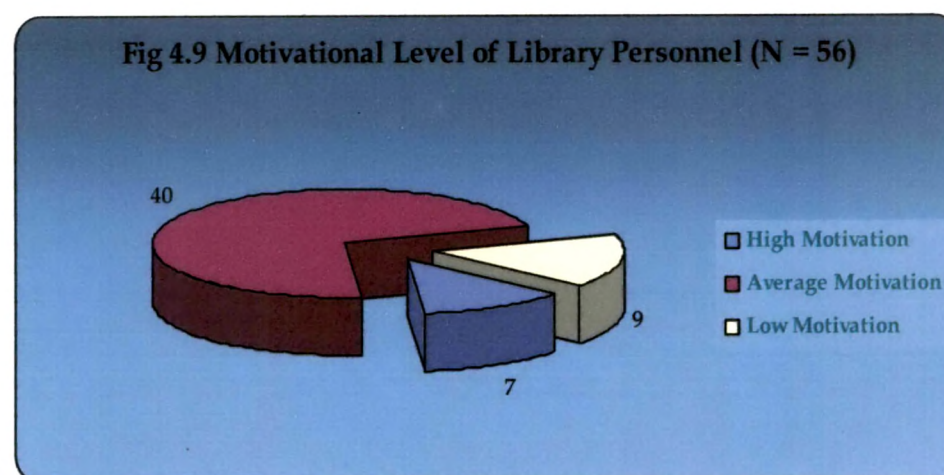
Depending upon the total scores obtained in the motivation scale, the motivation levels of these three groups are as follows:

1. The highly motivated personnel are those who have scored more than 246.66 ($223.07 + 23.59 = 246.66$).
2. The low or less motivated personnel are those who have scored less than 199.48 ($223.07 - 23.59 = 199.48$).
3. The moderately motivated personnel are those who have scored from 199.48 to 246.66 ($223.07 - 23.59 = 199.48$ and $223.07 + 23.59 = 246.66$).

From the motivation score presented in table 4.12, it can be seen that there are 7(12.5%) out of 56 respondents who have scored more than 246.66. These seven are the highly motivated library personnel, where as 40 (71.42%) are found to have scored between 199.48 to 246.66. These 40 personnel are moderately motivated or have average level of motivation. The remaining 9 (16.07%) library personnel have scored less than 199.48 and are less motivated. These data are presented in table 4.13 and in figure 4.9 in three groups.

Table 4.13 Motivational Level of Library Personnel (N = 56)

Sr.No.	Level of Motivation	No. of Respondents
1	Low Motivation (Score <199.48)	9 (16.07%)
2	Average Motivation (Score <246.66>199.48)	40 (71.42%)
3	High Motivation (Score >246.66)	7 (12.5%)
	Total	56 (100%)



From the table 4.13 and figure 4.9 it can be seen that majority of the respondents are having average level of motivation and a very few library personnel are either highly motivated or low motivated. Over all it can be said here that most of the respondents are moderately motivated. However the findings of Lahiri (1987) and Kaya (1995) contradict this observation which depict that since the motivational needs of library employees in India are not satisfied, their motivational level is very low. The reason for such a state as cited by Kaya, 1995 was that in developing countries like India there is a less demand for library services and this led to low status of librarians and that in turn resulted in low motivation among them. Therefore the reasons for the improved motivational level as found in the present study could be attributed to the fact that there is a growing awareness on importance of library and information services in the society, and increased pay scale that enhanced the status of librarianship in the changing paradigm.

Further to understand whether demographic variables and other job related aspects play any role in the determination of motivational level of these respondents, group-wise analysis of demographic and job related data are discussed below.

2.1. HIGH MOTIVATED GROUP

It can be seen from the table 4.13 that a very few personnel (7 out of 56) are highly motivated. Further analysis of the demographic and job related data of the high motivated group revealed that out of the seven (12.5%) highly motivated personnel, four are librarians and three are technical assistants. These, four librarians, are found to be aged, matured having more than 35 years of job experience and are in responsible position of libraries, and are drawing high pay. Two out of them are highly qualified and are awarded with PhD after joining the profession (See Table No. 4.9). They regularly participated in training programmes to update skills and are devoted to their work since they are leading the libraries. Out of the other three highly motivated personnel, who are from technical assistant category, two are found to be awarded with PhDs after joining the profession and have moderate years of job experience i.e. 10 to 18 years and are drawing modest pay. Again most of the highly motivated are male (six out of seven) even if the sample (56) roughly comprised equal male (29) and female (27). From these observations it can be interpreted that variables like experience, age, qualifications and positions held, influence motivational level of personnel. However, the finding of Singh (1998) contradicts this observation as he found that demographic variables like age; duration of service, experience, pay, etc. have inverse relationship with motivation. On the other hand this observation finds support from Smith and Rupp (2003) who found that motivation is always positive as the length of service and age of employees increase. It can therefore be concluded here that highly motivated personnel are mostly male, experienced, aged, and held senior positions.

2.2. MODERATELY MOTIVATED GROUP

It is found here that majority i.e. 40 (71.42%) of the total personnel has average level of motivation. On further analysis of demographic and job related data of these 40 personnel it is revealed that most of them (31) are having graduate and post graduate

professional qualifications viz. BLISc and MLISc and the rest nine are having only BLISc degree (See Table No. 4.4). It is further observed that most of these personnel (24), are in their forties and there are equal number of male and female i.e. 20 each are falling under this moderately motivated group. Most of these personnel are comprised of assistant librarians (8 out of 9) and technical assistants (29 out of 39). No librarian is found to be moderately motivated. The data on job experience of this group revealed that 17 are having below 15 years of experience and the rest 23 are having more than 15 years of job experience. Most of them are drawing a net salary of in and around Rs. 10000. Thus from the data presented here it can be concluded that personnel who have average level of motivation are in their mid career, are drawing a moderate salary, are in forties to fifties age group and are well qualified for the post they held.

2.3. LOW MOTIVATED GROUP

The analysis of motivation score revealed that there are nine (16.07%) low motivated personnel out of the total personnel (56). This group consisted of seven technical assistants, one assistant librarian and one librarian. Among this group, six are female and three are male. Majority of them i.e. five (55.5% of total nine low motivated) are below 40 years of age. Further the data on experience on job and pay revealed to be diverse in nature i.e. the low motivated are either having less years of experience (8 years) or more years of experience (38 years) and are drawing either high net salary (Rs. 20416) or low in some cases (Rs. 9100). The data on the qualification of these personnel showed that most of them i.e. six out of nine are having MLISc degree (5 of them got the same after joining the job) and three are BLISc working as technical assistants (See Table No. 4.4). Further analyzing their demographic and job related data under each category of library personnel it is revealed that the lone librarian who found to be low motivated is a female, aged and having more than 30 years of job experience. The assistant librarian falling under this low motivated group is a male, also aged and having 38 years long job experience. These two personnel i.e. one from each category of librarian and assistant librarian did their MLISc after joining the profession and has attended training programmes. Among the seven low motivated technical assistants there are five female, again five are in their 30s and all of them have more than eight years of experience in the profession. Most of them (4 out of 7 technical assistants) have not acquired any further

professional qualification. One of the most important findings here is that all the low motivated technical assistants (7) have not undergone any training for their professional growth. Therefore looking into the data analysed above, it can be concluded here that low motivated personnel are comparatively younger i.e. below 40, mostly female, just have minimum professional qualification, and are not so active in career advancement. As low motivated personnel greatly differ each other in terms of years of job experience and pay, it can not be said here that job experience and pay have any influence on motivation level.

Thus from the above analysis of data on motivational level of library personnel it can be said here that majority of the respondents (71.42%) are moderately motivated where as a very few personnel are either highly motivated (12.5%) or low motivated (16.07%). Demographic and job related variables such as age, position held, experience, qualification and career advancement have a say in personnel's motivation level as high motivated are mostly aged, occupying senior positions, having more than 30 years of experience, highly qualified and are active in advancing their professional growth. The vice versa is true for the low motivated as they are mostly younger, holding lower positions, are having less years of job experience, are having minimum qualification and not advanced in career growth. However the other variables namely, gender, pay, etc. do not reveal any clear picture about their relationship with motivation level of library personnel.

3. MOTIVATIONAL FACTORS OF LIBRARY PERSONNEL

To measure the motivational level of library personnel, motivation scores were obtained under the 11 factors of motivation namely recognition, monetary gain, work itself, job achievement, job enrichment, job security, competition, participation, interpersonal relation, working environment and work ethics. The scores obtained under these factors contributed in deciding the motivational level of the respondents. Out of the 11 factors, some of these were found to be responsible in motivating the personnel greatly while others were not. So here an attempt has been made to explore which factors are the motivators or what motivated the sample to a great extent i.e. to study the objective 2 of this study. For the analysis of data to determine the motivational factors, total scores; Mean

scores (M); and Standard deviation (SD) of each factor for the total number of respondents which are presented in table 4.12 were taken out and presented here in table 4.14.

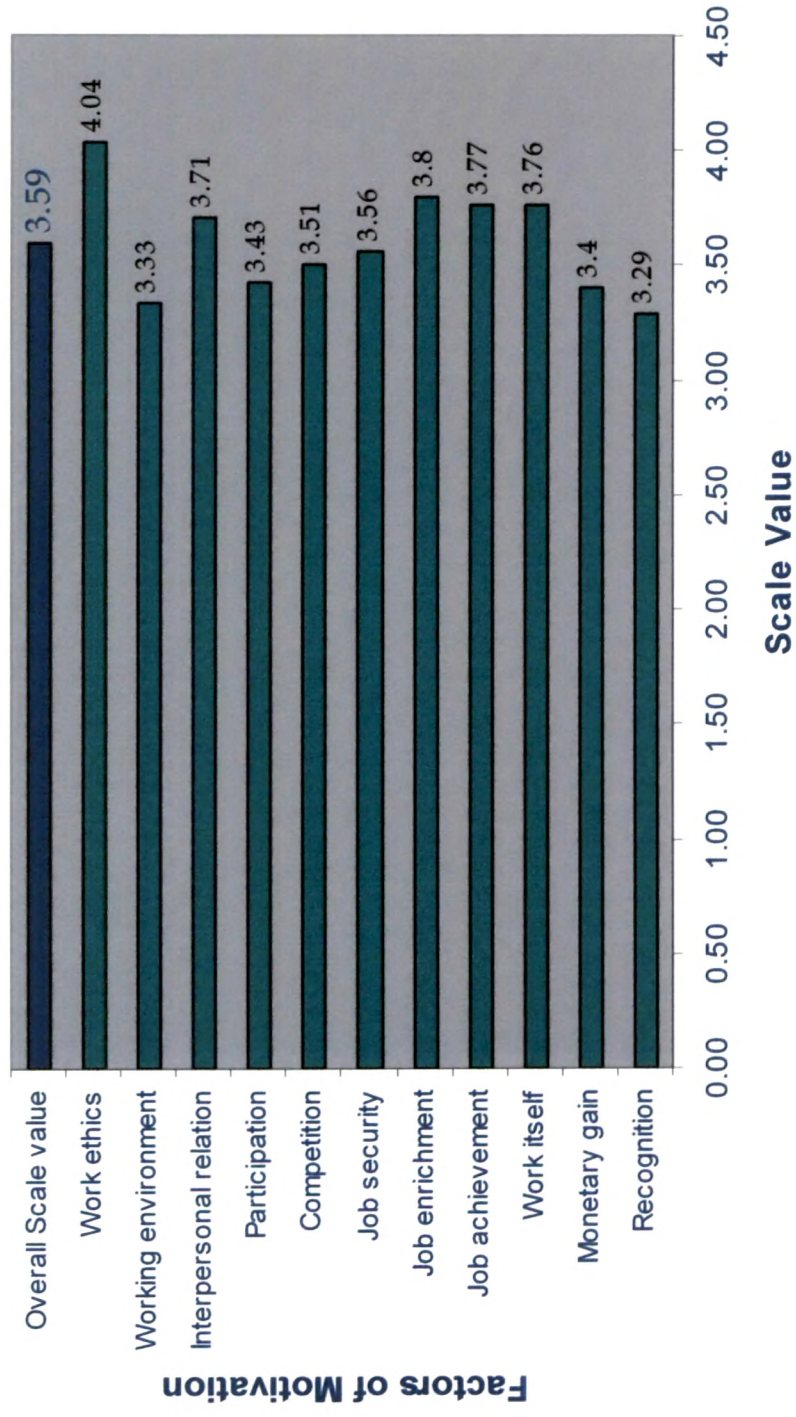
Table 4.14 Factor wise Mean, SD and Scale value of Motivation Scores obtained by Library Personnel (N= 56)

Factors of Motivation												
	1	2	3	4	5	6	7	8	9	10	11	Overall Total
Total Score	922	953	1262	1267	1064	998	984	1540	1249	1121	1132	12492
Mean Score	16.46	17.01	22.53	22.62	19	17.82	17.57	27.5	22.30	20.01	20.21	223.07
SD	3.03	3.56	3.79	3.00	3.01	3.04	2.68	4.08	3.30	3.42	3.42	23.59
Scale value	3.29	3.40	3.76	3.77	3.8	3.56	3.51	3.43	3.71	3.33	4.04	3.59

In table 4.14, total scores obtained by all the respondents under each factor are provided. The overall total score obtained by all the respondents under the 11 factors of motivation is also presented. To identify the motivators among the 11 factors, scale value of each factor and overall scale value were found out. The motivators among the 11 factors were found out by considering the scale value of that factor and then comparing it with overall scale value. The scale value of a factor was calculated by dividing the Mean of that factor with the total number of items listed under it. Similarly overall scale value was calculated by dividing the overall Mean with the total number of items i.e. 62 items listed in the motivation scale (See Appendix D) and the result is shown in the last row of the table 4.14. To compare the scale values against the overall scale value the results are also shown through a bar graph in figure 4.10.

From the table 4.14 and figure 4.10 it is evident that the overall scale value across the factors is 3.59. Scale value of each factor is compared against this overall scale value to find out the important motivational factors. Therefore the factors, whose scale values are higher than the overall scale value 3.59, are found as important or considered as strong motivators.

Fig 4.10 Scale values of the Scores obtained under the Factors of Motivation



The Over all Scale Value across factors is 3.59. The factors whose individual scale value is more than 3.59 these are considered as important motivators.

By looking into the table 4.14 and 4.10 it is also evident that all the factors have obtained individual scale value proximate to over-all scale value 3.59. Therefore it can be said here that more or less all the factors motivate personnel. Further it is easy to make out from the table and figure that scale values of the factors such as work ethics (4.04), job enrichment (3.8), job achievement (3.77), work it-self (3.76), and interpersonal relations (3.71) are higher than the overall scale value (3.59) and these factors are emerged as the top motivational factors or motivators that motivate the personnel greatly.

However factors like recognition (3.29) job security (3.56), working condition (3.33), monetary gain (3.40), competition (3.51) and participation (3.43) whose scale values are less than the over all scale value (3.59), could not establish themselves as top motivators. This is a fact mostly agreed ^{to} by researchers in several studies (Plate and Stone, 1976; Bessell et al 2002; Hollis, 2005; and Thiedke, 2004) that except for the factor 'recognition', the other factors are extrinsic in nature and they do not contribute much in employee motivation. Here it can be quoted from literature that presence of these extrinsic factors does not lead to satisfaction or motivation but their absence leads to dissatisfaction in job and presence of motivators leads to motivation but their absence does not lead to job dissatisfaction (Herzberg et al, 1953). Work it-self, job achievement, job enrichment and work ethics, interestingly all intrinsic factors, do motivate the respondents here and these factors are also identified as important motivators by Maslow (1943) and Herzberg (1959). Job security, working condition, monetary gain, competition and participation which are not found to be important motivators in this study, are all extrinsic to job. This observation is also supported by the findings of Abifarin (1997); Mould (2004); Lindner (1998); and Plate and Stone (1976). However Maslow's (1943) conclusion that lower level motivational factors must be met before ascending to the next level is not observed in this study. Because the top motivational factors that discerned here are all higher level motivational factors. However, Wiley's work contradicts this finding which views that today's workers are motivated more by extrinsic factors like monetary rewards and argues that though it is an extrinsic factor, it has intrinsic potency to motivate (Wiley, 1997).

Another major finding here is that the factor 'recognition' though motivating the library personnel is not found to be a strong motivator here which is otherwise perceived so in many research studies. It contradicts the findings of Analoui (2000) and Thiedke,

(2004). Abifarín (1997) and Gouws and Toit (1996), who investigated motivation of library professionals, which argue that lack of appreciation for work done or lack of recognition de-motivate staff greatly.

3.1. TOP MOTIVATORS

From the analysis of the above data, here an attempt has been made to interpret how these top five motivational factors work as motivators for the sample library personnel.

1. Work ethics: It can be seen from the table 4.14 that ‘work ethics’ has emerged as the top motivator in motivating library personnel. This is because the respondents perceive that their job has some meaning that they want to cherish in their life and they are morally bound to work hard. This inner urge drives them to be involved, responsible and committed towards their job as well as makes them concerned about the well being of the university libraries in which they work.

2. Job enrichment: Job enrichment is also found to be a strong motivator as the library personnel are very keen to overcome the challenges of the changing library scenario by updating themselves with required skill. They are participating in training, experimenting new methods and learning use of computer to make the job more interesting and challenging.

3. Job achievement: The factor job achievement is found to be an important motivational factor among the respondents as they aspire to become an excellent achiever in their job. They want to put their best in job and believe in carrying out challenging assignments successfully. Also the present job market is providing enough scope for better growth in job and therefore it is encouraging these personnel to set high goal which they want to achieve through their job.

4. Work it-self: The emergence of this factor as a strong motivator proved the precondition that the work to be a source of satisfaction must be of interest, varied, as per taste and ability, and command respect. Library personnel perceive that these attributes are

present in their work. They do not consider library work is boring, repetitive and routine which is otherwise perceived so. They enjoy providing information services to the client and find it very challenging where their talent and potentialities are being used properly.

5. Interpersonal relations: This factor is the only extrinsic factor found as an important motivational factor among the top five and rarely backed by any research evidence. This discrepancy in research finding may be attributed to the fact that what motivates employees differs in context and culture. This study was conducted in the university libraries of Gujarat state and Gujarati people are known for their warmhearted, social, and co-operative nature. The personnel like to maintain personal and good working relationship with their superiors, co-workers as well as with sub-ordinates and they crave for social acceptance.

3.2. WEAK MOTIVATORS

Apart from the top five motivators, it is found that the other six motivational factors viz., recognition, monetary gain, job security, competition, participation and working condition although do motivate personnel, here they are not found to be prominent. However their contribution can not be negated in determining the level of motivation of these library personnel. The following may be the reasons that led to this situation.

1. Recognition: Surprisingly the personnel have scored lowest in this factor which is otherwise found as an effective motivator in several studies (Analoui, 2000; Thiedke, 2004; Abifarin, 1997; and Gouws & Toit, 1996). It is so, may be because the personnel hardly expect any recognition for the work they do in their respective libraries. More over there is no such recognition system worked out for the university libraries of India. They have to carry out their work as per job allotment without expecting any appreciation for the job well done. Successful accomplishment of job is also not linked to promotion. Therefore the impact of this motivational factor is absent in this case.

2. Monetary gain: University libraries are non-profit making organizations under government sector, the finance part is not under the control of the library and the

employees get fixed salary and limited financial compensation. There is also no provision for performance based reward system. Therefore monetary benefits are not found to motivate the library personnel effectively.

3. Job security: Even though all the respondents are permanent university library staff and they don't have to fear about losing job by any chance, still it is not contributing much in motivating them. The reason for this could be, once they are secured in job, it no longer motivates them. Another reason, if drawn from literature, might be it is an extrinsic factor and its absence leads to job dissatisfaction but its presence does not guarantee to motivate these personnel.

4. Competition: The nature of library job and work culture prevalent in the university libraries rarely provide any opportunity to the personnel to compete with each other at work and there by to satisfy their ego.

5. Participation: In this motivational factor, the personnel scored badly as they perceive that they are not being involved by the management in decision-making process. They also feel that they are not free to take decisions for their own work. Therefore interference on the autonomy of their work and non-participative management style make them indifferent to respond to this aspect positively.

6. Working condition: Working environment in terms of decent furnishing, up-to-date technology and machinery to assist work and proper sanitation is perceived as very lowly maintained in the libraries in which the personnel work. This situation, though not contributed positively towards motivation, definitely led to dissatisfaction in job among the respondents.

3.3. COMPARISON OF MOTIVATIONAL FACTORS FOR OVER ALL, HIGH MOTIVATED AND LOW MOTIVATED GROUP

Further an attempt has been made here to see whether these motivators are also motivating the high and low motivated group in the same manner or otherwise. To bring comparability among the factors and to locate the top motivators among the high and low

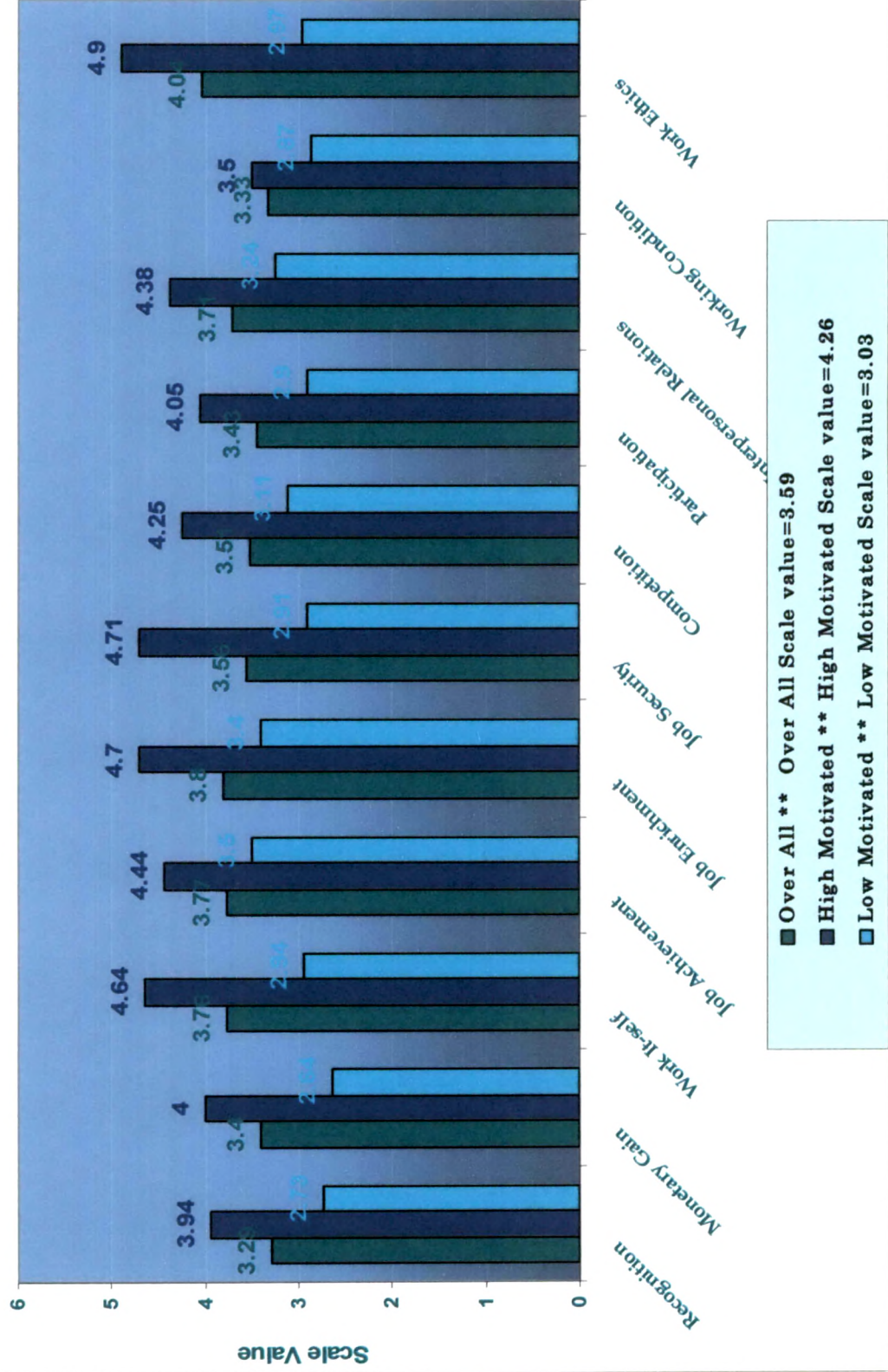
motivated group, factor-wise scale values for all the respondents (N=56), high motivated (N=7) and low motivated (N=9) personnel were calculated. A comparative analysis of factor-wise scale value of all the respondents, high motivated and low motivated personnel is presented in table 4.15 and again shown through the figure 4. 11.

Table 4.15 Comparative Scale value of each Motivational Factor for Over all, High Motivated and Low Motivated Group

Sr. No.	Factors of Motivation	Scale Value		
		Overall (N=56) Scale value= 3.59	High Motivated (N=7) Scale value= 4.26	Low Motivated (N=9) Scale value = 3.03
1	Recognition	3.29	3.94	2.73
2	Monetary Gain	3.4	4	2.64
3	Work It-self	3.76	4.64	2.94
4	Job Achievement	3.77	4.44	3.5
5	Job Enrichment	3.8	4.7	3.4
6	Job Security	3.56	4.71	2.91
7	Competition	3.51	4.25	3.11
8	Participation	3.43	4.05	2.9
9	Interpersonal Relations	3.71	4.38	3.24
10	Working Condition	3.33	3.5	2.87
11	Work Ethics	4.04	4.9	2.97

It is evident from the table 4.15 and figure 4.11 that factor-wise scale value of highly motivated group is high in all the 11 factors of motivation than the scale value obtained by low motivated group and also the overall scale value obtained by all the respondents. Similarly it can be seen that low motivated group has obtained low scale value in all the factors. It can be said here that in case of the high motivated group all the factors are working as motivators except 'working condition' where they have obtained 3.5 as scale value. In case of the low motivated group, none of the factors is found to be effective enough to motivate them. However in the factors 'job achievement'(3.5) and 'job enrichment'(3.4), although their scale values are a little less than that of overall scale value (3.59), they have fairly scored in these factors and thus it would not be wrong to say here that these factors do work as motivators to them.

Fig 4.11 Comparative Scale Value for Over all, High Motivated, Low Motivated Group



From the above analysis, it can be stated here that all the factors are motivators but the five identified factors viz., work ethics, job enrichment, job achievement, work it-self and interpersonal relations are the strong motivators for all the library personnel. In case of the high motivated group, all the factors, except working conditions, are found to be effective motivators. In the case of low motivated group, none of the factors is found to be effective, although the factors 'job achievement' and 'job enrichment' motivate them to some extent if not that effectively. Therefore this finding has its implication for the strategy to be suggested for enhancing and retaining the level of motivation among library personnel.

4. RELATIONSHIP BETWEEN MOTIVATION AND PERFORMANCE

It is evident from the literature reviewed on human resource management that job motivation is related to job performance. Therefore an attempt was made to explore whether this holds true for the personnel of the university libraries of Gujarat or not i.e. to study the objective-3 and also to test the hypothesis-1 which was as follows.

Hypothesis 1: A significant positive correlation exists between motivation and performance level of library personnel.

For studying the above objective and testing the hypothesis scientifically, data regarding motivation level and performance level of library personnel was measured with the help of Motivation Scale and Self-assessment Performance Rating Scale respectively. The Motivation Scale had 62 items under 11 factors of job motivation as it has been said earlier where as the Self-assessment Performance Rating Scale was having 22 items under the combination of six components of job performance namely productivity, initiative, problem solving/creativity, dependability, attendance and punctuality, and interpersonal skill (See Appendix-A). These scales were administered to 56 library personnel of 8 university libraries of Gujarat state (See Table no. 3.1). Total motivation and performance scores obtained by the library personnel in the Motivation scale and Self-assessment Performance Rating scale were listed respondent-wise serially and presented in Appendix D.

To find out the relation between Motivation and Performance, Product Moment Correlation Coefficient 'r' was calculated between the two variables 'Motivation' and 'Performance' (Garrett and Woodworth, 1979, p.135) and shown through the scattered diagram in table 4.16 on next page.

The formula used to calculate 'r' is as follows:

$$r = \frac{\frac{\sum x'y'}{N} - C_x C_y}{\sigma_x * \sigma_y}$$

(Where $C_x = \frac{\sum fx'}{N}$ C_x stands for correction term for variable X i.e. Motivation;

$C_y = \frac{\sum fy'}{N}$ C_y stands for correction term for variable Y i.e. Performance;

$\sigma_x = i \sqrt{\frac{\sum fx'^2}{N} - C_x^2}$ σ_x stands for Standard deviation (SD) for Motivation;

$\sigma_y = i \sqrt{\frac{\sum fy'^2}{N} - C_y^2}$ σ_y stands for Standard deviation (SD) for Performance;

i stands for class interval taken for both variables)

Thus,

$$r = \frac{83/56 - \{(-.303) * (-.018)\}}{1.40 * 1.48}$$

$$= \frac{1.48 - .005}{2.072} = \frac{1.475}{2.072}$$

$$= 0.719$$

Table 4.16 Calculation of Product Moment Correlation of Motivation and Performance
shown in Scattered Diagram

Variable Y: Performance													Variable X: Motivation		
M P	61-67	68-74	75-81	82-88	89-95	96-102	103-109	f	x'	fx'	fx' ²	x'y'			
275-289						1	1	2	+3	6	18	+15			
260-274						3		3	+2	6	12	+12			
235-259			1	1	5	3		10	+1	10	10	+11 -1			
220-234		2	4	4	3	3		16	0	0	0	0			
205-219			9	5	1			15	-1	-15	+15	+9 -1			
190-204	2	1	1	1		1		6	-2	-12	+24	+18 -4			
175-189		4						4	-3	-12	+36	+24			
f	2	7	15	11	9	11	1	56		-17	115	+89 -6=83			
y'	-3	-2	-1	0	+1	+2	+3								
fy'	-6	-14	-15	0	9	22	3	-1							
fy' ²	+18	+28	+15	0	9	44	9	123							
x'y'	+12	+28	+11 -1	0	+5 -1	+24 -4	+9	+89 -6=83							

The result showed that Motivation of library personnel and their Performance level has a correlation (r) of 0.719. This correlation was tested for its significance by comparing this calculated value with the Table value at .01 level with 54 degree of freedom (Garrett and Woodworth, 1979, p-201). The p - value is 0.343 and as the calculated correlation value 0.719 is more than p - value, it can be said that there exists a positive significant correlation between Motivation and Performance of library personnel. The research hypothesis-1 which states “a significant positive correlation exists between motivation and performance level of library personnel” is therefore accepted.

This finding finds support from several studies conducted on industrial, other job sectors and few studies in library field that are conducted abroad (Kreisman, 2002; Jain, 2005; Sadaruddin, 2001; Wofford, 1971; Mould, 2004; and Al-Khalifa & Peterson, 2004). These studies found that performance is a function of motivation and these two variables are positively correlated. These studies propounded that people are engaged to work differently and the way they are engaged in work, clearly depicts their motivation and its influence upon their performance in job. Antwi and Bello (1993) while studying motivation in Nigerian University Libraries agreed that staff motivation influences their job performance and in turn affects organizational productivity. However as per Singh (1998), personal effectiveness of employees and job involvement (job motivation) is negatively correlated. But it is found here in this study that motivation and performance are positively correlated in the context of personnel of university libraries of Gujarat, India. The reason for arriving at this finding could be the performance level of these personnel is being influenced by their motivation level. But it is noteworthy to mention here that as per the literature on motivation-performance management, performance is considered to be a function of both ability and motivation. Therefore keeping ability, the other determinant of performance, as constant for all, it can be concluded here that library personnel in the university libraries of Gujarat are performing at job as per their motivation level. Presence of self-motivation as well as external motivation making the library personnel committed to job and driving them to work for better performance. The motivated personnel are proactive and sincere. They do their work with out being directed, put best efforts to carry out the required work that lead to high job performance. Motivated personnel show job-involvement and professionalism in their work. Similarly absence of motivation making them to work indifferently and that resulted in low performance. The personnel who are

not motivated, they are not putting serious and conscious efforts in job and just carrying out their work without being involved in it. As a result, the work outcome is suffering and that leading to low performance at job. Therefore motivation and performance are highly correlated as found in this study.

5. PERFORMANCE LEVEL OF HIGH AND LOW MOTIVATED PERSONNEL

Motivation plays an important role in deciding the performance level of employees in any organization. If the employees are motivated then they tend to perform better and vice versa. Therefore here an attempt has been made to study the performance level of high and low motivated library personnel i.e. the objective-4 of the study as well as to test the hypothesis that highly motivated library personnel would have high performance level in comparison to that of low motivated library personnel.

5.1. PERFORMANCE LEVEL OF LIBRARY PERSONNEL

To determine the performance level of library personnel, their performance at job is measured with the help of Self-Assessment Performance Rating Scale that have 22 items under the combination of six components of job performance namely productivity, initiative, problem solving/creativity, dependability, attendance and punctuality, and interpersonal skill with a five point incremental scale (See Appendix A).

Performance scores obtained by the 56 library personnel under each performance component in the scale are tabulated in a datasheet at the end (See Appendix D). The datasheet shows component-wise performance score and the total performance scores obtained by all the 56 respondents. From the datasheet, the Mean scores (M) and the Standard deviations (σ) were taken out and presented here in table 4.17 for further analysis.

**Table 4.17 Mean and Standard Deviation of Performance Score obtained by
Library Personnel**

	Components of Job Performance						Over all Score
	1	2	3	4	5	6	
Total Score	1249	645	399	848	713	897	4751
Mean	22.3	11.52	7.12	15.14	12.73	16.01	84.84
SD	2.8	2.4	1.6	3.5	1.7	2.3	10.29

The table 4.17 presents the Mean scores (M) and the Standard deviations (σ) of each component and of total performance scores. It can be seen that the total performance score of all the respondents is 4751, the Mean score (M) is 84.84 and Standard deviation (σ) is 10.29. It is also observed from the datasheet (See Appendix D) that the highest total performance score obtained among the respondents is 107 and 61 is the lowest total performance score. The calculated Standard deviation of total performance score 10.29, and the range of performance score from 61 to 107 shows that the sample is divergent in nature in their performance levels. Therefore level of performance is supposed to be normally distributed among the respondents. On that basis, the total number of respondents is divided into three groups.

These are;

$>M + 1\sigma$ = High performance group

$<M - 1\sigma$ = Low performance group

$M \pm 1\sigma$ = Average performance group

Depending upon the total score obtained in the performance rating scale, the performance levels of these three groups are as follows:

1. Highly performing personnel are those who have scored more than 95.13 (i.e. $84.84 + 10.29 = 95.13$).
2. Low performing personnel are those who have scored less than 74.55 (i.e. $84.84 - 10.29 = 74.55$).
3. Average performing personnel are those who have scored between 74.55 to 95.13.

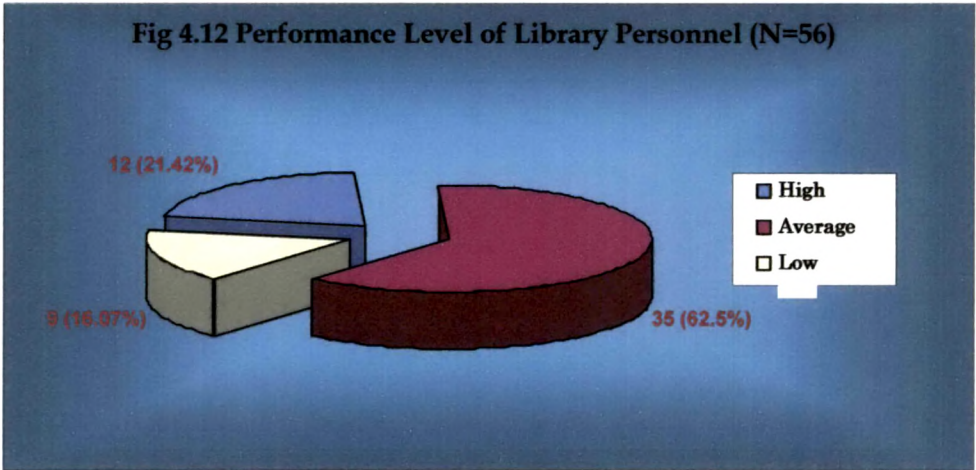
Table 4.18 shows the performance level of library personnel which divides them into three groups.

Table 4.18 Performance Level of Library Personnel

Sr.No.	Level of Performance	No. of Respondents
1	High Performance (Score >95.13)	12 (21.42%)
2	Average Performance (Score <95.13>74.55)	35 (62.5%)
3	Low Performance (Score <74.55)	9 (16.07%)
	Total	56 (100%)



From the table 4.18 it can be seen that there are 12 (21.42%) out of 56 respondents who have scored more than 95.13 in the performance rating scale. These 12 respondents are the high performer library personnel. Where as 35 (62.5%) are found to have scored between 74.55 to 95.13. These 35 personnel are average performers. The remaining 9 (16.07%) library personnel have scored less than 74.55 and are low or poor performers. These data are also presented in figure 4.12 below.



5.2. PERFORMANCE LEVEL OF HIGH, AVERAGE AND LOW MOTIVATED GROUP

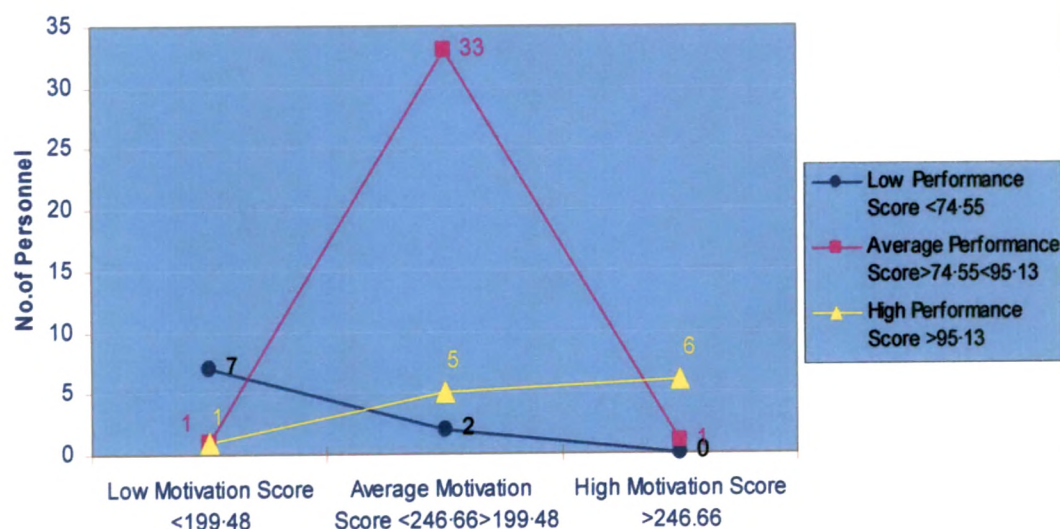
In order to find out the performance level of high, average and low motivated personnel, the data on performance scores were divided in to high, average and low performance groups (See Appendix-D, Table 4.13 and Table 4.18) and these data are cross tabulated here in a 3×3 table i.e. in table 4.19.

It can be seen from table 4.19 that there are seven highly motivated library personnel as they have scored more than 246.66 in the motivation scale. Out of them, 6 are highly motivated personnel with high performance level. In the same way, 40 (71.42%) are found to have average level of motivation with as many as 33 (majority) of them are of average level of performance. The remaining 9 (16.07%) library personnel who are found as low motivated are also low performers (seven out of nine low motivated are found as low performers). The graphical representation of cross section of motivation and performance scores obtained by the library personnel is also presented through the figure 4.13.

Table 4.19 Cross Tabulation of Motivation and Performance Scores obtained by Library Personnel

Motivation Performance	Low Performance Score <74.55	Average Performance Score>74.55<95.13	High Performance Score >95.13	Total
High Motivation Score >246.66	0	1	6	7 (12.5%)
Average Motivation Score <246.66>199.48	2	33	5	40 (71.42%)
Low Motivation Score <199.48	7	1	1	9 (16.07%)
Total	9 (16.07%)	35 (62.5%)	12 (21.42%)	56 (100%)

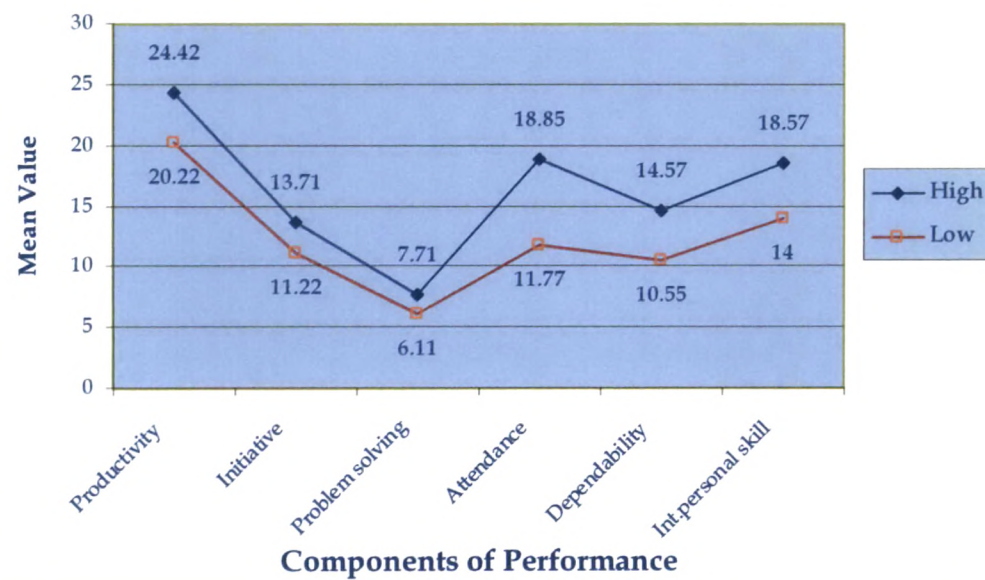
Fig 4. 13 Cross Section of Motivation and Performance Scores obtained by Library Personnel



From the table 4.19 and figure 4.13, it is clear that the personnel who are highly motivated are scoring more in performance and low motivated are scoring low. Therefore it can be concluded here that high motivated personnel are high performers, average motivated are average performers and low motivated personnel are low performers. It can also be concluded here that level of motivation influences the performance level of these library personnel.

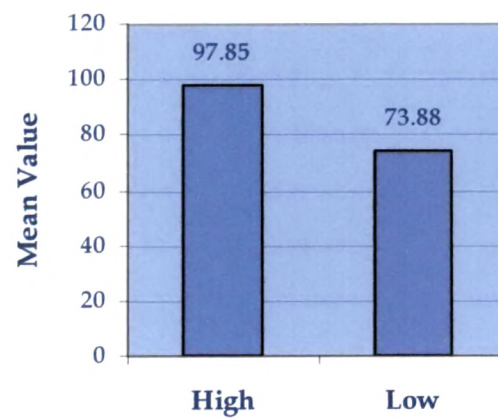
Further to give a comparative picture of how the high and low motivated personnel are performing in all components of job-performance, the Mean values of job-performance of high and low motivated personnel in all components were calculated (See table 4.20 and 4.21) and presented in a line graph in fig. 4.14. It clearly depicts that the low motivated are having low job performance and the high motivated personnel are having high job performance in all the components of job-performance. They greatly differ at 'attendance and punctuality' component. However in the 'problem solving/creativity' component there is not much difference among the groups.

Fig 4.14 Component-wise Mean Performance Scores of High and Low Motivated Group



Further to see whether these two groups also differ in total level of performance, the Mean values of performance scores obtained by high and low motivated groups were calculated (See Table 4.20 and Table 4.21). The Mean value of performance scores obtained by high motivated group is 97.85 and for low motivated group it is 73.88. These data are presented here through a bar diagram in fig 4.15.

Fig 4.15 Total Mean Performance score of High and Low Motivated Group



The figure 4.15 provides a comparative picture of performance levels of both the groups. The graph clearly reveals that the highly motivated have better performance level than the low motivated group. Thus the analysis and interpretation of data on performance level of high and low motivated personnel revealed that performance levels of both groups differ and it is also found that highly motivated have high performance level than the low motivated group.

Further hypothesis-2 related to this aspect, as stated below, was tested scientifically.

Hypothesis-2

“Performance level of highly motivated library personnel would be higher than that of the low motivated library personnel in all the components of job performance and in total performance”.

To test this hypothesis, ‘t’ test was applied. It was applied to find out the difference between the Mean performance scores of high motivated and low motivated personnel i.e. whether the performance level of high motivated personnel is truly different and higher than the performance level of low motivated personnel. In other words it was applied to prove that the observed difference in the performance level of these two groups is not by chance but is true.

For calculating ‘t’ values, Means, Standard deviations and SE_M (Standard Error of Mean) of component-wise performance score and also the total performance scores of both groups were calculated. For that, first of all, the performance scores of seven highly motivated personnel and nine low motivated personnel were taken out from the datasheet (See Appendix D). For further analysis, component-wise performance score and the total performance scores of highly motivated and low motivated group are presented here in table 4.20 and table 4.21 respectively.

In the table 4.20, performance scores obtained by the seven highly motivated personnel under six components of job performance viz., productivity, initiative, problem

solving/creativity, dependability, attendance and punctuality, and interpersonal skill are presented. Further Mean, SD and SE_M (Standard Error of Mean) of each component of performance and of total performance score of these personnel were calculated and presented in the last three rows of the table 4.20. SE_M of all the components of job performance and of total job-performance scores were calculated with the help of the formula: $SE_M = SD/\sqrt{N}$ (Garrett and Woodworth, 1966).

Table 4.20 Performance Score obtained by High Motivated Group (N= 7)

Sr.No.	Components of Job Performance						Total Score obtained by Personnel
	1	2	3	4	5	6	
1	26	13	9	15	14	20	97
2	29	15	10	18	15	20	107
3	25	13	7	21	14	16	96
4	25	15	4	20	14	17	95
5	21	14	8	19	15	19	96
6	22	12	7	20	15	20	96
7	23	14	9	19	15	18	98
TOTAL	171	96	54	132	102	130	685
MEAN	24.429	13.714	7.7143	18.857	14.571	18.571	97.857
SD	2.6992	1.1127	1.976	1.9518	0.5345	1.6183	4.1404
SE_M	1.02	0.42	0.75	0.74	0.20	0.61	1.57

Table 4.21 illustrates job-performance scores obtained by the low motivated personnel under the six components of job-performance. The Mean, SD and SE_M of the performance of nine low motivated personnel were also calculated in similar manner as it is in the case of the highly motivated group. The details are presented in the last three rows of the table 4.21.

Table 4.21 Performance Score obtained by Low Motivated Group (N= 9)

Sr.No.	Components of Job-Performance						Total Score obtained by personnel
	1	2	3	4	5	6	
1	24	18	8	16	12	18	96
2	21	11	6	11	11	14	74
3	18	8	5	10	9	11	61
4	18	8	6	10	10	11	63
5	18	12	5	13	11	14	73
6	21	13	9	12	11	17	83
7	22	11	6	11	9	14	73
8	21	8	5	10	11	13	68
9	19	12	5	13	11	14	74
TOTAL	182	101	55	106	95	126	665
MEAN	20.222	11.222	6.1111	11.778	10.556	14	73.889
SD	2.1082	3.1929	1.453	1.9861	1.0138	2.3452	10.565
SE _M	0.70	1.06	0.48	0.66	0.34	0.78	3.52

Then in order to apply “t” tests i.e., to find whether the performance level of highly motivated group is truly different and higher than that of the low motivated group in all the six components of job-performance as well as in total performance level, seven “t” tests were conducted. The formula applied to find out ‘t’ value is as follows:

$$t = \frac{M_1 - M_2}{SE_D}$$

[Where Mean difference is the numerator and SE_D (Standard Error of Mean Difference) is the denominator to find out ‘t’ value. M₁ is the Mean Performance score of High motivated Group and M₂ is the Mean Performance score of Low motivated Group. SE_D of all the components of job performance and of total performance scores was calculated by applying the formula: $SE_D = \sqrt{SE_{M1}^2 + SE_{M2}^2}$]

The SE_D was calculated and the details are presented in table 4.22. Subsequently the calculated “t” values are presented under Column No.8 of the table 4.22. To compare the Mean performance of both the groups component-wise and in total, one-tailed ‘t’ test for independent groups (uncorrelated ‘t’ test) was applied (Garrett and Woodworth, 1966). Here it is necessary to mention that to test the hypothesis, one tailed ‘t’ test was used as the difference of highly motivated group’s performance is seen and tested in higher (positive) direction only.

Table 4.22 Calculated ‘t’ values of Performance of High Motivated (HM) and Low Motivated (LM) Personnel

Sr. No.	Components of Performance	HM & LM group	Mean	SD	SE_M	SE_D	‘t’ value	Remark
1	Productivity	HM	24.43	2.67	1.02	1.24	3.39	Significant at .01 level
		LM	20.22	2.11	0.70			
2	Initiative	HM	13.71	1.11	0.42	1.38	1.80	Significant at .05 level
		LM	11.22	3.19	1.06			
3	Problem solving/Creativity	HM	7.71	1.98	0.75	0.90	1.78	Significant at .05 level
		LM	6.11	1.45	0.48			
4	Attendance and Punctuality	HM	18.86	1.95	0.74	.997	7.09	Significant at .01 level
		LM	11.78	1.97	0.66			
5	Dependability	HM	14.57	0.53	0.20	.39	10.28	Significant at .01 level
		LM	10.56	1.01	0.34			
6	Interpersonal skill	HM	18.57	1.62	0.61	.98	4.66	Significant at .01 level
		LM	14	2.35	0.78			
	Total Performance Scores	HM	97.85	4.14	1.57	3.85	6.22	Significant at .01 level
		LM	73.89	10.56	3.52			

(Note: Degree of freedom (df) = $(N_1 - 1) + (N_2 - 1) = (7 - 1) + (9 - 1) = 14$. For one tailed test, the table value at .10 level is taken to test its’ significance at .05 level and .02 is taken to test its’ significance at .01 level of significance. One-tailed “t” value at .05 level = 1.76 and at .01 level = 2.62 taken from Table D (Garrett and Woodworth, 1966, p.461)

The seven 't' values, six for components of job performance and one for total job performance of high motivated and low motivated personnel, were compared with the table "t" value with $df = 14$. From the table 4.22 it can be seen that in four components of job performance namely productivity, attendance and punctuality, dependability, and interpersonal skill as well as in total performance level, the 't' values are found to be significant at .01 level as these five 't' values are $> p$ -value 2.62. In the other two components namely 'initiative' and 'problem solving and creativity', 't' values are found to be significant at .05 level as the values are $> p$ -value 1.76. The interpretation of the above analysis of 't' values of performance level of high as well as low motivated personnel is presented here component-wise and for total performance.

1. Productivity: It can be seen from Column-4 in table 4.22 that the highly motivated group has a Mean performance of 24.43 and the low motivated has a Mean performance of 20.22 in the 'productivity' component of job performance. The calculated 't' value is 3.39 and when compared with the table value with $df = 14$, 't' value is found to be significant at .01 level as 3.39 is $> p$ -value 2.62. It can therefore be said that the productivity level of highly motivated personnel is significantly higher than that of the low motivated personnel. It is because highly motivated library personnel derive satisfaction from the work carried out by them; do their work with great devotion; do not consider workload as burden rather they enjoy work; put great effort in accomplishing work in time; and enhance skill to carry out work successfully.

2. Initiative: The 't' value for this component is 1.80 and it is just $> p$ -value 1.76 at .05 significance level. Thus it can be said here that initiative level of high motivated group is higher than the other group. The high motivated personnel are fair in this respect than those low motivated, they take initiative; are competent enough to act independently; and volunteer to take responsibility when ever the situation demands.

3. Problem Solving/Creativity: This is the third component of job performance where the calculated 't' value found to be 1.78 which is just $> p$ -value 1.76 at .05 significance level. Thus it can be interpreted here that high motivated personnel are better in solving problem related to their work and are creative than the low motivated personnel. This happened so

as the highly motivated personnel are effective and competent enough to cope up with unexpected problems and good in taking fast remedial action.

4. Attendance and Punctuality: The calculated 't' value for this component is 7.09 and it is $> p\text{-value } 2.62$ at .01 level of significance. Hence it can be said here that the high motivated personnel significantly differ from low motivated personnel in attendance and punctuality component. The high motivated personnel are found to be highly sincere and punctual in their work; hesitate to take leave unnecessarily; and come to work at right time and if situation demands they put extra time in comparison to the low motivated personnel.

5. Dependability: The 't' value calculated for this component is 10.28 and is $> p\text{-value } 2.62$ at .01 significance level. It is therefore implicit that high motivated group differ significantly from the low motivated group in dependability. It is so because a high sense of accountability is exhibited by the high motivated group in the completion of their work. They could handle important works assigned to them by their supervisors as they are responsible and trustworthy.

6. Interpersonal skill: The calculated 't' value for this component is 4.66 and is $> p\text{-value } 2.62$ at .01 significance level. It can therefore be said here that high motivated personnel are significantly better in interpersonal skill than the low motivated personnel. This result could be attributed to the fact that high motivated personnel believe in mutual co-operation in completing assignments and compassionate towards the authority.

7. Total Performance: It can be seen from the preceding paragraphs that highly motivated are significantly better than the low motivated in all the components of job performance. It is therefore logical to conclude here that the highly motivated would be significantly better than the low motivated in performance as a whole. This incident is checked by applying 't' test on the total performance scores of both high and low motivated groups. The calculated 't' value can be seen from the last row of table 4.22. The 't' value 6.22 is $> p\text{-value } 2.62$ at .01 significance level. Thus it can be interpreted here that highly motivated personnel are having task clarity, goal oriented efforts and in addition put their best at work than the low motivated personnel.

Therefore looking into the above analysis of performance data of both high and low motivated groups it can be concluded here that high motivated personnel excel in all components as well as in total level of performance over the low motivated personnel. 't' tests confirmed that the performance level of high motivated personnel is truly different and higher than the performance level of low motivated personnel and it is proved that the observed difference in the performance level of these two groups is not by chance but true. Thus the Hypothesis-2 is accepted. This inference also confirmed the findings of Smith and Rupp (2003) and Al-Khalifa and Peterson (2004) where these researchers also found that people work harder when they are highly involved, motivated or committed and this sense of commitment comes when they have more control and have a say over their work. They work efficiently as they are encouraged to enhance their skill and competence, and they tend to work more responsibly when they are in responsible positions. On the other hand if they are not motivated they just perform for the sake of performing it with out any involvement or accountability, they do not enjoy work and find it as a sort of burden thrust upon them and the resultant is low performance.

6. STRATEGIES TO RAISE MOTIVATION LEVEL OF LIBRARY PERSONNEL

Having a well-motivated staff is a prerequisite for providing quality library service. But the issue of how to motivate employees constantly nags managers. Experts believe that one cannot motivate anyone but oneself. Therefore the managers can do one thing that is to create a conducive environment for employees where the barriers to motivation are removed (e-SSORTMENT, 2002). For that employees should be intrinsically motivated and also be strengthen by external motivational factors. Therefore to ensure a high level of motivation and at the same time to retain the same among them, a wider range of managerial, sociological and psychological skills are expected from library managers. Further motivation is a continual process and that needs to be developed and sustained as individual and organizational factors change over time. In addition, there is a need for recognizing the de-motivated staff and to address the factors that are contributing to it. Since motivational needs are diverse, the library manager needs to identify different

motivators that are appropriate for different staff (Green, Chivers & Mynot, 2000). There after strategies to be developed and implemented to cater to these needs that would convert the staff into highly motivated for improved performance. However it is important to mention here that performance is considered to be a function of both ability and motivation. But improvement in ability is a slow and lengthy process which depends greatly on education, experience and training where as motivation can be learnt, acquired and improved shortly (Accel Team, 2005).

One of the important objectives of this study i.e. objective-5 was to suggest motivational strategy for library personnel. Here an attempt has been made to suggest the same depending on the findings of the study. The present study revealed that work ethics, job enrichment, job achievement, work it-self, and interpersonal relations are the top motivators. In these factors, the high motivated group and all other respondents are found to be highly motivated. The other remaining factors also motivate the highly motivated group equally to a great extent. But the low motivated personnel are found to be at the bottom level of motivation in all factors of motivation. It means that the strategy can be primarily designed to motivate the less motivated personnel where it is needed the most.

Further as motivation is a continuous^{ous} process and subjected to change owing to situation, it is also equally important to sustain the level of motivation among all the respondents including the high motivated personnel. Therefore taking this phenomenon into consideration, a multi-pronged strategy is developed. The following strategy is worked out by consulting five selected experts in the field of library science. The experts were presented with the motivational factors to judge whether these factors contribute greatly to motivate or not and were requested to offer their ideas on staff motivation. The researcher after tapping their recommendations and suggestions, and further consulting the literature on motivational strategies (Accel Team, 2005; Siggins 1992; Rowley, 1996; Jain, 2005; Green, Chivers & Mynot, 2000; Denhardt et al, 2001; and e-SSORTMENT, 2002) analysed the solicited data (suggestions, comments and observations) qualitatively and thereafter worked out the following strategy.

MOTIVATION STRATEGY FOR LIBRARY PERSONNEL

1. Objectives of the Strategy: To raise motivation and to sustain a high level of motivation among the library personnel.

2. Basis of the strategy: The strategy is based on the fact revealed by the study that many of the library personnel are moderately motivated, some of them are low motivated and a very few are highly motivated. Therefore most of these personnel can be motivated further.

3. Components of the strategy: As per the suggestions of experts, the following components for the motivation strategy are worked out:

1. Redesigning the work
2. Providing opportunities for professional growth and development
3. Instilling work values and professionalism
4. Recognizing the potential
5. Enriching the work
6. Providing autonomy
7. Building an effective performance management system
8. Practicing participative management
9. Managing dissatisfaction

- **Redesigning the work:** Mainly university library is a system of many units and sections where different typical library works/services are carried out. Now the advent of modern technology has revolutionized the way library works. Technological development and its application in library and information work have necessitated a change in the role of library professional in rendering library services to information seekers. More over shortage of staff, budget constraints and the changing role creating chaos in the current environment and making many staff perplexed as to how to work. Most of the time these developments bring confusion such as over lapping of work, lack of clarity in jobs, ambiguous communication, etc. among the staff. Therefore various technical library works such as acquisition, order, processing as well as services to the users need to be redesigned in the new

perspectives of technology and other developments. Proper reallocation of work is required by the library to work as a system. The work of each sections/ units must be designed carefully to avoid overlapping, to ensure clarity of job, and to instruct clearly what is expected from each individual staff. Clear cut job description must be made available to the staff through a well prepared staff manual which is subjected to review in due course. Again the staff needs to be updated in latest technological and other skill to do the job and get in to the right frame of mind to accept the changes in future. Once the staff becomes aware of what to do and how that should be done in proper frame-work, then they will carry out the same with confidence and stay motivated.

- **Providing opportunities for professional growth and development:** In university libraries it is commonly observed that staff is more or less stagnant in one position for long years. Since most of the time there is little or no opportunity for promotion in their own library and owing to the lack of training opportunities many could not move ahead in their career. Such employees feel de-motivated when they are stuck in one position since long without any hope for further growth. Thus lack of training opportunities turned out to be a major obstacle in their professional development. Therefore providing training to equip them with required skill for promotion will be a viable option and also for minimizing the level of de-motivation. Although there are training programmes organized at state or national level, the staff at the technical level and assistant librarian level is hardly sent for training or for attending seminar. Therefore it is urgently needed to develop professional knowledge and skills by sending the personnel for attending training, workshops, seminars and conferences. For this the finance can be sponsored by the university. The library themselves must take initiatives to train its staff in-house. There should not be any charge levied on them. This type of facilities to be provided to all the personnel frequently that is at least once a year. Again since there is not enough scope for them to carry out any research and publication work, the staff can be provided with avenues to carry out research works like action research type that have direct implications to improve their work efficiency. They can be trained in research methodology especially in reporting, and for publication works. For this the university shall provide some annual funds

to publish the worthy research based articles. This overall exercise definitely will invigorate the staff to work forward with positive attitude and keep them motivated.

- **Instilling work values and professionalism:** It is a fact that librarianship as a profession is hardly acceptable by many. For such a state of affairs, librarians themselves are responsible when it comes to professionalism. There is a sheer lack of work ethics and also lack of positive attitude towards the profession even among many librarians. This approach makes the librarians to work indifferently and as a result contributes for developing de-motivation. Therefore it is urgently call for instilling work values and professionalism. Punctuality, discipline, sincerity, and moral are some areas where the library can focus and further develop the same among the staff to treat users' needs with great devotion. These are in fact the values that can not be taught rather shall be caught by the personnel from the surrounding. However, the library managers can themselves try to possess these values, demonstrate them in their actions, and cherish them in their professional life. They have to be the role model for their staff by imbibing these values that the staff will follow. They have to lead from front and have got to bring the staff with them. The system can also develop certain parameters in terms of rules and regulations by the professionals themselves which can be cherished by individuals and group and made available to all of them. What is the nature and quality of job expected from each of the professionals needs to be clarified. There shall be some regular meetings that can be organized by the chief librarian with the staff periodically where system's expectations from the staff can be addressed and discussion can be followed by it. Further efforts like organizing visit to some outstanding library organizations; providing exposure to the life history of great people in terms of study materials; and inviting reputed persons in the field to deliver talk on professionalism will help in uplifting their morale and they will look forward to work in a dignified manner and become devoted to their work.
- **Recognizing and rewarding the potential:** Human beings by nature want to be appreciated and feel good if they are rewarded in terms of kinds and recognized for their work. But libraries are service-oriented organizations; they do not have provision for monetary rewards as they are regulated by state government's rules

and regulations. Therefore there is a need to devise some other strategies to recognize the efficient and deserving staff. At the first place they have to get the due recognition for the difficult works/assignments/projects that are successfully completed. Praising in staff meeting or in front of peer verbally such as “thank you”, “well done” are some form of appreciation that will satisfy their ego and make them contented. Institutionalizing an annual award to the best employee of the year is also a practicable option to enhance motivation. The higher authorities can be pursued by the chief librarian to issue letters of appreciation to staff for successfully accomplished works. As there is little scope to promote them to higher posts, the authorities shall devise some ways of linking promotion to job efficiency. This will keep the staff motivated as they will have some expectations alive in them. The librarian shall recognize the taste and abilities of each personnel and give them such responsibilities where they can demonstrate their inherent potentials. When their creative potentials are recognized and nurtured, they will feel that they are valued and their morale will get a boost.

- **Enriching the work:** Library work, in general, perceived to be repetitive in nature. Doing the same tasks again and again can lead to boredom and lack of motivation. This lack of job involvement in turn resulted in performing duties indifferently on employees’ part and service quality suffers. Therefore it is an important matter of concern for the library managers so as to make the library tasks lively so that personnel can be motivated to serve the information seekers: the teachers and students of university. Job enrichment is the best strategy adopted by managers to cope up this problem. Library jobs need to be enriched by improved work method, and varied and creative redesign of work should be done by introducing new technology. The chief librarian shall recognize that in library there are jobs with different characteristics that demand different personal characteristics on the part of professionals. The librarian therefore shall make conscious effort to match the job characteristics and personal characteristics. The professionals shall be given different section and units as per their tastes, skills and technical know how. This will enable them to plan their own job and be self-motivated to put their best. The librarian’s role would be to help the staff to finalize their plans and provide them ample opportunities to realize their target. Job achievement is another

important strategy to be followed by assigning more responsibilities of higher intellectual activity to competent staff. This will definitely add variety to their routine working schedule and add a meaning to their job. They will accept the new assigned task as a challenge and try to complete it successfully by learning new and improved method of accomplishing work. Job rotation is another option that can be adopted to keep the staff motivated. Changing of tasks negates the feeling of doing the same job again and again. It also helps the staff to learn and to do some thing new always and acquaint them with the wider perspectives of library which definitely increase the quality of job performance. However rotation of job sometimes resulted in otherwise as the employees find it hard to cope with the uncertainty and unfamiliarity about the next move and this leads to de-motivation.

- **Providing autonomy:** It is generally seen that management of university libraries has been carried out in a some what authoritarian manner. The staff is over-supervised and over-controlled. They always carry out work as per the direction of higher authority. This hampers the spirit of working independently and as a result they carry out the job mechanically without getting involved with the job and without applying their own mind. Therefore this situation calls for delegation of authority to dependable personnel and handling of important assignments independently. They should also be given chance to lead a team for accomplishment of any work. This will satisfy their ego, build self-image, develop self confidence and they will become accountable to their work. Again the personnel be asked to set their own target yearly as per the library goals and they can be appraised on that basis. To achieve this they required to be provided with enough space and self-control over their job. Then this exercise will certainly elevate staff motivation.
- **Building an effective performance management system:** When in a system, if the personnel are unaware about whether they are doing the tasks in the right manner or as expected, further they do not get motivated to work. In order to keep the personnel motivated there is a need to appraise the performance objectively on regular basis and reward can be tied to performance. On the basis of performance feedback the deserving employees should be rewarded what ever way is feasible

and if required discussion and suggestion can be solicited to modify employees' behavior at work. Keeping the staff ignorant about the fate of any assignment, which was accomplished by them with hard work and sincerity, creates frustration. Therefore appropriate feedback to be provided by involving the staff in exploring new methods of works or deciding how tasks can be improved. Regularly say, six monthly reporting of assessment of work in terms of progress in work, and identification of strength and weakness witnessed in work accomplishment can be done. This exercise will keep the personnel well-informed about his/her work and they will be motivated to do work as expected.

- **Practicing participative management:** It is a common practice in university libraries that decision making process is mostly centralized and decisions are only communicated to the middle and lower level personnel for execution. This leads to resentment among staff as they feel marginalized and job performance suffers. Now it is high time for the libraries to shed their strict hierarchical character and adopt modern management approach. They have to realize that contribution of each and every employee is important and valued for taking the library to a great height. Participation of employees in decision making process, especially when it directly affects them, needs to be guaranteed only then library as a whole will progress. Therefore the librarian have to ensure that the personnel are invited to discuss matter in meetings and facilitate to offer free and frank opinion and solutions whenever there is any need. If there is any new services/programmes are going to be launched in the library, the staff should be appraised to invite suggestions rather than told to implement. Any positive development regarding library that has come out should be shared among the staff instantly. This will make the personnel to feel as an integral part of the library and they will be carrying out the work with enthusiasm. Again it is commonly observed that in big university libraries, there is lack of direct interaction between the top and lower level library staff and most of the time the chief librarian is not accessible by the staff. Therefore regular staff meetings can be organized and the librarian must see to it that all staff is participating actively to resolve any staff problem. Thus an amicable atmosphere will prevail in the library system where the staff will feel good and become self-motivated.

- **Managing dissatisfaction:** It is quite usual for employees of any organization including libraries to expect a lot from their jobs. They like to work in a pleasant environment, like to have good interpersonal relations, see to it that work is properly allocated to them, etc. The library has to ensure that every body is accessing to common minimum facilities in terms of decent furniture, hygienic sanitation and a healthy work environment. The staff should also have access to computer, internet, telephone, and other modern equipments required to carry out the jobs smoothly. Whenever these expectations of the personnel are not fulfilled, they get dissatisfied. Therefore the library shall develop a system to hear every body's grievance, try to know the problems and expectations of employees and manage them properly with in the periphery of the organization. This process shall be a prompt course of action rather than a delayed one. Staff shall have easy access to the library manager and approach him/her as and when needed. Rectification of the causes of dissatisfaction can be done by discussing the constraints with staff. This will reduce stress and create a congenial atmosphere where the staff will look forward to work.

4. Mode for implementing the motivation strategy

The nature of the components of the strategy is such that demands multiple approaches for implementation. Depending upon the condition, the library system may design the mode accordingly. However, the following are some of the broad outlines of the strategy.

- **System change:** First of all there is a need on the part of the library system to change itself in the areas of restructuring job, enriching job and implementing certain staff benefit programmes.
- **Professional development programmes:** Personnel should participate periodically in various training programmes to update necessary skill. They should be oriented for developing professionalism by inviting eminent professionals for talk and by participating in workshops, seminars and conferences that are organized regularly.

Training should also be imparted to accept and how to cope with changing job environment.

- **Appraisal of staff:** Appraisal of personnel's performance should be a continuous process. However yearly appraisal is recommended.
- **Counseling:** Some of the efforts can be developed on individual basis e.g. understanding and solving individual staff problems and needs through a proper system while training and workshops may be group based.
- **Staff meeting and open discussion:** Staff meeting for discussing problems and prospects of library and its staff, felicitation programmes for recognizing employee efforts, etc. should be the regular feature of the library.
- **Others:** Other components should be taken care of by the higher authority, chief librarian and the staff equally on a continuous basis to raise motivation.

This strategy is not a rigid one that can be applicable to any personnel in its prescribed form. It can be molded as per the specific needs of different individual employees and the nature of the university libraries. It can be tailor made where some of the components may be common and also there is a scope of involving other components if needed. Motivation changes from time to time, person to person and in situations. It is a continuous process and once achieved it does not remain constant therefore the designed strategy may help to renew and re-energize the motivational process and may serve to keep the motivational level of library personnel steady.

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