

**AN EVALUATION OF LIBRARY STAFF MOTIVATION FOR LOWER AND  
MIDDLE GRADE EMPLOYEES AT THE UNIVERSITY OF NAIROBI  
LIBRARY**

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Information Studies, Moi University**

**MAY, 2013**

**DECLARATION**

**DECLARATION BY THE CANDIDATE**

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## **ABSTRACT**

Public University libraries have for a long time not been giving significant attention to staff motivation. This is due to internal and external factors which have led to low work morale. The aim of this study was to evaluate the degree of job motivation for staff in lower and middle grades at the University of Nairobi Library and the causes of staff dissatisfaction with a view to developing a practical staff motivation strategy that the university can adopt to improve staff morale. The study had seven objectives. They were to: one, identify the various job-related staff needs at UON library; two, determine the extent to which the University of Nairobi Library satisfies the needs of its staff; three, determine the causes of staff dissatisfaction at the University of Nairobi Library; four, establish the strategies the UoN library has put in place to enhance staff morale; five, evaluate effectiveness of the motivation strategies; six, investigate the challenges that the library management faces in the process of motivating staff at the University of Nairobi Library and seven, develop a practical staff motivation strategy that the University can implement to enhance staff morale at the University of Nairobi Library. This is a case study that adopted the Herzberg-two-factor theory for its theoretical framework. The study population comprised 99 respondents who were drawn from lower as well as middle grade library staff in the eight sub-libraries. The library management, library senior staff and the college registrars served as informants. Each category of the respondents provided data for the study through interviews. The study also relied on additional qualitative and quantitative methods of data collection. In order to get the sample for the research, the researcher employed stratified, random and purposive methods of sampling. Interview schedules and documentary reviews served as the main sources of data collection instruments from all the respondents. Data collected was coded into meaningful themes, analyzed and presented using tables, a bar chart, percentages as well as descriptions. The study revealed that UoN lower and middle grade library staff like their job but issues to do with salary, promotion, communication, supervision, working environment and career development dissatisfied them. In order to enhance staff morale and boost productivity for the University of Nairobi Library staff this study recommends feasible and affordable motivational strategies. These include application of equity, formulation of policies, staff development and redesigning of jobs.

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**ABBREVIATIONS AND ACRONYMS**

ADD	–	Architecture Design and Development
DUL	–	Deputy University Librarian
CBA	-	Collective Bargaining Agreement
HRM	–	Human Resource Management
IAS	–	Institute of African Studies
IDS	–	Institute of Development Studies
JKML	–	Jomo Kenyatta Memorial Library
PSRI	–	Population Studies Research Institute
SOL	-	School of Law
UL	–	University Librarian
UNES	–	University of Nairobi Enterprise Services
UoN	–	University of Nairobi

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**DEDICATION**

For husband Peter, my children James, Jackson and Stella

## CHAPTER ONE

### INTRODUCTION AND BACKGROUND INFORMATION

#### 1.1 Introduction

Staff motivation is an integral part of Human Resource Management (HRM). Its main purpose is to ensure that employees of an organisation or an entity like a library are utilized in such a way that the manager obtains the greatest possible benefit from their abilities (Armstrong, 2006, Graham & Bennet, 1998). Mawoli and Babandako (2011) refer motivation as the inner drive that pushes individuals to act or perform. It enhances an atmosphere of commitment and cooperation for employees through motivation policies put in place by an organisation.

Motivation is divided into positive and negative motivation. Positive motivation is a response that includes enjoyment and optimism about the tasks that one is involved in. Negative motivation involves undertaking tasks because there will be undesirable outcomes. For example, if tasks are incomplete, there is likely to be a punishment. Therefore, punishments can negatively motivate ([www.unisanet.edu.au](http://www.unisanet.edu.au), 2002).

Stueart and Moran (1998) define motivation as a willingness to expend energy to achieve a goal or a reward. Staffs who are positively motivated have a desire and willingness to undertake their tasks and complete them as required within the specified time. A positively motivated workforce normally performs better. The result is greater productivity and lower turnover rates (Ukandu and Ukpere, 2011). This is because motivation entails employees feeling good about their job. The feeling

doubles their morale to work towards achieving the goal and objectives of an organisation. Moreover, highly motivated staffs strive to produce at the highest possible level and exert greater effort than those who are not motivated (Schultz et al., 2003).

Motivation is also about satisfying employees' needs with the aim of changing their behaviour towards the direction an organisation desires and that which helps in achieving its goal and objectives. Hacket (1996) points out that motivation is not about manipulation but understanding the needs or urges which prompt people to move towards a certain direction so as to help them satisfy their needs through the organisation while at the same time harnessing their contribution to satisfy its needs. Indeed, job satisfaction plays a major role in staff motivation. In this regard, staffs who are satisfied with their job are positively motivated while those who are dissatisfied are obviously de-motivated. While thinking about job satisfaction, remember that attitude plays a crucial role in job satisfaction. A positive attitude towards a job is likely to enhance job satisfaction and motivation while a negative attitude results to job dissatisfaction and hence de-motivation.

Some of the factors that motivate employees in a positive way according to Herzberg (1957) are on the one hand: achievement, recognition, the work itself, responsibility, advancement and personal growth. On the other hand, Herzberg outlines those factors that result to job dissatisfaction. They are company policy, supervision, working conditions, salary, and relationship with bosses and peers in an organisation. On ways of motivating staff, Stueart and Moran (1998) explain that the most important is

providing an environment that induces workers to contribute to the goals of an organisation and satisfying their needs in order to boost the morale to work even harder.

Several theories explain employees' motivation. The most common for managers are Maslow's hierarchy of needs, Herzberg's two factor theory, Vroom's expectancy theory and Skinner's behaviour modification. Vroom's expectancy and Skinner's behaviour modification theories mainly explain about changing the employee behaviour towards the direction an organisation desires. Herzberg Two-factor-theory and Maslow's Hierarchy theory lay a lot of emphasis on needs satisfaction resulting to a certain level of staff motivation which guarantees high levels of effective organisational survival and wellbeing. This study adopted the Herzberg two-factor-theory because it explains job satisfiers and dissatisfiers. Maslow's hierarchy of needs theory supplemented the main theory to map the levels of needs at which employees operate.

Staff motivation is as important in the library as it is in other organisations. This is because library staffs are a key resource as they play an important role of providing services to the users and highly determine the quality of service (Rowley, 1996). They act as a link between the library and the users and can enhance or destroy the library image. A high level of service in a library requires a well-motivated staff. Well-motivated staffs are beneficial to an organisation.

Christopher (2003) enumerates some benefits of motivation as staff retention, improved productivity, creativity, minimal supervision and commitment to the library's success. These are some of the benefits that a library requires in attaining its goal and objectives. This then explains why staff should be motivated. However, libraries find it challenging to motivate their staff considering the meagre budget the parent organisation allocates it. In addition, other barriers to motivation are the bureaucracies that parent organisations put in place as well as the different levels of needs that the members of staff operate. All in all there exist strategies that require minimal or no financial implications which the library can adopt to sustain a certain degree of motivation in lower and middle grade staff.

This study focuses on the positive motivation that modern Librarians ought to adopt in order to instil the desire and willingness in library employees to work towards achieving the library goal and objectives. The researcher's point of view is that positive motivation is often under-utilized by managers in today's workplace despite its importance.

## **1.2 Background Information**

### **1.2.1 The University of Nairobi**

The idea of an institution of higher learning was conceived in 1947 when the Kenya Colonial Government drew up on a plan for the establishment of a technical and commercial institute in Nairobi. In 1949, this plan had grown into an East African concept. The concept received a Royal college charter and the foundation stone was laid in 1952.



According to the University of Nairobi calendar 2006/2007, around the same period, the Asian community in East Africa was also planning to build a college of arts, science and commerce as a memorial to Mahatma Gandhi. To avoid duplication of efforts, the Gandhi memorial academy society agreed to merge interests with those of East Africa Governments and in 1954, the Royal Technical College opened its doors to the first students in 1956.

A working party formed to give expert advice on the pattern of higher education in East Africa recommended the college to be the second inter-territorial University College in East Africa. On 25 June 1961 an Act of Parliament of the East Africa Commission transformed the college in East Africa under the name The Royal College Nairobi. On 25 May 1964 it was renamed University College, Nairobi. The University of East Africa was dissolved on 1st July 1970 and the three East African countries set up their national universities. This saw the birth of University of Nairobi that was established by an Act of Parliament. The library was not left behind in this development for it is an integral and very important part of the University. Its inception was also part of this early development of the entire University.

The University of Nairobi plays a leading role in providing solutions to the almost inexhaustible problems of the society around it. In view of this, the University had to be expanded in order to cover as many disciplines as possible. To date, the University is composed of the main campus and other 14 campuses some of which are located in

the major towns of the country. The campuses serve the six colleges and the many schools that exist in the University.

### **1.2.2 University of Nairobi Library System**

The establishment of University of Nairobi Library service can be traced back to 1956 when the Royal Technical College was founded. The library was by then temporarily housed on the second floor of the main college building. The library was expanded at a fast rate and within one year, it had a stock of 12,000 books and by then was subscribing to more than 300 titles of periodicals.

In 1960, the Gandhi Memorial Library built a new library. It was designed to cater for 500 users. Over the years that followed, the University of Nairobi expanded tremendously and the student population increased rapidly. It was evident that the Gandhi Memorial Library could not cope with the overwhelming increase of the number of students. In 1981, the university received a grant of 80 million shillings from the Kenya Government to build a new library. It was completed in 1988 and in the months of July/August the same year, the books were physically shifted from Gandhi Memorial Library to Jomo Kenyatta Memorial Library.

Gathimbu (1990) states that, "The library is the central and the focal point of the University of Nairobi." Its growth is closely related to the growth of the University as a whole. The University colleges and schools were spread in various campuses and towns and the library system had taken a similar pattern. There were nine campuses and four institutes and each of them had an operational library in addition to the main

library (JKML). This was in an effort to meet the specific and diverse needs of the users.

### **1.2.3 Staffing**

The University of Nairobi Library had a large and complex system consisting of the main library and fifteen sub-libraries spread all over the country and in major towns. Each library had its own qualified staff who received some of the directives from the University Librarian but most of the time they operated independently with very minimal supervision from the central administration. This, therefore, explains why these members of staff needed to be highly motivated to be effective and productive.

The entire University of Nairobi Library system was composed of one hundred and one (101) members of staff by then. Though the number might appear extra ordinarily high, it was actually inadequate when shared among Main Library, campuses as well as institute libraries. The number included the professionals and paraprofessionals. The staff structure was pyramidal. At the top was the University Librarian assisted by two deputy University librarians (technical and administration). Next were the college librarians who oversaw the running of the libraries that fell under their jurisdiction. Below them were the section heads and the heads of school libraries. This category of staff comprised of senior librarians. Librarians deputized the senior librarians and below them were the senior library assistants and the library assistants respectively.

The library staffs were academically qualified. They also had a wealth of experience in library operations that is vital in providing quality services to users. Mbutia (2008)

supports this view and observes that the least qualified Library Assistant (the lowest in the professional cadre) is a certificate holder. The rest have diploma, bachelor degrees and above. At the time of collecting data for this thesis fifteen of the Library Assistants were degree holders while five of them had already enrolled in a master's program. Some of these members of staff and particularly those in the middle grades or the paraprofessionals had not been promoted for a number of years. The staffs provides the following services to users: loaning and return services, reference services, reservation services, photocopying services, orientation and training, document searching and retrieval. This means that they are in contact with users and for them to provide these services with dedication they need to have a passion for their job. Passion for ones job is motivation. Well-motivated staffs is essential in the achievement of library's mission, vision and objectives as outlined in the library guide as follows:

**Mission:** The Library's mission is to provide quality information services that will empower the University in carrying out its core activities of teaching, learning, and research and community services/consultancy.

**Vision:** To be a world class information centre in the provision, dissemination and preservation of knowledge.

### **Objectives**

- To provide access to information for teaching, learning, research and consultancy
- Enhance access to electronic information resources and services

- To enhance Library facilities for improved information delivery
- To establish national, regional and international collaboration and partnerships for resource-sharing.

### **1.3 Motivation in Organisations**

As the business world grows competitive, organisations require a positively motivated workforce for them to achieve competitive results. When members of staff are motivated, they obtain job satisfaction and consequently perform better.

Motivation is an integral part of human resource management. According to Armstrong (2006), motivation is a strategic and a coherent approach in the management of organisations most valued assets, the workforce that individually or collectively contribute to the achievement of an organisation's goal and objectives. Stueart and Moran (1998) point out that in almost all modern organisations there is a realization that an organisation is the people who work in it. Akio Morita, the man behind the success of Sony Corporation holds that the secret of the Corporation's success lies in the way it treats its employees. Morita built the man-managerial system at Sony on the premise that employees were the most valuable parts of a company for they are the only permanent factors in the whole establishment. That motivation plays a crucial role in organisations necessitates a discussion of the place of motivation in libraries.

### 1.3.1 Motivation in Libraries

Libraries according to Mallaiah and Yadapadithaya (2009), “Act as regular and up-to-date information provider that persons with different motives, drives, attitudes and perceptions manage.” These persons are a resource that plays an important role of providing services to users and highly determine the quality of service (Rowley, 1996). They act as a link between the library and the users and can enhance or tarnish the image of a library. For this reason, they should be highly motivated.

In addition, library managers ought to give staff motivation in a library set up priority considering that libraries are service oriented and a lot of personal contact between users and staff exist. The library workforce is the pillar that greatly determines the survival of a library in an institution as well as the quality of the services it provides. Library managers need to understand how to create an atmosphere that fosters employee motivation. This, therefore, implies that library managers should establish the best practices of motivation *vis a vis* the needs of members of staff at different levels of operation. A research on library staff motivation in Nigeria revealed that library managers fail to motivate their staff. Thus, the management's manner of handling library staff results in the staff feeling de-motivated and dissatisfied (Abifarin, 1997).

Motivating people is both complex and challenging. Members of staff are individuals with unique and varying needs. This means that what motivates one staff may not work for another (Christopher, 2003). At the same time, motivation is a continuous process as Maslow explains in his theory - that when one need is satisfied another one

arises. This translates to the need on the part of library managers to keep pace with the changing staff needs in order to keep them motivated. It, therefore, requires effective, sound management and leadership that possess the capacity to influence the workforce and motivate them towards the achievement of the goal and objectives of an organisation.

The unavailability of adequate literature that outlines models of motivating library staff accounts for the variation in the motivation of library staff. It also explains the lack on a guide on applicable motivation strategies for libraries. This leaves libraries' management with the option of applying general motivational strategies that other companies and organisations use. Some of these strategies are too expensive beyond the reach of libraries considering that libraries are not direct profit making entities.

All the same, available literature touching on library staff motivation indicate that library employees especially in public universities are de-motivated and dissatisfied (Abifarin (1997), Bakewell (1993) and Mbutia (2008). In a different research Topper (2008) contradicts the position that library employees especially in public universities are de-motivated and dissatisfied. Topper found out that library staff are satisfied but are quick to point out their dissatisfaction and disappointment with their systems.

At the University of Nairobi, the situation is no different. The library staff voiced low work morale resulting from a combination of factors ranging from lack of promotion, poor working environment, poor communication as well as poor supervision just to mention but a few. This has in turn resulted in many qualified and resourceful middle

grade staff leaving the library to other departments as well as institutions. The situation leads to a compromise to quality service to the users. This study set out to investigate the magnitude of the problem at UoN.

#### **1.4 Statement of the Problem**

The University of Nairobi Library being a service-oriented entity depends largely on its staff as they are the first point of call. To say the least, a library assistant is the first point of contact with the customer and is the person who wins or loses the library reputation with the clients. The University of Nairobi Library middle and lower grade staffs determines the success and failure of the library operations and the degree at which they are motivated is likely to affect the performance and ultimately impact on the attainment of the objectives of the University.

The UoN library management, therefore, faces the task of creating an environment that encourages and promotes the employees' self-motivation to drive them to move in the desired direction. A well-motivated staff will also willingly respond to customer demands for a greater diversity of service delivery with speed and efficiency. Unfortunately, at the UoN library, members of staff seem largely de-motivated and only perform the acceptable to maintain their jobs without making any extra effort.

Mbuthia (2008) reveals that library staff is frustrated and dissatisfied. The research points to a problem whose investigation would aid in conceptualising the factors that cause the dissatisfaction. The researcher's interaction with the library staff further revealed that UoN library staff was dissatisfied and de-motivated. As a result, Mbuthia (2008) observed that at the UoN library, the lower and middle grades had left



to other departments within the same institution. The library staff that were migrating to other departments as well as institutions held bachelor degrees qualifications and above. The grades they had held for close to twenty years were meant for certificate or diploma holders. For the past six years, about twelve library assistants at the UON library had moved to other departments on higher grades, better salaries, and better terms of service besides a conducive work environment. The year 2008 saw the highest number of staff leave the UoN library. Eight library assistants left to other departments while one resigned. All members of staff who had left the library had pursued other degree courses not related to library profession. The high staff turnover suggests that the library staff is dissatisfied.

This scenario prompted the researcher to conduct a study to evaluate staff motivation at the University of Nairobi Library and establish the factors that had facilitated the dissatisfaction. The study was able to establish the reasons for the dissatisfaction and suggested practical and effective strategies that could be adopted to make the staff embrace their jobs to derive the best from their capability.

### **1.5 Aim**

The aim of the study was to investigate the degree of staff motivation at the University of Nairobi library system and develop a practical staff motivation strategy that can be adopted to improve staff morale.

### **1.6 Objectives**

The specific objectives of the study were to:

- i. Identify the various job-related staff needs at UoN Library

- ii. Determine the extent to which staff needs were satisfied at the University of Nairobi Library.
- iii. Determine the causes of staff dissatisfaction at the University of Nairobi Library.
- iv. Establish the strategies the UoN library had adopted to enhance the staff morale.
- v. Evaluate the effectiveness of the motivation strategies
- vi. Investigate the challenges the library management was facing in the process of motivating staff at the University of Nairobi Library.
- vii. Develop a practical staff motivation strategy that can be implemented to enhance staff morale at the University of Nairobi Library.

### **1.7 Research Questions**

- i. What are the job-related needs that the UoN library management should strive to satisfy?
- ii. To what extent are the members of staff at the University of Nairobi library happy with their job?
- iii. Which factors dissatisfy staff at the University of Nairobi Library?
- iv. What strategies have been put in place to enhance the staff work morale towards the achievement of organisational goal and objectives?

- v. How effective are the staff motivation strategies?
- vi. What are the challenges encountered in the process of motivating staff at the UoN library?
- vii. What management strategies should be put in place in order to enhance staff work morale at the University of Nairobi library?

### **1.8 Assumptions**

The following were the assumptions of the study:

- i. Lack of staff motivation at UoN library staff was a hindrance to the UoN staff in attaining optimal performance toward attaining the goal and objectives of the library and the university at large.
- ii. Some hindrances were experienced in the effort to motivate staff bearing in mind that the library is dependent on university and the implementation of all decisions must get the approval of the University Council.
- iii. Staff motivation could be achieved through adoption of realistic staff motivation strategies based on clear motivational policy guidelines.

### **1.9 Significance of the Study**

This study hopes that the findings of this study will provide the University of Nairobi library management with additional information regarding motivation of its library staff. It will also serve other libraries with additional literature on the causes of staff de-motivation and dissatisfaction and suggestions that the libraries would adopt to motivate library staff. The study is also an effort to addressing the inadequacy of

available literature on library employee motivation in developing countries and Kenya in particular. This thesis also offers itself as a reference for formulating library staff motivation policy. It also provides a basis for further researches in library staff motivation.

## **1.10 Scope and Limitations**

### **1.10.1 Scope**

The study decided on the University of Nairobi library system because it was within the reach of the researcher. It was viewed as a relative true representation of other public university libraries whose policies of administration are more or less the same. In addition, the UoN library system is composed of fifteen sub-libraries with slightly different working conditions.

Owing to the nature of the study, there were emotional responses from some respondents. This resulted to too much data some of which was irrelevant. Irrelevant data to the study was left out during analysis, interpretation and description. Oral interviews ended up consuming much time than it had been planned. At first, this appeared as a challenge but it later turned out as a blessing. As the respondents poured out their hearts, the researcher noted the factors that seemed to be dissatisfiers to majority of the respondents. The researcher was also able to note down areas that the interviewees seemed to all agree. There was inadequate material for literature review on library staff motivation. This gave the perception that the topic had been inadequately researched on in Kenya. This resulted in the researcher relying on researches that had targeted other staff other than those in the library. The researcher,

therefore, relied on information from other developing countries particularly from West Africa as well as South Africa.

### **1.11 Operational Definitions**

These comprised of key terms that were repeatedly and heavily used to describe the main purpose as well as the outcome of the study.

**Job dissatisfiers:** These are factors according to Herzberg that make employees feel unhappy about their jobs. They mostly pertain to the conditions under which a job is performed. They include feeling unhappy about salary, job security, status, working conditions, quality of supervision, company policy and administration and interpersonal relations, Stueart and Moran (1998). Herzberg referred to these as hygiene or maintenance factors. In this study, dissatisfiers were the factors that the middle and lower grades staffs at the UoN Library were unhappy about.

**Job satisfiers:** These according to Herzberg are factors that produce motivated behaviour towards achieving the goals and objectives of an organisation, Cole (2002). Herzberg referred to these as motivators. Job satisfiers are closely related to actual content of the job itself. They include responsibility, autonomy, respect and recognition from superiors, a sense of wellbeing and the opportunity to have one's idea adopted of which some of them the UoN Library staffs were contented with.

**Needs satisfaction:** Armstrong (2006) refers to need satisfaction as the attitudes and feelings people have about their work. Positive and favourable attitudes

towards the job indicate job satisfaction. So needs satisfaction is ensuring that the employees derive what they really want most from work.

**Staff motivation:** Armstrong (2006) describes staff motivation as getting people to move to the direction you want them to go in order to achieve a result. It is goal-directed behaviour. People are motivated when they expect that a course of action is likely to lead to the attainment of a goal and a value reward – one that satisfies their needs, Cole (2002) also defines it as a process in which people choose between alternative forms of behaviour in order to achieve personal goals. Staff motivation can, therefore, be referred to as giving people what they really want most from work, which in return brings about productivity, quality and service.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter is about documents that the researcher reviewed as a way of establishing the necessity of carrying out the study and also as a way of situating the research within other researches that have been conducted. In this chapter the researcher presents a brief summary of the documents reviewed and goes on to show the contribution of a particular analysis to the study. The review adopted a thematic approach. It briefly explores the place of employees in an organisation; the rise of motivation as a subject worth scholarship and then discusses reviewed literature on the place of motivation in an organisation

Numerous studies note that employees have become an inevitable resource in an organisation and can result to success or failure of an organisation. They place an organisation on a competitive edge through high and quality production. According to Peduto, this view holds true because:

As the economy continues to stumble along, many organisations are pushing their employees to do more with less. Some organisations are operating with smaller staff, yet demanding maximum productivity. While institution managers might expect employees to be grateful, to have jobs and to work harder in this environment, that is not always the case. Working under conditions of uncertainty, employees are faced with increased fear and pressure due to unsatisfied needs which do not create an atmosphere conducive to productivity. That's why it's critical that managers create a workplace that employees not only want to be in but also inspires them to be productive (Peduto, 2009).

Peduto's view of what organisations need to do to their employees achieve high levels of performance through their employees directed this study in identifying and describing the various job-related staff needs at UoN Library. Thus the researcher got a basis of examining the way the management at the UoN motivates its library staff through such means as incentives, rewards, leadership, recognition and more importantly working environment. Peduto also implies that motivation has a purpose and a discernible nature that Danish and Armstrong define. This enabled the researcher to inquire into the nature and purpose of motivation among the library staff at UoN.

Armstrong (2006) holds that motivation is a process in a work environment meant to ensure individuals deliver results in accordance with management's expectations. Danish, (2010) views motivation as dynamic in today's environment such that it explicitly creates and encompasses a positive impact on a job. This implies that motivation is not a one off activity but a well-blended and continuous activity aimed at satisfying the staff needs who in turn assist an organisation meet its goal and objectives. It is an accumulation of different processes that influence and direct workers' behaviour to achieve a goal. It is also a two way process meaning that an organisation has to identify the different needs of staff, satisfy them so as to influence the staff's behaviour towards the achievement of an organisation's goal and objectives. This position enabled the researcher to not only determine the extent to which staff needs at the University of Nairobi Library were satisfied, but also the nature of motivation.



Closely tied to examining the aim and nature of motivation of the UoN library staff, this study also set out to also determine the causes of staff dissatisfaction at the University of Nairobi Library. To attain this objective the researcher applied Kreitner and Kinicki (2004) explanation on motivation. They posit that motivation contains “... those psychological processes that cause arousal, direction and persistence of voluntary actions that are goal directed.” This definition assisted the researcher in defining the causes and nature of de-motivation among the staff members at UoN.

Owing to the centrality of the place of staff motivation to this study, the researcher concurred with Rowley's (1996) position that, “Staff are a vital resource in any entity... have a major role to play in achieving the objectives of an organisation and their performance determines to a larger extent the quality of the customer experience with an organisation (in the case of this study, the UoN library).” Rowley's view on motivation encouraged the researcher to carry out a scholarly investigation on staff motivation at UoN. The researcher put into consideration the fact that the library aims at deriving the best from its staff in order to provide high quality services.

Since most organisations have a problem motivating their staff, the problem, then, deserves some systematic investigation. Such a focus should analyse the kind of attention managers accord in order to establish challenges that accompany and formulate practices that would aid organisations attain their goals and objectives. It is for this reason that the following section explains, in brief, the genesis of motivation as worth scholarly attention.

## **2.2 Evolution of Motivation**

The study of motivation according to Gosh (2000), Kreitner and Kinicki (1995), Graham and Bennett (1998) dates back to the writings of the ancient Greek philosophers. These philosophers presented hedonism as an explanation of human motivation. Hedonism explains motivation in terms of people trying to maximize pleasure and minimize pain. This idea of hedonism influenced early psychological thought. William James, the father of American psychology questioned this assumption and recognized two additional concepts in the study of motivation. The additional concepts were instinctual and unconscious motivation. James felt that man is not always consciously rational and that much of his behaviour is based on instinct.

In 1776, Adam Smith observed that human beings tended to conserve their energy and in the process had to have a driving force challenging them to consume their energy. According to Smith, human beings do not like to exert energy fulfilling a need. However, some energy will have to be exerted based on the necessity of fulfilling a need. For example if one badly needs something, enough energy will be exerted to achieve it. As the need becomes stronger, additional energy is likely to be exerted. However, Henry George faults this theory.

At around 1898, Henry George faulted Smith's theory arguing that disposition of men to seek the satisfaction of their desires with minimum exertion is so universal and unyielding that it constitutes one of those invariable sequences that we denominate the laws of nature. He, therefore, proposed a law of nature that states "Energy exertion is dependent upon the intensity of the need or desire." He also stated that employees are

not likely to work very hard if the majority of their needs are fulfilled (Danish and Usman, 2010).

William McDougall further developed the instinct theory of behaviour. In 1920s, the instinct theory came under heavy criticism. Critics of instinct theory argued that instinct cannot adequately explain human behaviour though the theory can explain the behaviour of animals. It was Sigmund Freud who openly recognized the importance of unconscious motivation and made it a part of the study of human motivation.

Later, Clark Hull formulated the drive theory of motivation using the scientific perspective of early psychologists. His theory proposed that motivation was a product of drive and habit ( $M = D \times H$ ). Drives theory serves as a basis for the motivational cycle of needs – drives – goals. Hull's theory generated a tremendous amount of research in the 1940s such as the Maslow's Hierarchy of Needs Theory, Herzberg's Two Factor Theory, Vroom's Expectancy Theory, McClelland Achievement Theory, Skinner's Reinforcement Theory, and McGregor's Theory among others.

In these theories that have been mentioned, there are three elements that are evident in all of them. They are intensity, direction and persistence. Intensity is concerned with how a person tries. This is the element most of us focus on when we talk about motivation. However, high intensity is unlikely to lead to favourable job-performance outcomes unless the effort is channelled in a direction that benefits the organisation. Therefore, we have to consider the quality of effort as well as its intensity. Effort that is directed toward, and consistent with, the organisation's goals is the kind of effort that organisations should seek. Finally, motivation has a persistence dimension. This

is a measure of how long a person can maintain effort. Motivated individuals stay with a task long enough to achieve their goal.

Motivation theories explain the process of motivation. Armstrong (2006) explains that motivational theories describe what organisations can do to encourage people to apply their effort and abilities in ways that will further the achievement of an organisation's goal as well as satisfying their own needs. This describes why and how human behaviour is activated and directed. It is also concerned with job satisfaction, the factors that create it and its impact on performance. There are several theories of motivation, which are broadly classified into content and process theories. This distinction guided the selection of theoretical underpinnings that the researcher applied in the construction of the theoretical framework for this study in order to attain the objectives of the study.

According to DeCenzo and Robbins (2004), content theories focus on the content of motivation. They state that, "Motivation is essentially about taking action to satisfy needs and identifies the main needs that influence behaviour" (Armstrong, 2006). In other words, they focus on internal factors that energize and direct human behaviour. Some of the theories that focus on internal factors are Maslow's hierarchy of needs, Alders ERG, Herzberg's two-factor theory and McClelland learned needs or three needs theory.

The other category of theories comprises process theories. These provide an opportunity to understand thought processes that influence behaviour. The major process theories include Adam's equity theory, Vroom's expectancy theory, goal setting and reinforcement theory. Goal setting theory suggests that individuals are motivated to reach set goals. It also requires that the set goals be specific. Reinforcement theory is about controlling behaviour by manipulating its consequences.

Herzberg Two-factor-theory suited this study because it deals with motivators and demotivators of employees in an organisation. The study aimed at establishing the factors that cause staff dissatisfaction at the University of Nairobi Library in order to suggest possible as well as affordable strategies that can be put in place to improve the staff morale. In this study, Herzberg two-factor theory helped to inquire into the causes that generally induce job satisfaction in employees and the factors that cause job dissatisfaction at UoN library. Herzberg theory states that there are two kinds of happiness: process happiness and destination happiness, (Mallaiah and Yadapadithaya, 2009). Real work happiness is derived not from doing the work but the work outcome.

### **2.2.1 Employees Needs**

Certain needs and motives that employees experience are indicative of their expectations from their job (Ross & Eeden, 2006). Different theorists and psychologists have outlined some of the needs as: need for achievement and power, level of activity under pressure; the extent to which they are motivated under a

competitive environment, good pay, job security; relationship with peers, intrinsic job satisfaction and autonomy. These needs at the end of the day turn out to be the objectives and goals of an employee, which motivate him or her to work hard in order to achieve them. In addition, they directly affect job satisfaction (Spector, 2003).

An individual's needs are the starting point of motivation and job satisfaction. The desire of an employee to fulfil the needs pushes him or her to do whatever possible to fulfil them. That is why in Armstrong's (2006) goal needs model motivation begins with an individual feeling an unsatisfied need. This need is then transformed into behaviour to reduce the felt need. He gives an example of, "When an individual feels hunger (need), this need typically is transformed first into behaviour directed at supporting the performance of the goal behaviour of eating."

The father of needs theory Abraham Maslow argues that not all needs are equally important for a person at any one time – some provide a much more powerful drive towards a goal than others, depending on an individual's background and present situation (Armstrong, 2006). It is of great importance for managers to identify the employees' needs and their preference with the aim of fulfilling them. In the process, they motivate employees achieve the goals of an organisation. Once an employee is positively motivated, he obviously becomes satisfied with the job.

### **2.2.2 Role of Human Resource in an organisation**

According to Armstrong (2006), Human Resource (HR) is the modern term that has replaced the term personnel as a description of the labour force or the people that

assist the organisation achieve its goals and objectives. Human resources are also defined as, “Human resource in an organisation have talents and energies that have the potential to contribute to the creation and realization of the mission, vision, strategy, and goals of an organisation” (Jackson and Schuler, 2000).

In “... [Any] organisation employees determine its success or failure” (Stueart and Moran, 1998). Human resource also gets the lions share in organisation’s budget. In most organisations 50 to 60 percent of organisations’ total budget goes to the employee costs. Odini (1996) observes that “more than half of Kenya’s public library budget is spent on staff salaries and yet not much has been given to ways and means of getting the most value out of this expensive resource.” This clearly indicates their critical role in an organisation. Their presence in an organisation is inevitable and almost everything else depends on them. Armstrong (2006) states that, “Human resource represents the human factor in an organisation, in terms of the combined intelligence, skills and expertise that give an organisation its distinctive character.”

The human elements are those that are capable of learning, changing, innovating and providing the creative thrust from which an organisation needs to achieve its targets and at the same time be on a competitive edge over rival firms. In the library, management staff has a major role in managing resources to ensure that stock, services and staff match customer needs. Support staff are the chief agents in customer service and frequently act as the interface with the customer (Rowley, 1996).

Stueart and Moran (1998) explain that a library can have an outstanding collection of print and electronic materials, access to a wealth of online resources, cutting edge automated systems and an award winning building. However, if it lacks a well-trained, competent staff, patrons using a library will not get satisfactory service. The staffs therefore, enhance the image of a library. Their competence and commitment is a great asset to an organisation.

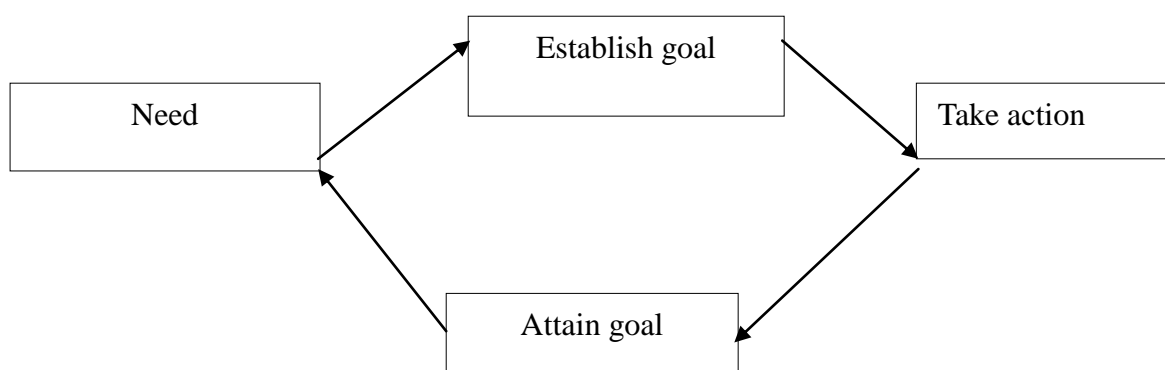
### **2.2.3 Motivation and how it is conducted**

As mentioned earlier Staff motivation is mainly about satisfying employee needs so as to make them feel good about their jobs and in the process changing their behaviour with the aim of utilizing them to the maximum in order to achieve an organisation's goals and objectives. Peduto (2009) argues that as the economy stumbles, many businesses are pushing their employees to do more with less. Some organisations operate with fewer staff, yet demand maximum productivity. Working under a cloud of uncertainty, employees feel increased fear and pressure. Instead it does not create an atmosphere conducive to productivity. This is mostly being experienced in developing countries like Kenya where institutions are competing for the meagre resources. The truth is that unhappy staff will only exert as little as possible effort to maintain their jobs.

However managers who are really concerned with those employees, who willingly put in their best to achieve high productivity, emphasize more on motivating such employees. That is why Graham and Bennet (1998) as well as Bessel (2009) suggest that managers need to know about the factors that create or bring job satisfaction in



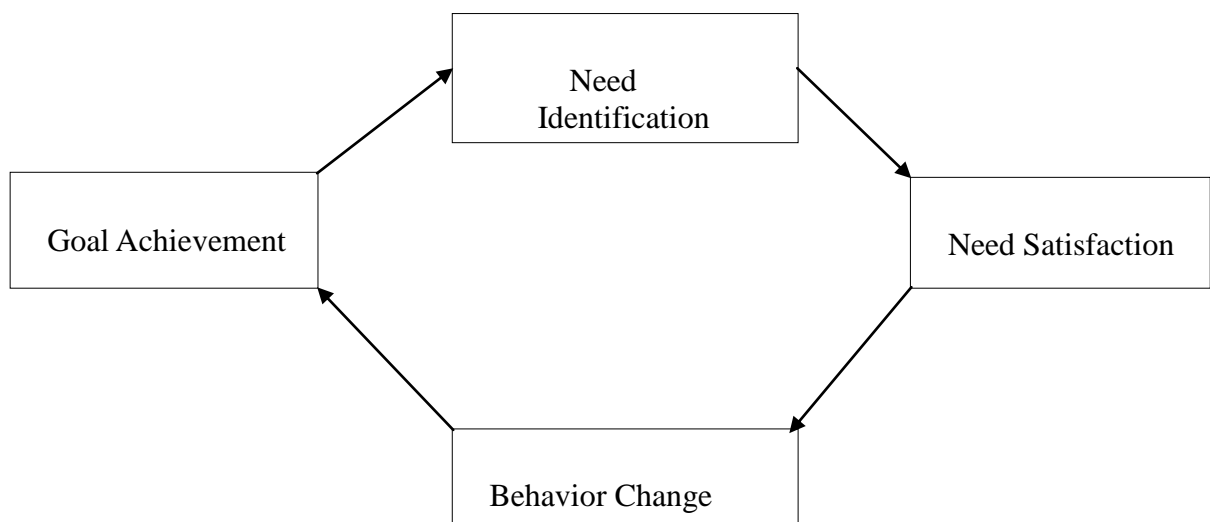
order to induce employees to work harder, faster, more efficiently and with greater enthusiasm. In fact, it is evident that most employees do not work to the fullest extent of their capabilities (Stueart & Moran, 1998). For managers to derive the best and maximum effort out of their staff, they should understand their employees' immediate needs so that they work towards satisfying them. Doing so would stimulate them to work harder and more efficiently. According to Herzberg two-factor-theory, satisfiers or motivators are effective in motivating employees to superior performance and effort (Armstrong, 2006). On the other hand, the dissatisfies prevent job satisfaction and have little effect on positive attitude toward a job. Motivation practice takes the form of a process, which goes round and never comes to an end. Armstrong (2006) explains this process in the needs- related model as follows. The conscious or unconscious recognition of unsatisfied needs initiate motivation. The needs create wants which are desires to achieve or obtain something. Goals are then established with a view of satisfying the needs and wants. The establishment of needs guide in selecting a behaviour pathway that is expected to help achieve the goals.



***Figure 2.1 The process of motivation***

***Source: Armstrong (2006)***

If a goal is achieved, it will be satisfied and the behaviour is likely to be repeated the next time a similar need emerges. If the goal is not achieved, the same action is less likely to be repeated. This process of repeating successful behaviour or actions is called reinforcement of the law of effect. Many researchers have refuted this model or process. In its place, the researcher prefers a model with the following structure.



***Figure 2.2: Simple model of the process of motivation***

Needs represent the lack an employee has and would want to satisfy it. Satisfaction refers to a situation when a need is identified; ways and means of satisfying it are devised. Behaviour change is the means of satisfying the identified needs. When the means is exercised on an employee there is behaviour change and most probably towards the direction the employee wanted. Goal achievement is said to occur if the behaviour change takes the direction the employer anticipated. if it takes the anticipated path, the goal of an organisation will have been achieved because this is

the overall aim of motivation in any given organisation. If the process works, it is put into use and is repeated now and again

In the library, staffs need to be motivated. However, due to the nature and the structure of many libraries, some of the motivational strategies such as the monetary rewards are hard to implement. Hence, the library must devise other affordable methods to motivate its staff. The management should adopt strategies that are based on the employees' needs. Jones and Jordan (1987) outline them in a diagram as follows:

	Staff needs	Action
Job content	Variety	Job rotation, job exchange, job enlargement. System analysis, organisation and method, automation.
	Reducing routine	Job rotation ( e.g. between technical and readers services)
	Involvement with users	Modify staffing structure to give more staff contact with users.
	Use of professional expertise/ intellectual satisfaction	Increase delegation, job enrichment; assign projects to individuals/ working parties.
	Personal/ professional growth	Involves staff in developing their own area of work (project to be achieved in a term of

<p>Job Context</p>	<p>Quality of supervision</p> <p>Communication styles and structure</p> <p>Career prospects diminished for older staff</p>	<p>year), and reporting on their progress.</p> <p>Appraisal (formal or informal) and follow-up (e.g. training).</p> <p>Supportive staff structure, e.g. attention paid to teams, work groups, working parties, to improve their effectiveness, and quality of the group process.</p> <p>Quality circle (informal groups of interested staff reading, running seminars or relevant issues/current problems).</p> <p>Networking (encouraging staff to develop contacts inside and outside the library with key people in their specialist).</p> <p>Coaching skills, positive and negative feedback, task-centres and people centred approaches.</p> <p>Up/down only, or two way?</p> <p>Lateral communications matrix approaches.</p>
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		<p>Written or face- to- face.</p> <p>Diagnose failure of communication to pin point bottlenecks/authoritarian supervision.</p> <p>In periods of low mobility, match job to individuals in restructuring caused by fewer posts or automation. Include staff in task groups, and include senior staff in training</p>
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***Figure 2.3 staff needs and how to satisfy them***

***Source: Jones and Jordan (1987)***

#### **2.2.4 Job Satisfaction**

Baum and Naylor (1986) define job satisfaction as the, “General attitude of the workers constituted by the approach towards the wages, working conditions, control, promotion related with the job, social relations in the work, recognition of talent and some similar variables, personal characteristics, and group relations apart from the work”. McCormick and Tiffin (1974) define job satisfaction as the total of the sentiments related with the job that is performed. If the person believes that their values are realized within the job, they develop a positive attitude towards the job and this results to job satisfaction. Overall, it is the attitude and the feeling employees

have about their work. Positive and favourable attitudes towards a job indicate job satisfaction. Job satisfaction can, therefore, be summarized as the extent to which employees are contented with their job. Maxwell (1999) asserts that happiness and enthusiasm with one's job are pointers that job satisfaction is present. Maxwell (1999) continues to explain that, "Genuine job satisfaction comes from a feeling of security. The quality of work performance rather than artificial criteria such as being related to highly placed executive or to relatives in the firms is one of the criteria that apply to objectively judge performance."

Furnham (2009) adds that the presence of factors and circumstances that motivate an employee determines the extent to which an individual is satisfied at work.. Topper (2008) identifies those factors as achievement, recognition, the job performed, responsibility, promotion and factors relating to the job itself for personal development. If an employer perfects on all the identified factors, there is no doubt the employee will like his or her job. An employee who finds satisfaction in his or her job would choose it repeatedly. In such employees encourage others to choose while striving to do their best as pertains to that job.

It is impossible for an employee to be 100% contented with all the variables of job satisfaction/motivation such as pay, work itself, supervisors, peers, work environment and career development. It, therefore, means there are some variables that are more satisfying than others which result to de-motivation and job dissatisfaction.

### **2.2.5 Causes of Staff Dissatisfaction at the Place of Work and Their Implication**

Dissatisfaction arises when an individual feels that his or her need has not been fulfilled in totality or partially. Negative and unfavourable attitudes towards a job indicate job dissatisfaction. Ugah and Okpara (2008), Rowley (1996) and Graham and Bennet (1998) describe dissatisfiers as discernible in the manner described below. First, dissatisfaction arises when staff method and speed of work is closely controlled and not what they themselves would choose. There is no human being who enjoys being closely monitored. However, if this happens, the employee morale goes down as well as the productivity. Second, if employees work is viewed as meaningless, dissatisfaction is bound to occur. Employees engage in activities that add value to an institution and the individual. Routine jobs that are not challenging reduce an employee's morale. Third, when the management fails to deal with speed or adequately employees' grievances and problems. Employees take up employment with the hope that they are going to meet some immediate individual needs. If these needs are not met, employees start feeling dissatisfied with the job. If their job satisfies their immediate needs, others resurface and the employees start feeling dissatisfied until the 'new' needs are taken care of. Fourth, employees feel dissatisfied when they are not told or cannot understand the reason for many management decisions that affect them. Kieserman (2008) asserts that managers need to involve employees in the decision – making, both the daily decisions as well as the major decisions. This is known as the concept of empowerment. If this happens, employees take ownership in the policies that result from those decisions. Fifth, poor leadership and administration is another dissatisfier. Mugyabusu, Lwehabura and Matovero (2000) explain that for any organisation to be successful in achieving its objectives

effective management is very essential. Support staffs also enjoy working under effective management for it makes them enjoy and like their job all the more. Sixth, poor pay adds to job dissatisfaction According to Anami in an article in the Daily Nation dated 21 August 2009, a major part of managing people is ensuring they are justly rewarded for a “job well done”. This is the surest way of avoiding strikes. Seventh, uncondusive working conditions such as nepotism, favouritism, poor ergonomics resulting to staff low work morale dissatisfy workers. Eighth, employees need job security. This is an assurance that they will retain their job even tomorrow. Lack of it results to low work morale. Gee and Burke (2001) explain that Aguia water policy of personal development plans aims to remove job insecurity by encouraging the employees to state their wider skills in family and local life and to present a whole life picture including their hopes and ambitions both within and beyond the company. Unfavourable company policies and unfriendly interpersonal relations kill employees’ morale which in turn leads to low productivity. Maxwell (1999) concurs that unhappy employees motivated due to fear of losing a job gives 100% of their effort for a while but not for very long. Though fear is a powerful motivator, it is also a temporary one. As soon as a threat is lifted, performance declines.

Dissatisfaction may lead to lowered output, poor attitude, lateness and absenteeism; high staff turnover; unwillingness to take responsibilities; quarrel with colleagues and dispute with the management, accidents; damage to equipment and products and pressure for better conditions. A research that Makandara (2006 conducted at the University of Nairobi considers the dissatisfying factors of staff in Grade A-F as bureaucracy, low recognition, methods of promotion, old and invaluable culture of



management, salary discrepancies, discrimination; poor working conditions, no clear job description; poor communication, no teamwork/spirit, emphasis on professional and educational qualifications instead of experience; overworking as well as poor upward mobility.

### **2.2.6 Importance of motivation**

The benefits of motivation cannot be overemphasized since they are many and for sure help an organisation achieve its goal and objectives through the change of the staff behaviour and attitude towards this important cause. Jain (1998) enumerates importance of motivation as an increase in the quality and quantity of work, reduced need for close supervision; enhanced staff confidence, one that maintains a flexible staff that have low turnover; boosts staff morale; increases job satisfaction and enhances teamwork. Lawler (2003) adds that the human resource and its treatment determine the prosperity and survival of an organisation. By fully complying with their business strategies through a well-balanced reward and recognition programme for employees, most organisations have gained immense progress. Highly motivated employees serve as the competitive advantage for any company because their performance leads an organisation accomplish its goals.

### **2.2.7 Relationship between Employee Motivation and Job Satisfaction**

Adio & Popoola (2010) hold that it is difficult to talk about job satisfaction where there is no employee motivation. Employee motivation is an innate force shaped and maintained by set of highly individualistic factors. The factors may change from time to time depending on the particular needs and motives of an employee. Gour as quoted in Roos and Eeden (2006) point out that the factors that motivate employees

are the same ones that contribute towards their satisfaction in workplace. Subsequently, motivated employees are generally also satisfied with their work. It is, therefore, in order to conclude that motivation manifests itself in the way employees are contented with their job as well as in their productivity.

### **2.2.8 Methods of motivation**

Fielding (1999) advises that job satisfaction does not come automatically. A job satisfaction programme needs to exist. It should have carefully designed activities. For that reason, Rowley (1996) explains that effective managers need to recognize that different motivators are appropriate for different staffs and that different staffs will demonstrate differing inherent levels of motivation in setting their own targets and striving towards them. Ugah and Okpara (2008), Rowley (1996), Graham and Bennet (1998), suggest appropriate ways of motivating staff.

An appropriate method should design jobs in such a way that gives them greater meaning that can also be referred to as job enrichment. Job adjustment theory states that every worker has unique needs and abilities. The theory, therefore, suggests that motivation levels and job satisfaction depend on the fit between their needs and abilities and the characteristics of a job and the organisation. A poor fit between individual characteristics and a job environment may lead to reduced levels of motivation, (Gomez-Mejia, 2010).

Financial rewards should also factor in during the designing of appropriate methods of motivation. Some researchers agree that money can be a good motivator as it is part of human needs. It enhances the satisfaction of most of the basic human needs such as

food, clothing and shelter. Moreover employees who are badly off financially demonstrate a lot of happiness when their pay is increased, (Omar, Jusoff and Hussin, 2010). Flynn (1998) argues that reward programme keep employees' spirits high and also boosts up their morale. Fielding (2006) agrees that monetary incentives and rewards may appear meaningful to the employees. However, he warns that the short-term benefits may be far outweighed by long-term disadvantages which could turn the costly financial incentives into serious deterrents to employees' productivity.

The basic purpose of recognition and reward program is to define a system to pay and communicate it to the employees so that they can link their reward to their performance which ultimately leads to employee's job satisfaction. However due to the complexity and the bureaucracies involved in monetary rewards in the library, Stueart and Moran (1998) explain that some libraries have tried to structure some no-cost or low-cost way to reward employees and show that employees appreciate them. For instance, the Duke University Library has an employee recognition programme in place for several years to recognize outstanding employees. Such considerations as flexible working hours; participative management; improving communication by regularly communicating with the staff; appraisal and development schemes; training opportunities, improving selection and training make the staff more satisfied in jobs for which they are suitable and for which they have been trained.

On promotion Robbins (2001) asserts that promotions create the opportunity for personal growth, increased levels of responsibility and an increase on social standing. In fact, organisations should promote its employees for organisational growth and job

satisfaction. It is a part of performance evaluation process where an employee is provided with an opportunity for growth and development according to his or her abilities, skills and work.

Bessel (2009) advises managers that people tend to do their best work when they are in an environment that makes them feel valued, where they get a “pat on the back” or a “thank you” for a job well done. This is known as “simple courtesy.” These courtesies may seem simple, but managers sometimes forget to utilize them. Managers can do simple things that can have a great impact on organisational morale to motivate associates to “go the extra mile.” Managers sometimes forget the power of the simple courtesies that go a long way in improving the work environment. One business researcher claimed that people enjoy working and tend to thrive in organisations that create positive work environments, (Omar, Jusoff and Hussin, 2010).

Recognition is also another crucial factor. Danish and Usman (2010) assert that recognition is a process of giving an employee a certain status within an organisation. This is a very crucial factor towards an employee motivation. Recognition describes how the work of an employee is evaluated and the amount of appreciation he receives in return from an organisation. It also specifies the way an organisation gives its employees rewards and status for their work and activities. There are several factors managers should keep in mind when thinking about how to recognize and reward associates. Managers should not assume that people feel valued just because they continue to be productive, nor that what works for them, in terms of recognition and

reward, will work for others. The “platinum rule” is that you should do unto others as they would have you do unto them (Kepner and Wysocki, 2002). This rule should help create a better motivational environment because associates may feel more appreciated if managers are effectively meeting associates’ needs. Fielding (2006) indicate that recognizing high quality work; employees are bound to be more productive when they work in a positive, supportive environment. Rewarding effort and merit thus provides satisfaction and this can be in form of promotion, pay rise or other relevant rewards that the employee will appreciate. Reward is considered as one of the most important factors that lead to employees feeling motivated.

Inspiring employees’ creativity and empowering them to use their creativity is also a good and effective motivator. Fielding (2006) points out that recognizing success is critical and equally important in inspiring employees to work towards achievement. However, he adds that when the staffs know their contributions, they get inspired. They also feel valued when the management is confident in their capabilities. Maxwell (1999) also points out that monotonous jobs can almost shatter a worker’s initiative and enthusiasm. It is, therefore, very important for the employer to provide employees the space to be creative and innovative and at the same time recognize it and use it to motivate them to do even better.

When employees relate cordially with their supervisors, they make a difference as far as motivation is concerned. In fact, Omar, Jussoff and Hussin (2010) assert that positive relationship with superiors or supervisors can pursue organisational commitment. Improving the connection and communication between supervisors and

subordinates could be a crucial issue in organisational management and the process of motivation.

Omar, Jusoff and Hussin (2010) also explain that conducive working environment and peer cooperation can motivate employees. He points out that most employees desire a good working environment within the organisation. This is so as the workplace provides an image of the day-to-day lives of people, who come to work, do their jobs and live within the framework of company regulations. The manager must, therefore, be able to avoid conflicts among peers. Collaboration among peers, can allow the greater good to happen so as to motivate the employee. This kind of work environment ensures that there is team spirit which increases the quality and quantity of work.

### **2.2.9 Cost of Motivation**

Abafarin (1997) states that, 60 – 80 % of recurrent costs in universities are spent on staff as their effectiveness are central to the maintenance and enhancement of academic quality. This also applies to university libraries and motivation is no doubt an important activity of staff management. This means that since the library depends on them for high productivity, it would be worthwhile to use a substantial amount of money to motivate them.

To be able to implement some of these motivational strategies, money is required for example promotion, rewards, team building activities and a library should, therefore, be ready to spend in order to fully implement motivation, Ugah and Okpara (2008). In

short, it is expensive to motivate staff and cannot even be costed in monetary terms. All the same, it is worthwhile for a library that really cares about quality and quantity. However, there are less expensive or no cost effective methods of motivation that libraries can adopt.

### **2.2.10 Motivation and productivity**

Awuku (1995) posits that productivity expressed in economic or administration terms is the ratio of what is produced to what is required to produce it. This ratio is usually in form of an average expressing the total output. For instance, labour or raw material productivity is measured in terms of efficiency or quality of work and a means of assessing the users to which resources are being used up. Productivity improvement is a key issue at the public universities in Kenya. This is due to the ISO quality standards every public university is looking forward to - being ISO certified. This may not only be in Kenya but even in other African countries. Jain (1998) confirms this using Botswana as an example. He explains that job satisfaction performance and productivity go hand in hand when he states that, "If job satisfaction is high, productivity, will be high; if it declines productivity, will fall". If the staffs realize that they are trusted, they will put all their energy in their work. If they are not well motivated in their jobs, there will be dissatisfaction and this will lower the productivity (Rowley 1996, Armstrong 2006 and Awuku 1995).

Economical and human resources are vital in giving a company a competitive edge as compared to others. According to Andrew (2007), commitment of all employees is based on rewards and recognition. Maxwell (1999) outlines tangible ways in which

job satisfaction benefits an organisation to be reduction in complaints and grievances, absenteeism, staff turnover and termination as well as improves; punctuality and work morale. For any organisation, including libraries, high levels of job satisfaction of its employees strongly indicate a human resource that is motivated and committed to high quality performance. Increased productivity, quantity and quality of output per hour worked would seem to be almost an automatic by-product of improved quality of workmanship.

### **2.2.11 Challenges to Motivation**

Abafarin (1997) thinks that motivating staff is one of the greatest challenges facing libraries and information managers in developing countries. “Motivation requires a culmination of strategies from different sources to address a diversity of individual differences” (Green, Chivers & Mynott 2000 and Rowley 1996). This in itself is a challenge because to identify these needs, wants and goals of all members of staff so as to satisfy them calls for a very high-level knowledge in motivation as well as a very effective method of needs assessment and it is no easy task for them. Green Chivers & Mynott (2000), Stueart and Moran (1998) and Armstrong (2006) also accept that motivation is not easy since it does not remain constant once achieved. Maslow suggests in his theory that needs keeps on changing and this means that the library management has to keep on changing the strategies and the methods of identifying the existing and pressing needs of the staff. The management has to, therefore, be on its toes to perfectly achieve and maintain staff motivation.



Financial strain is another challenge in motivation that library managers experience in their effort to motivate their staff. Rowley (1996) explains that the strategy of financial motivation is often tightly constrained in many public sectors including public university libraries and may not be directly under the control of a library manager. In fact, this seems true in all public libraries. A library manager would want to promote their staff (using a means that has a financial implication) but cannot because the institution's managers may reject the proposal on grounds of lack of extra money to pay those who are going to be promoted.

Lack of enough training on human resource management is also a challenge. Majority of the library managers have not been properly groomed for a position of a supervisor. This is because most library managers have received training in human resource management, employee psychology, leadership and motivation. These managers depend only on their own common sense and their experience as former staff members in terms of creatively leading their departments. Since an employee relationship with a supervisor requires a great deal of empathy and concern on the part of the supervisor, some managers are better at it than others. With lack of formal training, there is a limitation on the approaches that the inexperienced managers can adopt (Kieserman, 2008).

### **2.2.12 Motivation in Libraries**

Motivation is a concept that libraries should not underestimate considering that libraries are grouped among the entities in the service industry. Before 1950s, authoritarian management was evident world over in most types of organisations.

Managers had no concern with the well-being of employees. However, in the last forty years, new styles of management such as the participative management have been introduced. This style is an open style and it leads to a more positive outcome leading to a more successful work environment. Arnold (2000) explains that “For a library, this would mean staff would feel greater satisfaction with their manager and therefore, try to turn that satisfaction into being the best that they could be in library service. This explains the need for the library managers to invest in their staff so as to get the best out of them and claim their rightful position in their parent institutions.

In fact, Lawler (2003) echoes Arnold and argues that how a company treats its staff greatly determines whether it is going to thrive or even survive. Top library management, therefore, ought to identify the various needs that the different members of staff have in order to satisfy them and hence keep them motivated. Abifarin (1997), supports both Lawler and Arnold when he explains that as the pressure to make optimum use of library staff increases, the importance of making the best out of staff becomes of paramount importance and suggests that if university libraries are to be effective in terms of rendering services to their clientele, it is important that they possess the necessary institutional strategies to motivate staff in different ways.

Lopez and Velho as cited by Adio and Popoola (2010) opine that a librarian who cannot get a sufficient wage to meet his needs is faced with the problem of maintaining a family, will be frustrated and becomes a misfit in the society. For many librarians, they would opt to engage in side jobs to close the financial gap and find a place in the society. Since most libraries have an implicit or explicit mission to offer a

high quality service to all of their customers as pointed out by Rowley (1996) and Ugah and Okpara (2008), this may not be achievable because the librarian's attention is divided. Staffs should manage the service with experience and enhance the main interface with customers. Consequently, the motivation of the staff is crucial in determining the quality of this interface. Motivation is, therefore, important to a library establishment and further development of quality service.

Topper (2008), in a research he conducted in American libraries revealed that there is high level of job satisfaction in library staff but were very quick to point out their dissatisfaction, their challenges and their disappointments especially concerning salaries, funding and management. Throughout this survey, library staff members expressed a strong undercurrent of dissatisfaction with library management. This was an indication that librarians love their job but are dissatisfied with other issues not related to the job itself. On production Awuku, (1995) explains that it is very difficult to measure productivity in the library because, it is a service-oriented enterprise. A fair degree of measurement may be attempted in the technical service department (acquisition, processing and serials) as well as the bindery. However, in a research he conducted, Awuku discovered that most members of staff in public institutions in African countries do not fully commit themselves to their jobs. The excuse is that they are poorly remunerated and that public service is nobody's business. To change such an attitude,, the library managers have to work extra hard in regard to behavioural change part of the effort to achieve the goal and objectives of a library and for the entire University.

### **2.2.13 Motivation in the African perspective**

#### **Cultural Implications of Motivation Theories**

Theories of motivation discussed earlier in this chapter and the common strategies suggested for enhancing employee motivation - positive reinforcement, effective discipline, reward and punishment, fair treatment to employees, satisfying employee needs, setting goals and targets, performance management, and organisational restructuring - have been applied in the western world for human resource management in the business sector (FRONTERA, 2007).

A research conducted in Kenya by FRONTERA on 3 international NGOs and 4 National NGOs revealed that the most de-motivated staff came from the National NGOs. The following emerged as the sources of dissatisfaction: lack of communication and clear decision making process; inadequate resources; unfinished activities and inadequate salary.

The dissatisfactions on the National NGOs were related to poor management and financial constraints. This is very different from the western countries where resources are available and managers are well recruited without bias. Adio and Popoola (2010) have the same feeling. That the problem of motivation in Africa especially in libraries could be as a result of the lack of clear definition of the status of the librarians. Their promotion is greatly dependent on the personal choices of the administrative arm.

## **2.3 Theoretical Framework**

The study employed tenets of Herzberg two-factor-theory as its main theory and supplemented it with selected principles from Vroom's Expectancy theory, Skinner's reinforcement theory and also Maslow's hierarchy of needs theory to evaluate the motivation of library staff at the UoN.

### **2.3.1 Herzberg's Two Factor Theory of Motivation**

In 1957, Herzberg, an American psychologist and others following an investigation into sources of job satisfaction and dissatisfaction of accountants and engineers in the Pittsburg area using the critical incident method developed the two-factor model (Bedeian, 1994). He asked his respondents to think of a time when they felt especially good about their jobs and a time when they felt especially bad about their jobs. He also asked them to describe the conditions that led to those feelings (Gosh, 2004). The accounts of the study revealed that good periods most frequently were on the content of a particular job and specifically on achievement, recognition, advancement, autonomy, responsibility and the work itself. These were referred to as satisfiers or motivators because they were seen as motivating individuals to aim superior performance and effort. Contrary accounts of bad periods most frequently dwelt on the context of the job, company policy, administration, supervision, salary and working conditions (Armstrong, 2006). These are referred to as dissatisfiers or hygiene factors. They describe the environment and serve primarily to prevent job satisfaction while having no effect on positive job attitudes. He argued that an employee might leave a firm because he or she disliked its working conditions (Graham & Bennett, 1998). Herzberg's findings suggested that the factors producing

job satisfaction were entirely separate from those producing job dissatisfaction and not just simple opposites. He concluded that only, “Motivators produce job satisfaction whereas hygiene factors merely prevent job satisfaction.” However, the absence of motivators in a job does not automatically result to dissatisfaction but only when there is the presence of hygiene factors.

Leading to dissatisfaction	Leading to satisfaction
Company policy	Achievements
Supervision	Recognition
Relationship with boss	Work itself
Work conditions	Responsibility
Salary	Advancement
Relationships with peers	Growth

**Figure 24: Factors Affecting Job Attitude: Source: Graham and Bennet (1998)**

This theory has been criticized for its failure to support the claim that there exists a relationship between satisfaction and performance. There exists no proof of the view that satisfiers improve productivity. It was also criticized because the interviewees were specialists from a very small group of employees and would not, therefore, represent all employees. In spite of these criticisms, Herzberg's theory continues to receive a wide acceptance because it seems based on real-life rather than academic abstraction. It also fits well with the highly respected ideas of Maslow (1954) in its emphasis on positive value of intrinsic motivating factors. It is also in accord with the fundamental belief that work is good in itself. His distinction between intrinsic and extrinsic motivation is also important.

Herzberg believed that the adoption of a democratic approach to management and an improvement of the nature and content of the actual job through certain methods, organisations would motivate employees. Some of the methods that managers could do to achieve this are, one, job enlargement. This entails giving workers bigger and various tasks to perform (not necessarily more challenging which should make the work more interesting). Two, managers should also aim at job enrichment. This involves giving workers a wider range, more complex, interesting and challenging tasks surrounding a complete unit of work. This should give a greater sense of achievement. Three, empowerment. This means delegating more power to employees to make their own decisions over areas of their working life.

This theory, therefore, implies that management must not only provide hygiene factors to avoid employee's dissatisfaction, but must also provide intrinsic factors to the work itself in order for employees to be satisfied with their jobs.

### **2.3.1.1 Herzberg's Two Factor Theory application to this study**

Herzberg's two-factor-theory formed the basis for the theoretical framework of this study owing to the attention it gives job satisfiers and dissatisfiers. Vroom's expectancy and Skinner's reinforcement theories emphasize behaviour change while Maslow dealt more with levels of needs. Herzberg theory asserts that managers should strive towards eliminating dissatisfiers and enhancing satisfiers. In addition, the theory suggests methods that managers should adopt to improve job content through democratic management such as job enlargement, job enrichment and job empowerment.

### **2.3.2 Vroom's Expectancy Theory**

The theory was developed in 1966. Its proponent is psychologist Victor Vroom in 1966. He asserts that employees are motivated to make choices among behaviours. If employees believe that efforts will be rewarded, there will be motivated effort, that is, they would work harder to receive a reward. Variables in expectancy theory are choice, expectancy and preference. Choice is the freedom to select from a number of behaviours. Expectancy is the belief that certain behaviours will or will not be successful. This means that expectancy can be divided into two types: the belief that effort will lead to performance and that performance leads to rewards (Beck, 1990). Preferences or valence are the values a person attaches to specific rewards. Preference can either be positive or negative. If value that is more positive is attached to a reward, the employee is likely to become highly motivated. The more negative value is attached to a reward, the less motivated the employee is likely to be (Ugah, 2008).

### **2.3.3 Skinners Reinforcement Theory**

This is a process theory that B. F. Skinner developed. It is variously known as the reinforcement theory, Thorndike's law of effect or behaviour modification theory. It argues that people can be conditioned to act in certain ways if they are rewarded for behaving as required. It states that, "Work behaviours, that lead to desirable consequences are likely to be repeated while work behaviours that lead to undesirable consequences are less likely to be repeated," (Kreitner & Kinicki, 1995) . This reasoning involves three components namely: stimulus (an event that leads to response), response (a unit of behaviour that follows a stimulus) and reinforcement (a



consequence of a response). There are four types of reinforcement namely, positive reinforcement that provides a desirable consequence when a desirable behaviour occurs thereby strengthening behaviour. Avoidance learning that teaches individuals to respond in ways to avoid undesirable consequences resulting to reinforcement of behaviour. Extinction involves withholding a desirable consequence when undesirable behaviour occurs, thus weakening behaviour. Punishment is the fourth type of reinforcement. It provides an undesirable consequence when an undesirable behaviour occurs resulting to weakening of behaviour.

This theory therefore emphasizes on behaviour change towards achieving the goals and objectives of an organisation. If the behaviour works for the good of the organisation then it is done repeatedly.

#### **2.3.4 Maslow's Hierarchy of Needs Theory**

This is one of the most widely known theories of motivation. Its proponent is psychologist Abraham Maslow. Maslow (1954) suggested that human needs operate at a number of levels, from basic physiological needs such as hunger, to higher-level needs such as self-development and fulfilment. He argued that one level of needs must be satisfied before an individual pursues satisfaction of a higher-level need. As needs are satisfied, they lose their motivational properties until they are again aroused. Only unsatisfied needs serve as motivators. He identified five levels of needs (Cole, 2006), (Armstrong, 2006) as illustrated in Figure 2.1. Physiological or basic needs – people must satisfy these needs just to keep alive. These include hunger, thirst and sleep. In the work environment, the fundamental purpose of a wage or salary is to

provide the means of satisfying basic needs. Security or safety needs – are concerned with self-protection with the avoidance of harm and to some extent with the provision of the future, for example, need for shelter, warmth and self-defence. At work, the need for security of tenure, the existence of restrictive practices and many aspects of trade unionism show how employees try to satisfy needs of this kind. Belonging or affection needs show that everyone in various degrees, wishes to give or receive friendship. Companionship and association with others for recreational purposes are examples of these needs. It should also be noted that people may join with others partly to satisfy affection needs and partly for greater security. Esteem or Ego needs include the need to become independent to receive the esteem of others to dominate and acquire possessions. It is possible for needs of this kind to be satisfied through social activity. At work a position of authority, a company car, an office carpet or a special type of overall are means that satisfy these needs. Self-actualization needs comprise the needs that make the fullest use of one's capabilities to develop and to be creative. In the working environment, the majority of employees find few opportunities to satisfy needs in this class. Skilled operatives, professional workers and managers are the most likely to be satisfied in this way.



**Figure 2.5: Maslow's Hierarchy of Human Needs**

*Source: Cole (2006)*

Maslow suggests that people tend to satisfy their needs in certain order of precedence. In other words, when physiological and security needs have been satisfied, the higher needs (belonging, esteem and self-actualization) become important. For example, a manager who receives a substantial salary and thus adequately satisfies his or her lower needs, regards status symbols like a well-furnished office as important, but a former manager who has been unemployed for a long time will eventually take any available job that brings a reasonable income even though it is of low status.

According to this theory, it is clear that human beings work in order to satisfy their needs and as long as there is a need that is not satisfied; they will strive even harder in

order to achieve it. Once the current need is satisfied, they move to the next level of need and start working towards satisfying it and the cycle continues until they get to the highest level. Once they are in this level, they continue striving hard to maintain the status quo and they end up dying when striving. The challenge to satisfy needs is the motivator and keeps human beings motivated. If on the other hand the environment is not providing room to satisfy the existing need then, they may become de-motivated.

However, Maslow's hierarchy of needs theory supplemented Herzberg's theory since it suggests that different employees are motivated differently and at different levels. It provided a platform for explaining the satisfied as well as unsatisfied needs. It was also instrumental in the identification and classification of the needs of the library staff at UoN. Through the two theories, the researcher was able to explain the consequences of unsatisfied and satisfied staff needs at UoN.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter explains the practical direction the study took. It covers research design, research area, and population, sampling techniques, research instruments, data collection procedures, data analysis and interpretation.

#### **3.2 Research Design**

The study adopted a case study design and focused on staff motivation at the University of Nairobi Library. The case study approach was found suitable for this for it enabled an intensive investigation of staff motivation at the University of Nairobi Library System. In addition, it enhanced the evaluation and description of the actual state of staff motivation at the University of Nairobi Library. Due to the inexpensiveness of case studies, the design suited the study as a representative of other libraries in Kenya. This accorded the researcher an opportunity to conduct a detailed investigation of the factors that satisfied and dissatisfied staff in lower and middle grades at the University of Nairobi Library and the improvements required.

The design also enabled the researcher to conduct a detailed evaluation of the causes of staff dissatisfaction and the staff expectations of its management. Staff motivation in libraries is not widely researched on in Kenya and this justifies a case study even more suitable because it provided a rich source of accurate, reliable ideas for comparative studies in the future.

This study employed mixed method in collecting data. It combined qualitative as well as quantitative methods. The dominant qualitative methods of collecting data for this study were interview and review of documents.

### **3.3 Qualitative Research**

The study employed the qualitative research method. Qualitative method denotes methods that generate data that is devoid of numbers. It is able to gather attitudes or opinions, establish people's feelings or their thoughts about a particular concept. This appropriateness of this method lay in its ability to conceptualize the respondent's interpretations and perceptions about their work during the interview. It also generally suits a case study since it helps to gather and present relevant and precise data as much as possible. In addition, a case study advocates for use of interviews during data collection, which in turn suits the qualitative method. Qualitative method was, therefore, used to collect and analyze causes of dissatisfaction of the lower and middle grade library staff at the UoN and upon analysis and interpretation, the study established patterns, trends and relationships of the motivation of the research population presented in chapter four, and five of this thesis.

### **3.4 Quantitative Research**

The study also adopted some aspects of the quantitative research approach. The aspects appropriate for this study were put into use during sampling of the study population, during analysis and presentation of data. The advantage of using quantitative methods to analyze data helped to have a systematic comparison of the

responses of the lower and middle grade staff with those of the library management In order to account for variance in the motivation of staff, for example, the factors that satisfied and dissatisfied staff in addition to the percentage that felt motivated and demotivated. Bio-data were also presented in quantitative method.

### **3.5 Research Area**

The research was carried out at the University of Nairobi Library. It has a main library and fourteen sub-libraries of which some are located in the major towns of the Republic. This qualified the University of Nairobi as a preferred choice to represent other academic libraries in Kenya.

### **3.6 Population**

For the purpose of this study, the total population comprised ninety nine (99) library staff in middle and lower grades. The population also included informants who comprised: five (5) college librarians, Seven (7) senior librarians, two librarians, six (6) college registrars three (3) University registrars one (1) University librarian and two (2) deputy University librarians. The library staffs were evenly spread throughout the University of Nairobi Library system and included the professionals and paraprofessionals while the University registrars were centrally stationed at the main campus of UoN and principals were found in their respective colleges. The study mainly focused on the lower and middle grade library staff. All the senior library staff, the University registrars as well as the principals of the colleges served as the study as informants.

### **3.7 Sample and Sampling Method**

#### **3.7.1 Sample**

This study depended on a sample population of sixty nine (69) respondents comprising of ten (10) library attendants, 45 library assistants and 14 senior library assistants. The 3 librarians 12 College librarians & senior librarians, 2 deputy university librarians, 1 university librarian, 1 university registrar and 6 college principals were included in the study as informants. They assisted in determining whether the source of de-motivation was the library management or the University administration. The total number of library respondents was drawn from the University of Nairobi School, Institute and College libraries located within and in the outskirts of Nairobi. The Main, campus and institute libraries were thirteen. These which included the Main Library (JKML), Chiromo Library, Lower Kabete Library, Parklands Library, Kikuyu Campus Library, Medical Library, ADD Library, Kabete Library, Kenya Science, Kisumu, Mombasa IDS, PSRI and IGAS.

The respondents however were selected from JKML, Chiromo, Lower Kabete, Parklands, Kikuyu, Medical, ADD, Upper Kabete, IDS, PSRI and IGAS libraries. The reason why respondents were selected from these libraries is that it was believed that they constituted a reliable representation of the other libraries located in Kenya Science, Mombasa and Kisumu since the three were constituent campuses of Lower Kabete, Parklands and Kikuyu campuses that were also included in the study. In addition, the selected campuses were within reach of the researcher. Each of the campuses operated under different physical environments but the feelings,



expectations and challenges were similar since they derive(d) directives from a central administration.

For the University management, only the registrar in charge of administration was selected to represent the other two. The selection of one registrar was based on the fact that the other two dealt with issues unrelated to administration. One deals with academic issues while the other deals with planning issues. All the six college principals were selected but were not available for interview and, therefore, the researcher was referred to the college registrars. Only three were available for interview and they represented their colleges since they were the second “in command” overall in their respective colleges.

### **3.7.2 Sampling Frame**

A directory or index of cases or subjects from which the sample was drawn was provided below through a brief explanation. Sampling frame comprised of all the UoN library staff from the college librarians to library attendants i.e. from the highest cadre of staff to the lowest.

#### **3.7.2.1 Sampling Frame for Library Staff**

The University of Nairobi library has six (6) college librarians each based in a college library. It also has six senior librarians two of whom are based in JKML; one in Parklands library another in IGAS and two were on study leave. There were three librarians and one was based at JKML another at Lower Kabete library while the

other was on study leave. The library also had 17 senior library assistants. Eight were based at JKML and one each at Chiromo, Medical, Lower Kabete, Upper Kabete, Kenya Science, IGAS, IDS, PSRI and Mombasa libraries. There were seventy two library assistants who were distributed as follows: JKML – 24, Chiromo – 7, Parklands – 5, Medical – 8, Lower Kabete – 6; Upper Kabete – 5, ADD – 4, Kikuyu – 5, Kenya Science – 2; IAS – 1, IDS/PSRI – 3 and Kisumu – 2. The library attendants were Ten and had been distributed as follows: JKML – 5, Chiromo – 1, Medical – 1, Lower Kabete – 1, Upper Kabete – 1 and Kikuyu – 1.

### **3.7.3 Sampling Method**

The researcher employed three sampling methods to decide on the research area and also to obtain research participant. The methods are: stratified random, purposive and simple random sampling. Stratified random sampling was used to group the respondents into their respective campuses as well as job groups. The campuses that were included in the study were Jomo Kenyatta Memorial Library (JKML), Parklands, Chiromo, Kikuyu, Upper Kabete, Lower Kabete, ADD, IGAS, IDS, PSRI and Medical library. The Library staff were further stratified into two groups the middle (A – F) and the lower grades (I – IV). This enabled the researcher to compare and contrast different views as well as the feelings of library staff from different campuses and colleges. This grouping enabled the dissatisfied group, that is, middle and lower grade staff to express their feelings while the library managers gave their point of view regarding dissatisfaction of the middle grades and lower grade cadres of staff. The college managers included as key informants revealed the role that University managers play in staff motivation in the library and the University at large.

Purposive method was then used to select the senior library assistants and library attendants from the stratum. This was necessitated by the fact that only one member of staff from these two categories was found in each sub-library or section (strata). Each of these three job groups provided different information regarding staff motivation at the University of Nairobi Library. It was only the main library where several senior library assistants and library attendants were found but stationed in different sections. The UL, DUL were selected as informants since they were believed they were to provide data regarding management's view of motivation in the library, challenges faced in addition to the motivational strategies put in place.

The administration registrar was also selected using the purposive sampling method to represent the other UoN's planning and academic registrars. The administration registrar dealt with matters pertaining to staffing and was best suited to provide information relating to this study. All the six college registrars were selected as sample population to represent the University administration because they also participated in making decisions pertaining to staffing in their respective colleges. In fact, the college registrars were viewed as the voice of the college principals. The library assistants were selected from their stratum using the simple random sampling. This is because each library had several library assistants and only 60% of the 72 library assistants from each stratum were selected to represent the others. All the libraries included in the sample had a representation.

### **3.8 Research Instruments**

In this study, interviews and document reviews were employed as methods of collecting the data.

#### **3.8.1 Interview**

In this study, personal semi-structured interviews were conducted to all the respondents. This enabled the researcher to get in-depth clarification of all the issues regarding motivation through further probing since there were some facts the researcher would not have gotten if other data collection tools like questionnaires were used. The study used semi-structured interview. This instrument was preferred due to its advantages. Semi-structured interviews have a relatively higher reliability for the same type of questions is used on all the respondents. This minimizes disparity in the data collected and makes data analysis easier. It also gives in-depth information since the researcher is in a position to probe the interviewee further. Therefore, more information can be sought through interviews. In addition, it is void of irrelevant information since the interviewee can understand what is being asked through clarification from the interviewer. The researcher is also able to get a complete and detailed understanding of the issue from the respondent (Kombo & Tromp, 2006).

#### **3.8.2 Document Review**

This included reading publication in printed as well as electronic formats. The documents we reviewed include electronic books and journal articles, UON publications, theses, newspaper articles and dissertations. This gave the researcher an overview as well as an insight of the topic hence assisting her to produce some quality

and relevant work at the same time answering some of the queries encountered in the process of collecting data.

### **3.9 Pilot Study**

A pilot study was undertaken to determine the validity and reliability of the data collection instruments. It helped determine vague questions, deficiencies and whether the information provided in the questionnaire was relevant to the study. It was conducted on some selected members of staff from three sub-libraries i.e. Population Studies Research Institute Library (PSRI), Institute of Development Studies (IDS) and Institute of Gender and Development Studies (IGADS). In the pilot study, one (1) senior library assistant, three (3) senior library assistants and five (5) library assistants were interviewed. This was actually 100% of the total population targeted for the pilot study. The result of the pilot study was that some of the interview questions were vague while others were omitted and this gave the researcher the opportunity to amend to obtain precise and explicit data.

### **3.10 Data Presentation and Analysis**

Data collected was screened in order to conceptualize it and eliminate errors that occurred in the data collection process. It was then coded into meaningful themes guided by the study objectives that enhanced organisation and analysis. Qualitative and quantitative techniques were employed to analyze the data. Data was then presented quantitatively using statistical techniques that include tables, graph and percentages. Qualitative method of presenting data was also employed which included

the description of texts in the form of responses. The qualitative and quantitative methods of analyzing and presenting the data helped to establish patterns, trends and relationships of staff motivation variables at the UoN library. The reliability of the interpretation was achieved through careful, logical and critical examination of the data analysed.

### **3.11 Ethical Issues**

The researcher in this research observed some ethical considerations. These include assuring respondents' confidentiality in handling all the data received from them. They respondents were assured that the information collected was only to be used for purposes of this research. During the interviews, respondents were allowed to remain anonymous. In addition, during the review of literature, the researcher ensured that the works of other people were properly acknowledged and cited.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

#### **4.1 Introduction**

This chapter presents analyses and interprets the research findings. It also presents and summarizes data in the form of proportions, tables, percentages as well as explanations. It documents data that have been analyzed based on face-to-face structured interviews conducted on three groups of respondents, namely: one, library staff i.e. the library staff in the middle and lower grades on which the research was based. They were treated as the primary respondents. Two, library administrators. This category comprised the library senior staff as well as the University Librarian and the two Deputy University Librarians and played the role of being key informants and, three, University administrators. This category comprised the college registrars of the six colleges and also participated in the research as minor informants.

The respondents were from ten branches of the University of Nairobi library. The findings brought out clearly the level of staff motivation and the causes of job dissatisfaction among staff in the University of Nairobi Library besides revealing library staff job expectations.

The data was qualitatively and quantitatively presented and analyzed in form of explanations, tables and a bar chart. The use of themes derived from research objectives, the research questions as well as the job satisfaction and dissatisfaction

factors borrowed from Herzberg theory of staff made data presentation and analyses easier.

#### 4.2 Biographical-Data

The distribution of library staff bio data is presented in table 4.1

**Table 4.1: Distribution of Library Staff** **N= 69**

<b>Library</b>	<b>Frequency</b>	<b>Percent</b>
JKML	27	39
ADD,IDS & PSRI	8	12
Medical	7	10
Lower Kabete	6	9
CAVS	5	7
CEES	5	7
CHO	6	10
IAS	2	2
PARKLANDS	3	4
<b>Total</b>	<b>69</b>	<b>100</b>

From table 4.1 JKML had the highest percentage of respondents at 39% followed by ADD, IDS &PSRI at 12%, Medical and Chiromo 10% each. The rest had a response rate of less than ten per cent. This was expected bearing in mind that the main library (JKML) had the highest number of staff who were interviewed.



**Table 4.2 Number of years in service N=69**

<b>Years</b>	<b>Frequency</b>	<b>Percentage</b>
0 -10	9	13.2
11 - 20	35	50.0
21 - 30	22	31.6
31- 40	3	5.2
40 & Above	0	0
<b>Total</b>	<b>69</b>	<b>100</b>

From table 4.2 50% of the respondents had worked between 11 and 20 years, 31.6 % had worked for 21 to 30 years and less than 10% had worked for between 31 and 40 years. There were no library staffs in the middle and lower grades who had worked for over 40 years as most of them started working when they were slightly above twenty years having just finished their secondary education. The next table gives the grade of library staff interviewed.

**Table 4.3 Grade of the lower and middle grade staff N=69**

<b>Grade</b>	<b>Frequency</b>	<b>Percent</b>
I-V	10	15
ABC	45	65
DEF	14	20
<b>Total</b>	<b>69</b>	<b>100</b>

In Table, 4.3 staff in the grades ABC were the highest respondents at 65%. Category DEF had 20% while grades I-IV had a mere 15%. From The sample frame, library assistants exceeded these other groups by a large proportion.

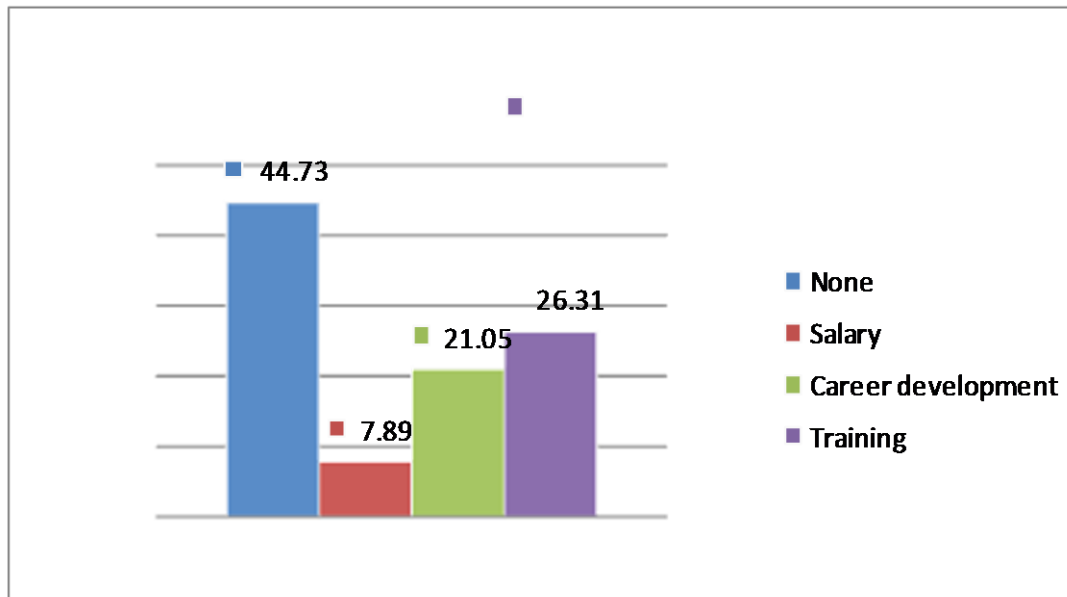
### **4.3 Needs Identification**

#### **4.3.1 Job Expectation**

All the middle grade library staff admitted that good salary, training, promotion as well as career development were the key expectations they had when joining the University. The supervisors also concurred with the middle grade staff expressed that they had expectations which had not been fulfilled to their satisfaction.

The library staff respondents explained that on joining the University, they had been promised that they would be sponsored for further studies abroad. They were later to realize that it was meant for those who had attained their first degrees. The sponsorship that came far much later was a certificate in Librarianship the then Kenya Polytechnic now Technical University, Kenya. Most library staff in the middle grades had struggled to improve themselves academically but the management failed to recognise that.

#### 4.4. Job Satisfaction



*Figure 4.1 Presents the Extent to which Staff Needs were Satisfied*

Out of the job expectations that the middle grade library staff had when joining the University, the highest number of respondents i.e. (44.73%) felt that none of them had been fulfilled. Another 30% indicated that training had been fulfilled while 21% felt that career development had been achieved with 10% stating that their salary expectations had been met. This showed that most library staff in this category were unhappy and felt that their job expectations were far from being satisfied.

The UoN and library administrators were well aware that the library staff had needs that were not satisfied. This information had been obtained through grapevine, appraisal, meetings, social places and seminars. What came out clearly from the findings is that there were no organized methods of establishing the staff needs and the extent to which they had been fulfilled. The administrators only came to know

about it when they were conducting other surveys proving that they were not committed to satisfying the library staff needs. The University administrators exonerated itself from blame for not satisfying the needs and implied that the library management should be held responsible for not initiating effort to address the needs of its staff.

#### 4.5 Extent to which Staff were Motivated

Respondents were asked to state their level of satisfaction. Their responses are tabulated in table 4.4.

**Table 4.4 level of job satisfaction      N=69**

<b>Measure</b>	<b>Frequency</b>	<b>Percentage</b>
Very fulfilling	21	30
Averagely fulfilling	21	30
Not fulfilling	27	40
<b>Total</b>	<b>69</b>	<b>100</b>

The analysis showed that 40% of library staff found their job unfulfilling. Another 30% pointed out that their job was very fulfilling while a similar percentage stated that their job was moderately fulfilling. However, the library staffs were quick to point out that they enjoyed the library work but the system frustrated them. Library administrators were well aware of the middle and lower grade staff dissatisfaction and were quick to point out that the job had assisted middle and lower grade staffs meet

their immediate basic needs. The library management attributed the woes affecting the library staff to the University administration. The UoN administrators also maintained that dissatisfaction was a common problem though the extent to which staffs were dissatisfied largely depended on respective departments. They echoed sentiments made by the Library administrators that most staffs were able to meet their basic needs through their salaries. The administrators, however, did not consider Maslow Hierarchy of needs theory that when one need is satisfied, another one arises. The causes of staff displeasure with the job were cited as: performing unprofessional jobs, poor staff supervision/ leadership, lack of promotion; unfriendly working conditions, bias in deployment, promotions as well as allocation of duties, poor pay and job insecurity where some members of staff have been on contract for over ten (10) years.

Some other members of staff did not have issues with deployment, promotion as well as job security. On scrutiny, this study discovered that those who did not express dissatisfaction with the cited dissatisfiers were the ones that the system favoured possibly due to their close association with the management. Those that were victims of circumstances appeared to be displeased with the system and indicated that this had led to hatred, do-not-care attitude, low production, moonlighting to meet their needs, dishonest absenteeism as well as dissatisfaction. Through appraisal, observation and surveys, the management was able to establish the level of staff satisfaction. The general conclusion was that there was high dissatisfaction among the library staff and this was a fact to both the UoN and library administrators.

## 4.6 Job Satisfaction

### 4.6.1 Promotion

#### 4.6.1.1 Promotion strategy

**Table 4.5 No. of years since last promotion N=69**

<b>When library staff received a promotion</b>	<b>Frequency</b>	<b>Percent (%)</b>
1 - 5 yrs	1	0
6 - 10 yrs	7	10
11 -15 yrs	14	20
16 -20 yrs	14	20
20 yrs & above	7	10
Never	26	40
<b>Total</b>	<b>69</b>	<b>100</b>

From table 4.5 40% of the library staff had not been promoted since they joined the library. Another 10% had received promotion after having been working for between 6 and 10 years since they joined the University while another 40% had been promoted after having been working for between 10 and 20 years in the library. Out of the total respondents, 10% received their promotion after twenty years of service.

#### **4.6.1.2 Staff Promotion Policy**

The study established that there was no known staff promotion policy and if it existed, it had never been publicized. The promotions were said to be based on academic qualifications. On further investigation, the University administrators hinted that to some extent the management had the discretion to determine who earned a promotion. This was a clear indication of the absence of a formal clear promotion policy. It was not surprising then that staff were complaining of bias in awarding promotions because without a clear policy managers were bound to take advantage based on other factors unrelated to academic qualifications and job performance.

The lower and middle grade library staff agreed that the criterion that was being used to promote staff was inappropriate due to being too informal creating room for bias. There was also a lack of performance benchmarks on which to base promotions for those without relevant academic qualifications. This cadre also observed that the absence of a policy created a loophole which managers could use to blame their predecessors.

They also suggested that apart from basing the promotion on academic qualifications, promotion on merit could have also been a consideration. This would accommodate the members of staff who may have not had the opportunity to further their studies but were excellent performers. It was also suggested that a clear policy should be formulated so that it can eliminate some of the ills that the absence of a policy had created.

The UoN managers explained that they were always ready to promote their staff but the recommendation and request had originated from the department concerned. On the other hand, the library administrators argued that the UoN management had not been cooperative enough and usually delayed whenever such requests were made. On further investigation on how many pending promotion cases were on the registrars desk from the library, it was discovered that there were none. The conclusion was that the many pending promotion cases were due to library management seeking ways to get rid of them however, it was brought to the attention of the researcher that promotions were determined by the availability of vacancies. All in all, the Library management could not fill them without making a formal request.

#### 4.6.2 Salary Satisfaction

A question was posed to assess the level of library staff satisfaction with their salary. The response from both the library staff and library managers is summarized in the table 4.6 below:

**Table 4.6 staff satisfaction with the salary**                      **N=69**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Contented	3	5
Fairly contented	6	8
Not contented	60	87
<b>Total</b>	<b>69</b>	<b>100</b>



The study revealed that 87% of the library staff strongly indicated that they were not satisfied with their salary, 8% said they were fairly contented while only 5% stated that they were contented. On examining the library administrators further as informants, they totally agreed that the middle and lower grade staff salaries were inadequate but were quick to state that it was beyond their control since this is a university management decision.

#### **4.6.2.1 Staff Salary Review**

Salary review is a common phenomenon in institutions and mostly happens after a specified period of time. The researcher therefore sought to find out when it happened at the University of Nairobi and the following were the findings. The findings revealed that salaries were reviewed after every three years.

It was established that the salary reviews were based on the Collective Bargaining Agreement (CBA). This is a contract entered between the University Management and employees through their unions for a specified period of three years. The University Management was said to delay the implementation of the agreement and this led to frustration. Therefore, it was termed as very unreliable. The library staff also noted that the increment was meagre and that it did not make any meaningful difference since by the time it was implemented economic fundamentals had changed significantly. In fact, most members of staff indicated that they were far much better off economically twenty years ago than they were at the time of the study.

The University administrators as well as the library staff therefore implied that the salary reviews as well as salary increments were not acceptable to the staff. The reasons most of them gave was that they were not regular and at the same time too little to make a significant difference on their pay slip. The library staff also indicated that apart from what they received through their pay slip, there were no other financial rewards.

The study also sought to establish whether the library managers could influence improvement of the library staff salaries. The response was that it was impossible since there were set salary structures guided by the job groups. It was also revealed that the UoN management did not have mechanisms of ensuring that staff salaries matched the responsibility and professional qualifications the staff possessed. The library staff also complained bitterly that the UoN managers had a way of improving their salaries through reviewing the UNES (University of Nairobi Enterprise Service) pay. They added that what they received from UNES as pay was equivalent to what indirect service providers received (members of staff who did not have a direct contact with module two students) while it is a fact that the library staffs provide direct service to users.

#### **4.6.3. Staff Training and Policy**

Table 4.7 gives the responses of staff training, professional qualification attained and training policy.

**Table 4.7 When professional qualification was attained N=69**

<b>Period</b>	<b>Frequency</b>	<b>percentage</b>
0 - 5 years	14	21
6 - 10 years	32	45
11-19	11	16
Over 16 years	12	18
<b>Total</b>	<b>69</b>	<b>100</b>

Table 4.7 indicates that 45% of the library staff received their professional qualifications over 6 - 10 years ago while 18% had received theirs over 16 years ago. 16% obtained training 11 - 15 years ago and 21% less than 5 years ago. This implied that some of the library staff had been holding the same qualification for more than 16 years while others were still advancing their careers.

It was noted that all the library staff including the library attendants were either holders of Certificate in Library and Information Studies, Diploma of the same, Bachelors and Masters degrees and a good number of them had enrolled for Doctorate. With such kind of training and no forthcoming promotion, staffs were bound to get frustrated with the system. The study revealed that very few library staff qualifications matched their job groups. Most of them had higher qualifications than the grade they held.

Those who held Diplomas, Bachelor's as well as Masters Degrees had sponsored themselves to study and the only benefit they received from the employer was the study leave (full-time basis) and examination leave (part-time basis). They appreciated this privilege though they were of the view that it was inadequate. They argued that the effort and sacrifice was not commensurate with a large number of respondents still waiting to receive promotions. The members of staff who were lucky enough to have been promoted after their study indicated that it did not come immediately but had to wait for between three and ten years.

#### **4.6.3.2 Staff Training Policy**

On training policy, the library administrators admitted that there was no formal staff training policy. However, they all agreed that though a formal policy was not present, there was some kind of criteria used though not formalized or publicized. They were also quick to point out that staff used to be trained before then but it was not happening at the time of the study. They indicated that that staffs that was trained beyond certificate level had sponsored themselves for the training.

The criterion used to train staff in the library was unsuitable since it was informal and gave room for favouritism and bias. The library managers also added that as staff training had become a very expensive affair, they had embarked on short- term trainings inform of seminars, workshops and on-job training.

#### 4.6.4 Staff Supervision

Staff supervision is one of the parameters that this study used in to determine staff supervision. The style managers use to supervise their staff is important and can enhance job satisfaction or make members of staff dislike their job. The researcher, therefore, sought from the members of staff in middle and lower grades how adequate and inadequate staff supervision was in the library. The following was the response:

**Table 4.8 Adequacy of staff supervision      N= 69**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Adequate</b>	17	24
<b>Fairly adequate</b>	6	8
<b>Not adequate</b>	46	68
<b>Total</b>	<b>69</b>	<b>100</b>

68% of the library staff respondents felt that staff supervision was inadequate. 8% felt it was fairly adequate while 24% rated it as adequate. The researcher attributed it to the different supervisors having different human resource management styles as well as skills. Some of the reasons the library staff mentioned for the inadequacy of staff supervision were, first, lack of basic technical skills. Library staff complained that some of their supervisors behaved as if they did not possess even the most basic management skills. Second, some of the supervisors seemed not to have the technical

skills of the library activities and were not in a position to give the right guidance to the staff. Third, it emerged out that some of the supervisors were very harsh and treated the members of staff with indignity and disrespect. Fourth, nepotism also featured a lot where library staff complained of some supervisors according special treatment to those who hailed from their home areas and fifth, favouritism manifested itself in some supervisors. Some supervisors treated members of staff unequally and especially when it came to allocation of duties, deployment as well as selection of who to attend certain seminars and workshops.

On trying to establish how the supervisors knew about these complaints, the study holds that it was through social interactions, meetings as well as grapevine and never in formal written memorandum. The library staff stated that they could hardly air their complaints formally for fear of being victimized. The library administrators added that they could not act on information that was not formally communicated.

It also emerged that both the Library and the University managers were hardly sponsored for trainings to learn new management skills and this caused them conflict with the staff since times and behaviours had really changed. New methods of management had been devised and needed to be adopted in order to be at par with other institutions as far as management was concerned.

#### **4.6.4.1 Productivity and Supervision**

Supervision in any organisation is meant to improve productivity. However, poor supervision could lead to loss of staff morale. At the UoN library, the study revealed

that staff supervision did not improve productivity with the library administrators stating that supervision did not achieve much. This was a clear pointer that staff supervision was inadequate and in fact, most supervisors explained that most of the members of staff preferred working with minimum supervision and that way were able to achieve more. The library administrators who were also the supervisors were able to establish this through observation, benchmarking as well as the performance contract. They explained that close supervision instilled a lot of discomfort in staff leading to inefficiency as well as low productivity.

The study also revealed that there were no guidelines on how supervisors should conduct supervision. As a consequence, supervisors conducted affairs the way they felt best. This approach was responsible for conflicts in instances where a supervisor was transferred from one station to another and staff were expected to adapt to the new style of supervision. According to the middle and lower library staff, supervision in the library needed improvement for it to add value to staff as well as their productivity.

#### **4.6.5 Working Environment**

Good working environment is very important to any employee as it enhances employee's satisfaction with their job. The purpose of this question was to establish the factors that led to conducive or unconducive working conditions. The following is a summary of the responses. A clean environment contributes to making a working environment conducive. However, this factor was dependent on the location of a library because there were those who were unhappy with the cleanliness in their

stations. However, on enquiring from their supervisors, they revealed that there was shortage of cleaning staff and this could have attributed to the problem. Besides a clean environment, day shift library staffs were very pleased with the working hours that ran from Monday to Friday. They broke for the day at 4.00 p.m. This is treated as a compensation for the Saturday duty. They stated that this was a very favourable hour that enabled them to arrive home early. However, some officers were very displeased with Sunday duty. They bitterly complained about the introduction of compulsory Sunday duty with relatively low compensation. Library administrators stated that the duty allocation was fair but the middle and lower grades library staff felt that the work allocated to them was too much. They attributed this to shortage of staff but argued that not everybody is allocated the same amount of work. They complained that there was a lot of favouritism in every aspect in the library where some library staff were favoured by either their immediate supervisors or the top library management. This then indicated that the library management needed to be more equitable in sharing out the duties if they were aiming at improved staff productivity. Related to a working environment is a shortage of working tools. This had its own challenges considering the fact that all sub-libraries received their supplies from JKML and it sometimes became difficult to transport to them to the stations. Sometimes the supplies got exhausted before some of the sub-libraries managed to get them.

Overworking due to shortage of staff also made working environment less motivating. Staff in CAVS, SOL JKML and ADD complained of being over stretched due to shortage of staff. In some instances only one staff was found operating the whole library. Other members of staff found themselves working three weekends in a



month due to shortage of staff. Most of the library staff revealed that they stuck to the library because of lack of alternative jobs and also due to the overall benefits that they enjoyed from the University but not necessarily the library.

When the researcher enquired what contributed to the poor working conditions, the response was that the library management was less concerned about the welfare of the staff and put very little or no effort in fighting for their rights at the University library staff. These unfavourable conditions had lesser productive impact on the entire library staff and had contributed to a negative attitude towards work where all the library staff explained that they worked to retain their jobs and feed their families. Unfavourable working environment also resulted in low productivity where staff explained that they did the bare minimum to enable them produce only what they were expected to without going any extra mile just to maintain their jobs without any guilt conscience.

#### 4.6.6 Staff deployment and policy

**Table 4.9: Transfer Policy N=69**

<b>Existence of Transfer Policy</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Don't know</b>	22	32
<b>No policy</b>	47	68
<b>Total</b>	<b>69</b>	<b>100</b>

The library staff respondents strongly indicated that there was no deployment policy. This was expressed by 68 % of the total respondents while the rest stated that they really did not know whether the policy actually existed. The conclusion then was that the deployment policy is non-existent at the UoN library since even the supervisors seemed to be unaware of its existence.

The method that was used to deploy the library staff was felt to be informal since there were no guidelines on how to deploy staff and the library managers used their discretion to place the staff. It was further termed as having bias for the managers entrusted with deployment tended to favour some staff. In addition, the method was inconsiderate. Some members of staff were deployed to stations which were very far from their residential homes complaining that this affected their productivity.

There were those who felt that the deployment was conducted fairly stating that the library managers considered where one lived and areas of specialization. The researcher refuted this because only a few staff cited it because the largest number was displeased with the deployment system. The deployment strategy was therefore deemed demoralizing to staff. When library staffs were deployed to a sub-library that disoriented his or her social life, the impression that came to mind was that he or she worked for an institution that does not care and that killed the work morale.

#### **4.6.7 Compensation for Extra Hours Worked**

##### **4.6.7.1 Hours of Operation**

There was a variation in the working hours where some libraries worked for five days or six days, while others worked for seven days in a week. This meant there were some libraries within the system that operated even on Sundays. For the libraries that worked for six days, they had only one-day overtime while those that worked for seven days, had two days overtime that is Saturday and Sunday. It was revealed that staffs were compensated for the overtime either by being off duty or in monetary form. A Saturday was compensated with one off duty while compensation for Sunday was in form of monetary. The library managers stated that the compensation was fair though they were not keen to establish whether the library staffs were comfortable with it or not. However, they indicated that they did not give room for negotiation with the library staff and used their discretion to decide what was fair to them. It was also established that the overtime compensation was pegged on the University policy.

This study further revealed that the library operated from 8 am -10 pm on Weekdays and between 8 am - 5 pm on Saturdays while on Sundays, it operated from 11 am - 5 p.m. On weekdays, it operated in two shifts from 8 am -3 pm and 3 pm - 10 pm. However, the day shift staff ended their shift at 4 pm while the evening shift staff started theirs at 3 pm. For those who worked in the evening shift, the researcher was keen to know how they got to their residential homes after work at 10 pm. The library managers indicated that they had allocated duty houses to those who worked late but there were those who were willing to work late and made their own transport arrangements to their homes.

#### **4.6.8 Staff Communication and Policy**

Communication is very important in any institution because it determines the effectiveness of so many other aspects such as staff relationship, customer loyalty, and timely accomplishment of instructions, just to mention but a few. With regard to communication, the university administrators indicated that communication flow in the University took both top to bottom as well as bottom to top approaches. The top to bottom was adopted when the administrators were communicating with those they were supervising while the bottom to top approach was adopted when the subordinate were sending a message across to the seniors. The two approaches were found to be effective because each of the groups in the University were able to express their feelings, fears as well as expectations to each other. This brought about understanding and may as well enhance cordial relationship if properly used.

The university and library administrators also confirmed that there was no known communication policy and hence an administrator used the most convenient and effective means of communication. This again led to variation in the way communication was conducted. They cited that the common mode used was verbal, written, telephone as well as electronic. However, they were quick to mention that the effectiveness of the mode used was dependent on the matter being communicated as well as the distance. The administrators also stated that through observation, interviews as well as social interaction with the staff, they were able to establish that most members of staff were contented with the mode of communication while others were not but noted that it was hard to please everybody.

The researcher sought from the library staff how contented they were with the mode of communication. The library staff did not hesitate to mention that the mode of communication in the library was poor for issues concerning them took place without any communication. In fact, the study discovered that most members of staff were only conversant with what was going on within their work stations not without. This was attributed to poor communication, poor signals and use of the wrong mode of communication.

#### **4.6.9 Staff/supervisor Relationship**

Staff relationship means a lot to job satisfaction. Staff may like or dislike their jobs because of the manner in which they relate with their peers and supervisor.

**Table 4.10 Rating of staff relationship N=69**

<b>Relationship</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Very friendly</b>	40	58
<b>Fairly friendly</b>	12	18
<b>Not friendly</b>	17	24
<b>Total</b>	<b>69</b>	<b>100</b>

The study revealed that 58% of the library staff had very cordial relationship with their supervisors while 18% had a fairly cordial relationship with their supervisor. Only 24% of the library staff indicated that they had an unfriendly relationship with their supervisors. Those who reported that they were in a cordial relationship with

their supervisors said that that was evident from lack of disputes, accomplishment of assignments as per set deadlines, the conversations between the staff and their supervisors and the sharing that existed. They also added that the cordial relationship had improved communication and enhanced the working environment. However, those that felt the relationship with the supervisor was not up to standards explained that the supervisors were tyrannical and too official that they could not discuss with them anything apart from matters of work. They stressed that work place relationships need to be a bit free and relaxing to minimize the fatigue as well as stress that result from tasks performed. They also added that poor relationship lowered their work morale. This case was dependent on the supervisor under whom the staffs were working but generally, the relationship between the staff and their supervisors was cordial.

In an effort to enhance strong staff /supervisor's relationship, the library management had initiated a library welfare association known as MAKTABA Association. The association had created a forum for all the library staff in the UoN to discuss issues at par without discrimination or victimization. However, the middle and lower grade library staff denied that this Association had created such a forum arguing that it brought more division than unity in that the library managers controlled it hence the belief they could not allow autonomy of operation.

The UoN administrators revealed that the supervisors were expected to relate in a cordial manner with the staff they supervised. They were also quick to explain the

expectation did not exist in any formal way. They also explained that the University had no code of ethics to assist staff relate well with one another.

#### 4.6.9.1. Peer Relationship

**Table 4.11: Rating of peer to peer relationship N=69**

<b>Relationship</b>	<b>Frequency</b>	<b>percentage</b>
<b>Very friendly</b>	44	63
<b>Fairly friendly</b>	22	32
<b>Not friendly</b>	3	5
<b>Total</b>	<b>69</b>	<b>100</b>

In the library, the peer-to-peer relationship appeared to be cordial since 95% indicated that the relationship was either friendly or fairly friendly. It is only a mere 5% who felt that they did not relate well with their peers.

As revealed in this study, due to the good peer relationship that existed, the staff had been able to gain in the following ways: one, enhanced appreciation and love for their jobs. Two, they were able to boost their achievements through the encouragement they received from their peers. Three, they also felt a sense of belonging since their peers accepted them and also because they had a lot to share. Therefore, they felt that they were not isolated.

Those who did not enjoy this good relationship with their peers indicated that they felt demoralized and had nothing good to talk about the library. On enquiring why they were not in good terms with their peers, they stated that it was incomprehensible because they found people rejecting them.

The UoN as well as library managers indicated that the University had no mechanisms in place to encourage staff to relate well with their peers. The library staff themselves added that they were working very hard to cement and maintain cordial relationship with their peers through the formation of “merry-go-rounds” social groupings where they contributed an agreed amount of money every month and presented it to one of them. They also formed tea clubs – this entailed preparing tea as a team and enjoying it together every day that provided them with an opportunity to bond. They as well assisted one another in case of need in terms of moral, financial as well as spiritual.

They explained that the above factors had enabled them to co-exist happily despite the difficult moments and situations they were experiencing.

#### **4.6.10 Assigning of Responsibilities**

**Table 4.12 Responsibility allocation**                      **N=69**

<b>Responsibilities to staff</b>	<b>Frequency</b>	<b>Percentage</b>
<b>In charge</b>	9	13
<b>None</b>	60	87
<b>Total</b>	<b>69</b>	<b>100</b>



In the University of Nairobi Library, 87% of the middle and lower library staff stated that they had no specific responsibilities apart from the normal routine duties. Only 13% were either in charge of an activity or were deputizing the college, school or section librarians. The criteria used to allocate responsibilities depended on a number of factors. First, the: Relationship with supervisors - if a library staff related well with a supervisor, they were assigned responsibility to “better their Curriculum Vitae.” Second, academic qualification – it was also noted that some of those that acquired diplomas and above were entrusted with certain tasks in sections, school or college libraries. Third, job group - the library staff that were in job group D and above were assigned certain responsibilities.

#### **4.7 Motivational Strategies Used**

There were some indications that the University had adopted some strategies geared towards increasing staff job satisfaction. The strategies included granting of study leave for those who requested to self-sponsor their studies. Another strategy had to do with staff participating in training sessions for either long courses as well as short ones. The University also offered fees subsidy for the members of staff studying at the UoN as well as their children. It also provided a medical cover for the middle grade staff and provision of conducive working conditions such as office ergonomics, provision of 10.00 o'clock tea, provision of water dispensers and space where staff can prepare or warm their meals. The conclusion derived from these findings is that the library managers were doing little to enhance library job satisfaction because most of the strategies the other cadre of staff indicated that it is the university

administration and not the library itself that provided it. In some colleges and schools there were provisions for tea to the library staff.

#### 4.7.1 Effectiveness of the strategies

**Table 4.13: Effectiveness of motivational strategies N=69**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Very Effective</b>	2	3
<b>Fairy Effective</b>	9	13
<b>Not Effective</b>	58	84
<b>Total</b>	<b>69</b>	<b>100</b>

Out of the total number of library staff respondents, 84% indicated that the strategies used to enhance job satisfaction were not adequate while the rest (16%) felt the strategies were adequate. It was clear that the general feeling of most of the respondents in the three groups was that the strategies were not adequate and needed some improvement. The strategies used have been in existence with no or minimal improvement.

This was confirmed by the library administrators who indicated that the strategies had not been effective in enhancing job satisfaction but had succeeded in reducing staff turnover from the University. It then explains that the library administrators were not keen on enhancing middle and lower grade staff job satisfaction because if it were so, they would have done something about it.

#### **4.7.2 Effectiveness of the Strategies**

Some members of staff in middle and lower grades expressed their satisfaction with the strategies in use. They stated that the strategies had partly contributed to their loyalty to the institution since some of them had a direct benefit to their dependents for example the medical benefit. This then explained why some library staff opted to transfer to other departments in the same institution. Though cash was not used as a way of rewarding, there was monetary implication on the benefits awarded to the members of staff. For example, there was the fees subsidy for members of staff studying at the UoN as well as their children and also the medical cover. The dissatisfied members of staff indicated that the strategies put in place did not play a key role in determining their continued stay on the job. That lack of other comparable alternatives ensured their stay.

They also complained that the strategies did not assist much in enabling staff to meet their basic needs and were, therefore, forced to seek assistance elsewhere. There was a complain that these were the same strategies found in other institutions of similar status as UoN and in fact such institutions offered better terms for their staff. There was also the complain that the UoN as well as library management offered what they thought was best for them but not the middle and the lower grade staff since they did not have any mechanisms to establish what their needs were. In addition, the major strategies that were expected to really enhance job enjoyment were not given a priority but rather those that coerced staff to perform their duties. Emphasis should have been laid on strategies such as allocation of responsibility, promotion, better

salaries, appreciation from the senior staff and encouraging teamwork through team building activities.

#### **4.7.3 Activities Staff Engage in to Boost Their Morale**

The members of staff in the library had gone an extra mile to make their life more comfortable and to enhance their job performance. They formed welfare groups that enabled them assist one another in the event of sickness, death or other social events such as marriage. This gave them the strength, stamina, sense of belonging as well as a reason to report for duty every day.

The library staff revealed that they had small groupings based on their sub-libraries or close friends where they made agreed contributions on a monthly basis. The contribution was presented to a member and that continued until they completed a cycle. Then, another cycle of contributions would begin. The groupings are usually known as Merry-Go-Rounds (MGR). The staff had also formed tea clubs that enabled them to meet every tea break as they enjoyed a cup of tea. In those clubs, they deliberated on many issues as well as encouraged one another. There also existed prayer groups that they had formed. They used them to seek divine intervention when the going became unbearable. They provided the strength to move on.

Majority of the library staff also revealed that they had had enrolled for further studies which them extremely busy. This also distracted them from concentrating on issues that were detrimental to their performance in their jobs. The members of staff in those two grades expressed their love for their job despite the working environment.

#### **4.7.4 Activities to Enhance Individual Work Morale**

The self-initiated activities were said to benefit the library staff in the following ways: encouraging one another, sharing experiences, improving staff welfare and boosting work morale.

The University management stated that it was doing its best to ensure that working conditions were as friendly as possible. Some of the efforts made included providing right working tools at all times, automation of all services to minimize manual efforts that were tedious repetitive and time wasting; provision of medical benefit to the employee and nuclear family members. There was also a provision of education subsidy for staff studying at the UoN and their nuclear family members. The University management ensured that all staff benefited financially from the direct service provision for the Module II program. This was done through an additional monetary reward for any tasks related to module II.

#### **4.7.5 Recognition of Excellent Work Performance**

The University administrators stated that no reward existed for the good performers. It is for this reason that the library staff suggested that there should be promotion on merit to accommodate the members of staff who did not have the relevant papers but were excellent performers.

#### **4.7.6 Creativity and Innovativeness**

Creativity and innovativeness are two activities that need to be encouraged because they can place the institution on the international arena considering that one of the university objectives is to encourage research and the library is supposed to assist in the achievement of this goal. However, the managers stated that the University encouraged research but pointed out that lack of enough funds hampered it otherwise, the University as well as the library did not have other ways of encouraging staff creativity and innovativeness.

#### **4.8 Challenges Faced by Management in Motivation**

The University as well as library administrators indicated that they were facing some challenges in an effort to motivate staff. For instance, due to the expansion of the institution university administrators had challenges executing communication owing to poor signals that external institutions caused. Lack of funds was another hindrance to staff motivation as the university administrators indicated. They explained that most of the staff needs had a monetary implication and sometimes hard to raise the funds. There was also lack of independence. Library administrators explained that any decision they made had to undergo some scrutiny by the University administration before approval and this caused delay in action.

Library administrators explained that for some time they were experiencing a shortage of staff and had forwarded requests for advertisements to the university administration for action. They indicated that sometimes these advertisements took too long to be posted and finally when it happened the number was drastically

reduced. Staff shortage staff had placed a very heavy workload on the few staff present and this frustrated them in addition to accumulating huge backlog of work especially in information processing.

#### **4.9 Staff Suggestion on the Way forward**

The respondents suggested that the following improvement could make their job more satisfying if adopted. there was a need to improve working conditions such as automation of all services, providing working tools when needed, providing facilities that make staff work more easier, tea) clean environment, proper ergonomics and transfer to convenient work stations. In addition, they also felt that promotions should be done regularly and a policy to that effect be developed and adhered to. There was also need to practice transparency at all levels of operations. There should be a way of recognizing those who perform well in their jobs to make them feel appreciated. There was need to improve salaries for staff to enable them meet at least the basic needs and make some improvements in their social life. There was also a suggestion that the staff should hold regular meetings to create a forum for airing their views as well as making contribution to the development of the library. The staff should also enhance team spirit d through team activities that would bring together all library staff at least annually. Concerning Sunday duties, they should be made voluntary and the compensation improved considering the hard economic times. There was need to sponsor supervisors to take short management courses on regular basis to enhance their skills and enlighten them on modern methods of management as well the best practices.

## CHAPTER FIVE

### DISCUSSION OF THE FINDINGS

#### 5.1 Introduction

This chapter sought to discuss the findings of the research. It interprets the findings and outlines their meaning. The relationship between the findings and what other researchers have established is also discussed.

#### 5.2 Needs identification

It is a fact that when an individual secures a job, they have great expectations relating to the job. Those needs become job related needs. The expectations are: reasonable salary, job security, cordial relationship with supervisors, peers and a conducive place of work. Managers have a critical role of identifying the staff needs in order to lay down a strategy of fulfilling them. At the University of Nairobi Library the management was aware that it is absolutely necessary to establish the staff needs. It had managed to establish the needs but the methods it employed seemed inadequate.

Graham & Bennet (1998) and Bessel (2009) indicate that managers need to know about the factors that create the motivation to work harder, faster, more efficiently and with greater enthusiasm. The Herzberg two-factor-theory on the other hand is based on sources of satisfaction and dissatisfaction at work place. Fredrick Herzberg formulated his theory establishing what satisfies and dissatisfies staff at work place. Establishing staff needs is therefore proven to be of necessity for a library that is determined to effectively satisfy the needs of its staff. In fact in any staff motivation



process, staff-needs-identification should be the starting point to give the whole process a relevant start that would ensure success.

### **5.3 Extent to which Staff are Satisfied**

Once needs are identified, the management should strategize on how to satisfy them. It is necessary for the employer to evaluate whether the identified needs have adequately been satisfied or otherwise. Job satisfaction to some extent determines the level of production. If a member of staff does not love and enjoy his or her job, it is unlikely they will put in all their effort and this lowers the level of production. If they do then, they will even go an extra mile and offer over and above what they are expected to do.

This study reveals that a higher percentage was unsatisfied with the way they were the management treated them even though they loved their job. The findings revealed how difficult it is to satisfy staff because at no one time will they be operating at the same level of needs. The disparity that this study revealed could have been as a result of a disorganized strategy of needs identification. As the saying states “failure to plan is planning to fail” appeared to have applied in this case.

According to the findings staff motivation was lacking both in University and Library policy. Consequently, needs identification and satisfaction did not arise. Whatever factor that was identified as a motivator emerged coincidentally. It was quite evident that staff only performed only to their targets or slightly below and never above even if there were chances of achieving more than required. Herzberg’s theory was unable

to measure motivation and performance. The extended time the researcher spent with some of the respondents trying to air out their frustrations and disappointments was a clear indication of their dissatisfaction. Though Herzberg's theory has not been able to determine relationship between job satisfaction and production it is evident that a motivated team will tend to do more than they are expected. This has been supported by Jain (1998) when he states that if job satisfaction is high, productivity will be high, if it declines, productivity as well declines. This was evident at the University of Nairobi Library where staff was exerting minimum effort to perform their job.

However the library staff dissatisfaction at the University of Nairobi was not an isolated case. Abifarin (1997) conducted some research in Nigeria and observed that library staff expressed their dissatisfaction in their job not because of what they were doing but due to other factors such as the salary. Topper (2008) also revealed that there was high level of staff satisfaction in American libraries but staff was quick to point out their dissatisfaction. This is clear that this is an-across-the-border problem.

#### **5.4 Causes of Job Satisfaction**

Having established that staff motivation was low at the University of Nairobi Library it led to the establishment of the causes of dissatisfaction.

##### **5.4.1 Staff Promotion**

The study established that there was a promotion backlog in the library since it was only one member of staff who had been promoted within a span of less than five years

ago. This had caused a lot of anxiety, anger, frustration and dissatisfaction at the University of Nairobi Library. Makadara (2006) observes that other studies had pointed delayed and lack of promotion had also been noted elsewhere as factors that caused dissatisfaction at the place of work. Robbins (2006) asserts that promotion is vital because it creates an opportunity for personal growth, increased level of responsibility and an increase on social standing. Above all promotion increases job satisfaction. In its absence then job dissatisfaction is likely to occur. Promotion of library staffs who have served with commitment and in particular those who have made a sacrifice to improve academically needs readdress. Promotion gives the library staff great pleasure to know that the struggle to obtain higher academic qualifications was not in vain. In very rare occasions does promotion come without improved financial status. It also helps in satisfying the need for a higher salary. It is, therefore, in order to state that promotion is essential for the library staff and can be referred to as a “double edged sword”.

#### **5.4.2 Staff Salaries**

Majority of University of Nairobi Library staff expressed dissatisfaction with their salaries. They stated that they had engaged in side jobs in an effort to meet their financial needs. Money is crucial to any employee and one of the reasons for the daily toil. If it does not adequately meet the financial needs then the staff attention is bound to be divided and this affects productivity as well as performance. In fact, Herzberg's theory classifies inadequate salary as one of the dissatisfiers. Its inadequacy may not lead to acute dissatisfaction but it motivates an employee to look for other means of survival. It also explains the why the UoN library staff continued to serve with

divided attention as they devised ways of supplementing their salary. Though it is difficult for the library to satisfy the financial needs of its employees owing to its dependence on the University of Nairobi Management decisions and policies, it is crucial for the Library management to streamline issues that would enhance improvement of the salaries of the library staff. Despite many psychologists arguing that money cannot be considered as a major cause of job dissatisfaction, it featured as a prominent cause of dissatisfaction in the library. This again poses a danger to the library operations because it results to inefficient service delivery to users. Anami (2009) also holds that rewarding staff accordingly is the surest way of avoiding strikes.

#### **5.4.3 Staff Training and Policy**

Library staff at the UoN Library were well trained hence the necessity for reasonable compensation. Most of the staff had invested in further studies on their own since the University had no clear training policy for the middle and lower grade staff. One factor that motivates the library staff to further their education is not only the aim of earning a promotion or a better job but also the fact that they are dealing with academicians. Their exposure to learning, study materials and interaction with students and lecturers had been a great motivation to study. Training increases the library staff's knowledge and confidence (Jain, 1998). Jain makes further observations on the benefits of sound training. They include increase in quantity and quality of work; reduced supervision, high staff morale; job satisfaction, confidence and flexible staff who have low turnover (1998). It is, therefore, evident that if good training policy is put in place for all levels of the library staff at the University of Nairobi

Library, managers will have an easier time managing staff and dissatisfactions would reduce. In Herzberg's theory, advancement and achievement are factors that contribute to job satisfaction. They are partly as a result of training. It is therefore valid to state that the library staff that had sponsored themselves to study and obtained the necessary qualification experienced a lot of pleasure and satisfaction.

#### **5.4.4 Staff Supervision**

The middle and lower grade staffs were dissatisfied with the style of supervision. Nepotism, favouritism, lack of modern management skills, lack of library skills, disrespect and indignity were some of the issues that were mentioned as affecting supervision in the library. Staff supervision is critical because it requires supervisors to use all at their disposal to get the best out their 'subjects'. Staffs perceive the best supervision as the one that drives workers to perform even in the absence of supervisors. If the staff perceive supervision negatively, they are likely to perform only in the presence of a supervisor. A negative attitude is detrimental to the productivity of staff and leads to artificial performance. Staff supervision is one of those factors Herzberg used in his theory to determine the feelings of workers about their job. He classified it among the hygiene factors that cause dissatisfaction. This study established that poor supervision had greatly contributed to staff de-motivation particularly where harassment, bias and favouritism were involved.

In addition harsh and tyrannical supervision can lead to members of staff developing rebellious behaviour against the authority. Workers will look for flimsy reasons to be out of office. They give such excuses need to go to the bank, pay bills, to go to the

city to do this and that where they spend hours (Awuku, 1995). The Survey Research Centre at the University of Michigan in a survey confirmed that democratic supervision leads to higher productivity than authoritarian supervision. This confirms the findings of the study that authoritarian supervision does not enhance productivity.

#### **5.4.5 Working Environment**

The environment under which staffs operate is essential for effective performance. The staffs at the University of Nairobi Library were appreciative of the Monday to Friday day shift. They find it friendly since it runs from 8.00 am – 4.00 pm and 3.00 pm to 10.00 pm. Those factors that staff complained about were inadequate working tools, poor ergonomics, and no provision for basic things like tea, water, curtains and food warmers while other departments in the same institution possessed these things. Thus, apart from leading to low productivity and negative attitude towards work, poor working environment has no other adverse effect. The staff also argued that so long as this factor does not affect their salary, they would not have a problem with it. This again proved that poor working environment cannot de-motivate staff just as Herzberg had stated in his two factor theory.

However a friendly working environment can provide library staff with a lot of satisfaction, bearing in mind that this is the place the staffs spend most of the time in a day. If coming to the library everyday is never fun, the library management will be handling some de-motivated staff. Minor things like tea, comfortable facilities, cleanliness and office space may appear unimportant but to the library staff means a

lot. Abifarin (1997) confirms that most libraries don't take these minor things seriously.

#### **5.4.6 Staff Deployment**

This is an issue that had caused a lot of dissatisfaction among the library staff particularly those who had a feeling that it was unfairly conducted. Deployment to unfavourable stations can be a serious cause of dissatisfaction. To say the least it can lead to quitting a job. It can also lead to low productivity, absenteeism, lateness and lame excuses to attend to other personal issues. The library manager may have the perception that deploying a library staff members to a station near their residences can lead to them engaging in personal issues is unfounded. When staff resides at places not far from their places of place work, it may reduce time wasted in commuting, stress, financial expenditure and at the same time boost library staff morale.

#### **5.4.7 Compensation for Extra Hours Worked**

The library staffs were comfortable with compensation for all other extra hours they worked with the exception of the compensation for the Sunday hours. Sunday is a very special day for a UoN library employee because it turns out to be the only free day they have in a week. Sacrificing to work on Sunday meant that the library management had to offer compensation that was very appealing. Failure to offer an attractive award that the staff valued would generate a lot of dissatisfaction resulting to poor performance. The Library management as much as it was bound by the UoN

policy to compensate the staff had an obligation to negotiate with those that worked on Sunday to a state where the library staff would feel well taken care of.

#### **5.4.8 Staff/Supervisor Communication**

Kleitner and Kinicki (1996) defined communication as, “The exchange of information between a sender and receiver and the inference (perception) of meaning between the individuals involved”. In an organisation, communication plays a crucial part and its effectiveness determines to a greater extent staff performance.

At the UoN Library this study confirmed that there was no known communication policy. A policy is important in operations because it guides and regulates issues in an organisation. The absence of a communication policy at the University of Nairobi and the library may have been the cause of ineffective communication which staffs in middle and lower grades describe as poor. Inadequate communication was also expressed by library staff in university libraries in Nigeria (Abifarin, 1997). Jain (1998) also states that staff should know what is expected of them and this should only be through effective and efficient communication. It is also very important for the staff to know what is happening around them. Communication then becomes key in a library considering that a library is a service oriented entity and every member should be abreast with the current occurrences lest they are caught unawares by those that they serve. The librarian should always be ahead of the students and the lecturers for them to gain confidence in the library service.



#### **5.4.9 Staff Supervisors' Relationship**

The relationship between middle and lower grade staff with their supervisors could not be rated as low but above average. This was one of the factors that were responsible for a friendly working environment. Poor relationship between subjects and supervisors can result to job dissatisfaction leading to quitting the job. However, the few who were not contented with the relationship that existed between them and their supervisors cited varied reasons which the management dismissed as out of context. It is of essence that even the minute dissatisfaction be taken into consideration bearing in mind that every staff has a very important role to play in an organisation.

#### **5.4.10 Peer to Peer Relationship**

Peer relationship is that interaction that exists between staff at the same level of operation. Good peer relationship is an important asset in an institution. When there is infighting amongst staff or where cordial relationship is lacking, there is no teamwork and this affects productivity as well as service quality. Although the University management and the library management had no mechanism put in place to enhance strong bond amongst staff, members of staff in the library had devised their mechanisms. These included formation of Merry-Go-Rounds, Tea clubs as well as uniting in times of need. Figure 5 explains that one of the things good supervisors should encourage is networking. They should thus encourage staff to develop contacts inside and outside the library with key people in their profession. This is instrumental because it acts as a catalyst to professional growth. Poor relationship can result to job dissatisfaction due to loneliness and rejection. Omar, Jussof and Hussain (2010)

supports peer cooperation stating that managers must be able to prevent conflict among peers. They explain that collaboration among peers can allow the greater good to happen so as to motivate the employees. This kind of work environment ensures that there is team spirit which increases the quality and quantity of work.

#### **5.4.11 Assigning Responsibilities**

Assigning an employee a responsibility gives her or him a sense of accountability and makes them feel appreciated as well as trusted. It makes them go an extra mile to make things work better for the institution. Some of the library staff felt that the criteria used to allocate responsibilities was not appropriate arguing that the library management should also consider areas where staff were strong and make them responsible. In Herzberg two-factor-theory, assigning responsibility to members of staff is grouped as one of those factors that enhance job satisfaction. Responsibility helps the staff to 'own' the library and be proud of it. It is, therefore, important for the UoN library managers to note that assigning of responsibility should be to all members of staff so as to work hard with the attitude that it is their responsibility and they will be answerable. In fact UoN library staff entrusted with certain responsibilities would perform them to the standard because at the end of it all they will be accountable.

#### **5.5 Motivational Strategies**

Motivation is central in job satisfaction. Managers motivate their staff in order to cultivate job satisfaction and increase production. It was revealed that there are certain motivational strategies employed at the University of Nairobi as a whole but appeared

inadequate and did not motivate the staff. This was as a result of where motivation is placed at the institution. Staff motivation was not a major priority at the University paving way for dissatisfaction as well as de-motivation amongst staff.

Several authors including Rowley (1996), Omar, Jusoff and Huain(2010), Bessel (2009), Danish and Usman(2010) and Maxwell (2009) have separately expressed the importance of motivation and the strategies that can be adopted to motivate staff. The strategies are designing of jobs to make them more appealing, financial rewards, staff promotion; simple courtesies, employee recognition, inspiration of employees' creativity; good relationship with supervisors and encouragement of good peer cooperation.

These suggestions are a clear proof that motivation is not automatic but needs a plan on how organisations may implement it. Some motivation methods might be expensive to apply them regularly in the library considering that the library is a non-profit making entity in the institution. It is, therefore, upon the library manager to pick the most effective strategies that do not have a high cost implication such as designing of jobs, promotions, simple courtesies, employee recognition, inspiration, employees' creativity, good relationship with supervisors and encouragement of good peer cooperation. However, the library cannot avoid putting to use strategies that have some financial implication once in a while. Financial rewards like salary increments are very dear to the employee because they help him or her move from one financial status to another.

### **5.6 Challenges Management Faced in Staff Motivation**

In their efforts to motivate staff, the University and the library administrators faced challenges. The first challenge is about communication. The university administration indicated that it quite often experienced problems communicating to the staff in campuses outside Nairobi due to fluctuation of network and breakage of wired phones. The second is on lack of adequate funds. On this, the university administration raised concern over the inadequate funds that library administration needed to engage in motivational strategies that have financial implications like team building and rewards. Third, the members of the UoN library staff studied complained of a lack of autonomy in operations such that they could not make a decision without the approval of the University management and this delayed implementation of decisions. Fourth, Library managers faced the challenge of managing more library staffs that were qualified for promotion than the posts available. It became quite difficult on their part to determine who to recommend for promotion. This is because the University management allows only a specified number to be promoted at a time especially from the same department.

## **CHAPTER SIX**

### **SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS**

#### **6.1 Introduction**

This chapter summarizes the findings of the research. It also discusses the researcher's point of view with regard to the findings and suggests some recommendations that the University Library management could adopt to enhance staff job satisfaction to improve productivity as well as reduce staff turnover to other departments. To ease and to orderly represent the findings, the research objectives as well as research questions were used as a guideline in addition to the factors leading to job satisfaction and dissatisfaction as Herzberg suggests in his two-factor theory of staff motivation in which this research was based.

#### **6.2 Summary of Findings**

##### **6.2.1 Job Related Needs**

All staff in institutions has needs or expectations that they would wish fulfilled. At the University of Nairobi Library, the research revealed the following as the job-related needs. First, all staff aspire to earn a good salary that enables them to satisfactorily meet their basic needs and lead a more comfortable life. Second, staff values career development and all the respondents stressed this. Third, both the staff and the library administrators stressed their eagerness to earn a promotion and for job upward mobility.

To establish these needs the researcher employed such methods such as grapevine, appraisal, meetings, social places as well as seminars. Appraisal was done once every year and the only action taken upon the findings of the appraisal was commendation, communication and counselling for those who were not performing to the University's expectation. All the other methods were applied haphazardly or when a chance arose.

### **6.2.2 Extent to Which the Library Staff were satisfied with Their Job**

The findings reveal that library staff was reasonably satisfied with their job content though the work morale was low. The factors cited for the low work morale were unfriendly working conditions, poor leadership, doing manual jobs, lack of promotion, bias in promotion, deployment as well as allocation of responsibilities. Others were poor pay and job insecurity. This resulted to staff hating the system, having a don't-care-attitude, low production, moonlighting and feelings of dissatisfaction. However, a reasonable percentage of the library staff expressed their full satisfaction with their job citing job security, promotion and fair deployment as a facilitator. To establish the level of staff satisfaction, the researcher used observation and survey. Those who were happy with the system appeared to be very close to the library management.

The university management indicated that it gives cash incentives to the entire University community but it did not seem to be going well with the library staff since they complained that they were treated as indirect service providers in relation to module II programme compensation.

### **6.2.3 Causes of Dissatisfaction**

According to the findings, several factors were dissatisfying staff. The dissatisfiers were enumerated as we describe them.

#### **6.2.3.1 Delayed Promotion**

The study revealed that the highest number of the library staff had never been promoted since they were employed. Others had worked for over six years and before a promotion based on training came their way. The study also revealed that there was no policy on promotion but some criteria for promotion was being applied. The criteria was said to be either based on academic qualifications or the management's decision. Some dissatisfaction was grounded on the promotion policy and the following improvements were suggested. One, that there should be promotion on merit; two, policy should be made formal; three, there should also be a provision in the policy on how to promote those who perform exceptionally well. The general feeling was that there was a suggested policy through Kagiko Report but had not been adhered to. It was also revealed that there were so many pending promotion cases in the library which the University administration was expected to approve, finance and post the advertisement to the media houses.

### **6.2.3.2 Inadequate Salaries**

The largest percentage of the respondents expressed their displeasure with the fact that their salaries were reviewed every three years based on the CBA. The indication was that the salary was low, not enough though there were those who felt contented with the same. Staff felt that the criteria of reviewing salaries was not fair and indicated that the salaries were not able to meet the library staff basic needs. There was also no mechanism put in place to ensure that salaries match the work and professional qualifications attained by the staff.

### **6.2.3.3 Lack of Staff Training Policy**

The entire library staff was professionally trained having attained certificate, diploma, degree, master or PhD which most of them attained more than five years ago. The training was either in form of formal training, in house and on-job training. The only contribution the University made was either, to allow them time off to train or issued a certificate of recognition. After training, a few of them were lucky to get a promotion but the highest number did not get any reward and even for those who got the reward had to wait for some time. The consensus was that the library as well as the University had no formal training policy and the one and only that ever was (Kagiko report) was never implemented. The training criteria “policy” was described as unsuitable.



#### **6.2.3.4 Inadequate Staff Supervision**

Most library staff described staff supervision as inadequate to unprofessional style of management. The management was described as harsh, practiced favouritism, tribalism and lack of technical skills in the library. Staff therefore lodged complaints verbally, or in meetings to the authority. Most staff felt that the management ignored them. At times, the management prevailed upon a supervisor to convene a meeting to resolve differences. It was revealed that no formal training had ever been arranged for the supervisors to enhance their managerial skills only seminars and workshops, in-house training as well as library senior staff meetings. Some colleges' registrars said that they held seminars thrice a year for their supervisors while the library management indicated that they often did it but no definite period was given. Through observation, performance contract and supervisors' reports, library staff was not able to achieve much without supervision. The middle and lower grade library staff felt that supervision did not add any value to their productivity. It was also revealed that no guidelines were provided for supervision and supervisors used their objectivity and discretion to manage.

#### **6.2.3.5 Working Environment**

Most of the library staff expressed their dissatisfaction with the working environment. They complained of poor management styles, workload, and harassment of the supervisors. The complains cited include Sunday duty, unfair duty allocation and untidy environment. A small percentage of library staff expressed their satisfaction with the environment citing favourable working hours as a contributing factor and cleanliness. However, the library management indicated that they were doing

everything possible to improve the working environment through; maintaining a clean environment, introducing friendly working hours and developing a job description for the staff. Members of staff in middle and lower grades attributed high staff turnover, low production, negative attitude towards their work and moonlighting to the poor working environment.

#### **6.2.3.6 Poor deployment policy**

Library staff also indicated that there was no formal deployment policy and whatever criterion adopted to transfer the staff from one campus to another did not seek the staff's consent. Most staff viewed the method unsuitable because it was informal and had a lot of bias. This demoralized the staff.

#### **6.2.3.7 Compensation for extra hours worked**

The study revealed that the library staff worked for odd hours as well as days and felt that the compensation for overtime was unfair. Compensation was in form of offs or allowances. Most of the library staff expressed their satisfaction with the normal working day, which ended at 4 p.m. and described it as flexible, off pick hour and friendly. They were also satisfied with the evening shift as well as the Saturday duty which was compensated with an off. The Sunday duty was the cause of disagreement where most members of staff described it as violation of human rights. There was a complaint that the monetary compensation for the same was also meagre and added that an off would even be a preferred option. Evening shift personnel were either housed while others made their own transport arrangements.

#### **6.2.3.8 Flow of Communication**

Communication flow at the University was described as a two-way process i.e. flowing from top to bottom and bottom to top. It was felt to be effective since both parties were able to communicate. However, it was revealed that no communication policy existed and the common mode of communication was said to be verbal as well as written. The mode of communication was largely dependent on urgency of a matter and the distance. Through observation and interviews, most of the staff seemed contented with the mode used to communicate. Despite management feeling that the mode of communication was sufficient, the middle and lower grade staff found it wanting arguing that it was not prompt enough to inform them about issues concerning them and the work.

#### **6.2.3.9 Supervisor/ Staff relationship**

A higher percentage of the library staff expressed their satisfaction with the kind of relationship that existed between the senior staff and junior staff. The relationship was said to enhance better working relationship and good communication. Those who expressed their dissatisfaction with the relationship said that it demoralized them. The University however expected the supervisors to adopt an open system of communication which the staff and library administrators had already tried to do something about through formation of a library association. There were no checks and balances to ensure that the expected kind of relationship existed.

#### **6.2.3.10 Peer to Peer Relationship**

Most of the library staff said they related well with their peers who had enabled them to love their job, boost production, and have a sense of belonging. The good peer relationship was self-initiated since both the library and University did not contribute to it in any way. The management stated that good peer relationship could boost productivity while poor one could lead to negative attitude towards the job.

#### **6.2.3.11 Assignment of Responsibilities**

A very high percentage of the library staff indicated that no special responsibilities had been assigned to them. The criterion for allocation of those responsibilities was largely dependent on staff relationship with the supervisor and academic qualification. Its suitability was questioned and it eventually contributed to lowering the staff morale work.

#### **6.2.4 Motivation Strategies Put in Place**

The study revealed that library and University administrators as well as the library staff had adopted different methods in an effort to make work more satisfying. The Middle and lower library staff indicated had on the one hand devised mechanisms of self-motivation. They had therefore adopted such methods as adhering to their senior's instructions, self-sponsorship for further training; relating well with the users; general self-motivation, formation of joint unions with their peers; formation of merry-go-rounds (MGR), joining staff tea clubs as well as prayer groups. On the other hand, the University management had introduced the following in an effort to satisfy

staff: granting study leave, improving working conditions, giving a medical cover; and offering fees subsidy to all staff and their nuclear families studying at the University of Nairobi. The library administrators only had staff meetings to offer.

#### **6.2.4.1 Evaluation of Strategies Put in Place**

The library staff perceived the strategies that the University and library administrators had initiated as ineffective. They argued that that these strategies had existed since time immemorial and other institutions of the same status were offering better terms. The library staff stated that their self-initiated strategies were adequate since they were able to share experiences with their peers, encourage one another, improve their welfare and increase work morale. The strategies were general instead of being specific to individual staff needs. The reason for generalization was because the management had not put in place a method to establish individual staff needs in the library. The University at large conducted surveys, appraisal and meetings but the results were never acted upon. So the situation had remained the same particularly in the library for the middle and the lower grades staff. This then rendered the strategies inadequate since they did not meet the library staff expectations.

#### **6.2.5 Challenges Encountered in Motivating Staff at UoN Library**

Both the Library and University administrators expressed their difficulties in motivating staff due to the following reasons. First, inadequate funds for monetary related motivation strategies frustrated the management's effort to motivate the library staff. Second, there existed poor communication protocol particularly to the sub-

library staff, and third, understaffing resulted to the library staff being overworked. It also emerged that lack of independence in decision making leads to delays in implementing policies.

Library staff also observed that other challenges involved a waste of time commuting from home to office and back particularly for those who had been deployed to sub-libraries that were far from their residential areas. In addition, forced duties on Sunday denied staff free time resulting to a lot of distress. Self-motivation was also hindered by a lack of a medium voicing grievances.6.2.6 Suggested Strategies.

The lower and middle grade staff suggested strategies that would help motivate the affected grades. They include, one, improvement of working conditions such as proper ergonomics, provision of tea and adequate working tools; Two, the drafting of effective promotion policy that would be adhered to. Three, transparency in deployment and during assignment of responsibilities. Four, the recognition and encouragement of staff that had developed innovations. Five, regular pay increase to match the existing economic situation. Six regular meetings with the supervisors to enable the staff connect and also express their feelings And seven, rewards the staff whose performance was deemed exemplary.

### **6.3 Conclusion**

The study revealed that the library staffs at the University of Nairobi was generally not satisfied with their job due to delayed promotions, inadequate salary, insufficient staff supervision, unfriendly working conditions, bias during deployment as well as

allocation of duties and job insecurity. Despite staff liking the profession and what it involved, dissatisfaction was evident. The reasons as to why the library management had not been able to handle some of the issues that were causing dissatisfaction was lack of policy guidelines on issues regarding staff motivation, failure to put emphasis on staff motivation, institutional bureaucracies involved in staff motivation, lack of adequate funds and ineffective methods of establishing the staff needs.

The library management claimed that there were strategies employed to motivate staff in the library such as study leave, staff training, fees subsidy, medical cover as well as conducive working environment. On close examination it was established that these strategies had been put in place by the University management and the library had nothing extra for their staff. This may also have been a great contributor to job dissatisfaction since there were those specific needs for certain individuals in the library and could only be satisfied uniquely.

The study also came to the conclusion that Herzberg Two-factor-theory was inadequate because it states that there is no relationship between satisfiers and dissatisfiers. The study concluded that in the absence of the satisfiers for example inadequate salary and relationship with boss library staff were found to be demoralized and in some instances changing jobs. Herzberg's theory states that staffs do not get dissatisfied in the absence of satisfiers but only when the dissatisfiers are in existence. The study proved that in the absence of some satisfiers like adequate salary, friendly relationship with the bosses and peers caused alot of dissatisfaction resulting to staff quitting their job. It was also found that in the absence of satisfiers

such as recognition, advancement, and growth dissatisfaction among the library staff reigned and hence the theory needs to be improved.

#### **6.4 Recommendations**

From the findings of the study, it is evident that the UoN library management has not utilized all its capacity to motivate staff and there is a lot to be done to recapture the satisfaction of library staff with their jobs as well as the entire system. It was worth noting that it was the responsibility of the managers to get things done through employees and that demands that they motivate their employees. Most managers get the wrong notion that rewarding employees imply monetary implications but research has proved that positive feedback provided within an enjoyable, team-oriented environment makes a tremendous difference in employees sense of being valued and as a result, their commitment to their jobs as well as the institution. Therefore, below are some of the staff motivation strategies recommended with no or little monetary implication that the University of Nairobi Library managers can adopt to enhance job satisfaction in their staff. The recommendations are grouped in two: those that require University Management attention and those that need the attention of the library management.



## **Part I**

### **Recommendations for the Library Management**

#### **6.4.1 Recognition and Rewarding of Good Performers**

It is natural for one to feel good when a tap on the back is made for work well done. This gives the strength and the will to move on. Fielding (2006) explains that praising employees for achieving their goals is important in maintaining an enjoyable work environment. The University of Nairobi Library should adapt to similar reward system with no monetary or minimal implication. The library can move a step further and celebrate success with a simple reward like a lunch and if possible invite the member of staff to share with the others on the route to the achievement of goals. Overall, verbal appreciation and even awarding a certificate of achievement would mean a lot to members of staff.

#### **6.4.2 Encouraging Creativity and Innovativeness**

It is important for the University of Nairobi to realize that staff will work extra hard after knowing the university management has confidence in their capabilities and also that their values contributions. For instance, at Tejas Security Group there is a silver trophy that is awarded to the best contributor to the overall team's success. The winner is then announced in the company's wide meeting and is awarded the trophy to display at their workstation. If such an encouragement practice is adopted at the UoN library, it would enhance individual sacrifice and competition to develop new ideas and products that can benefit the Library and University at large. It would be of essence that staff be sensitized to come up with new ways of offering service to the

users particularly in this new era of technology. This may result to departmental recognition which eventually can encourage not only the innovator or creator but also other members of staff.

#### **6.4.3 Enhancing Team Spirit**

Teamwork should be encouraged through joint forums for both the senior and the rest of the staff. Joint meetings should regularly be held and members of staff given the freedom to express their ideas without victimization or intimidation. The management should commend new ideas from library staff and implement them to facilitate achievement of goals and objectives. This kind of an initiative would also enhance the relationship between the staff and their supervisors. It is also important occasionally to arrange for team building outing for all library staff. This may be a little bit expensive but could be a worthy expenditure for the library. This can cement the relationship between and among library members of staff and ensure they work harmoniously.

#### **6.4.4 Effective Communication**

It is important that the library puts in place communication media that are efficient and effective. For example use of mobile phones calls for the purchasing a mobile phone and either a post paid or prepaid air time to every sub library head. The expense may appear high but it is reasonable in comparison to the importance of reaching out to all in the library. Use of Electronic mail may sometimes be a challenge because in some sub libraries the internet signals are poor.

The Library management should also consider formulating code of ethics to govern interpersonal relations, communication, language and behaviour for the library staff. Members should then be fully sensitized about it through meetings, and pinning the code of ethics on staff notice boards in every sub library. Offenders should be dealt with accordingly. This would maintain a very high standard of relations in the entire library system.

#### **6.4.5 Application of Equity**

The University of Nairobi library should consider being fair to all members of staff. Such a move would give them the feeling the management appreciates all regardless of the role each one plays in the organisation. The feeling that some members of staff are favoured demoralizes the staff. Those who feel favoured do not perform because they consider themselves to be in good books with their supervisor and, therefore, cannot be reprimanded for any errors or underperformance. Library managers should treat everyone equitably and instil a sense of belonging as well as team spirit.

#### **6.4.6 Appreciation of Staff Areas of Specialization**

There is what each and every member of staff in the library enjoys doing best. Through an investigation, the library should be able to establish what each staff enjoys doing. This would enable the library managers to place each member of staff where they enjoy working. Through appointing staff to attend seminars workshops as well as short term trainings relating to their areas of specialization the members of staff can enhance their skills. This would also make work more interesting to the staff as well as enhancing creativity.

#### **6.4.7 Formulation of Policies**

In the absence of policies that guide promotion, staff supervision and, communication among others could lead to bias, favouritism and lack of uniformity in conducting affairs of the library. It is necessary for the library to come up with departmental policies that are in line with the institutional policies to assist in guiding how to handle issues. This will result in fairness and uniformity when dealing with staff and pre-empt *ad hoc* style when resolving staff matters. In formulating the policies, it is important to involve all the members of staff to ensure wide acceptability and inclusiveness. Mechanisms such as annual evaluation should also be put in place to ensure that the policies have been adhered to but under some circumstances some may be “bent” to tackle mistrust.

#### **6.4.8 Establishing the Needs of the Staff**

Establishment of staff needs should be made a regular exercise at the University of Nairobi Library. The University management should conduct surveys or case studies to establish staff expectations. The outcome would be a good foundation under which the motivation strategies should be based. The exercise is also important because users’ needs keep on changing and such evaluations would enable the managers to determine the strategies to adopt for different staff since each member of staff needs to be motivated differently.

#### **6.4.9 Negotiations**

The library management should aggressively negotiate with the University Management so as to award the library staff better salaries and in commensurate with other academic institutions. This is because a library especially in an academic institution is a very vital organ. It is on this basis that the library management should be able to convince the institutional management of the importance of placing the library staff a grade or two above other staff. The library management should also look for ways and means of providing relevant information to the University management that will help it improve its knowledge in library staff's areas of specialization. This alone would convince them of the vital role the library plays to them and to the institution at large. It would, therefore, make the work of the library management easier when it comes to negotiations.

#### **6.4.10 Redesigning Jobs**

In order to enhance work enjoyment the University of Nairobi needs to introduce job redesigning in their system. Redesigning of a job is also referred to as burnout. It is meant to avoid monotony and repetitive jobs which may cause boredom and job dissatisfaction. Job redesigning involves the following: Job enlargement which is often referred to as horizontal job loading. It increases a variety of tasks a job involves. Though it does not change the quality of the tasks, it reduces the monotony as well as an employee's boredom thereby raising his quality of work. In redesigning a job, Job rotation is necessary. The library should adopt a policy where an employee rotates from one task to another after a while. Job rotation would add variety and expose staff to the effects of dependence that one job has on other jobs. This can

encourage higher levels of contributions and renew interest and enthusiasm. This would also enable the staff to work in any section of the library. Another aspect of job redesign includes job enrichment. This is also referred to as vertical job loading and it includes increased variety of tasks and provides an employee with more responsibility and authority. If what is required to do a job are skills that match abilities of library staff, job enrichment may improve morale and performance.

#### **6.4.11 Staff Development**

Stueart and Moran (1998) explain that “Employees who enter libraries and information centres with the best educational preparation need continual updating to stay current.” So many changes occur in any discipline of knowledge and library staff can find themselves being overtaken by changes to the point of becoming irrelevant. It is also vital that the University of Nairobi library managers give room for career development through formal professional education, seminars, workshops as well as sponsoring staff to attend and/or participate in academic and professional conferences.

## **Part II**

### **Recommendations for the University Management**

#### **6.4.12 Employment of adequate library staff**

Library staff is the backbone of an institution’s library considering that it is personal oriented service. Staff inadequacy implies that users will find an overworked, tired and unhappy person who cannot effectively as well as efficiently deliver. This obviously affects the image created and the university management should seriously

consider allowing library management to employ enough staff who are able to handle the ever increasing number of users. It is also important for the university management to bear in mind that as much as technology is making the library operations easier it brought with it other added and sophisticated responsibilities that staff are expected to handle, for example, training users on how to use the electronic resources.

#### **6.4.13 Library staff compensation for work done**

Just as the University cannot operate without a library the same way it cannot operate without the library staffs that make their presence inevitable. Unlike many other staff in the University of Nairobi, library staff relate with users at a personal level. They should, therefore, be compensated particularly when it comes to the direct service provision and when on duty on Sunday because these are extra services they offer. Their role contributes to the improvement of the university image.

#### **6.4.14 Policy adherence**

The university management should also apply the policies put in place equitably and not selectively. This will give a lot of confidence and guideline to the library management when they are making decisions as policies govern the university. Operating outside the policies throws other managers into confusion and fear.

### **SUGGESTIONS FOR FURTHER RESEARCH**

1. Staff motivation and productivity: a case of academic libraries in Kenya.
2. An investigation of the relationship between employee motivation and job satisfaction.

3. A comparison of the level of staff motivation in public and private academic libraries.
4. An investigation of the extent to which salary enhances staff job satisfaction in public academic libraries in Kenya.
5. Library automation and staff job satisfaction: An evaluation of the influence of automation in staff job satisfaction in academic libraries in Kenya.
6. The role of staff in the use of Information electronic resources in academic libraries in Kenya.



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**APPENDIX 1****INTERVIEW GUIDE FOR THE LIBRARY STAFF****Basic information**

1. Gender

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2. How long have you served in the UoN library?

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3. In which branch of the UON library do you belong?

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4. How long have you worked in the branch library?

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5. What is your current grade? \_\_\_\_\_

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**Needs identification**

6. What were your expectations when you joined the UON library?

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7. Out of the above expectations which ones has the UON library been able to fulfil?

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8. What other expectations have developed over time?

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9. How does the UON library management establish the library staff expectations' from their job?

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10. How often does the library management work towards establishing the staff expectations from their job?

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**Extent to which staff needs are satisfied**

11. How fulfilling is your current job?

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12. What are the factors that make your job fulfilling or unfulfilling?

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13. How do the above factors affect your attitude towards your job and the employer?

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14. What action would you wish that the library management take to make your job even better?

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**Job satisfaction**

15. When did you last receive a promotion at the UON library?

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16. What was the promotion based on?

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17. What is the promotion policy at the UON library?

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18. How appropriate is the staff promotion policy?

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19. What are the factors that make the staff promotion policy at the UON library appropriate or inappropriate?

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20. How contented are you with the salary?

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21. Why are you contented or discontented with your salary?

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22. How often does the University review salaries for the staff?

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23. What is the salary review based on?

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24. How happy are you with the annual salary increment policy at the UoN?

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25. When did you last receive your professional qualification?

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26. What role did the UON library management play in your training?

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27. How has the library management rewarded you for the effort made in training?

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28. How suitable is the UON library staff training policy?

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29. What makes the staff development policy at the UON library suitable or unsuitable?

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30. How adequate is the staff supervision at the UON library?

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31. How can you justify your response above?

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32. How much value does the supervision add to staff work morale?

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33. What working conditions are favourable or unfavourable at the UON library?

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34. What are the reasons that have led to favourable or unfavourable working conditions?

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35. How do the unfavourable conditions affect the staff work morale?

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36. What is the transfer policy from one library to another?

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37. What is your feeling about the transfer policy?

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38. How does this affect your work morale?

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39. How favourable are the working hours at the UON library?

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40. What makes the hours favourable or unfavourable?

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41. How friendly is the relationship between you and your boss?

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42. What factors justify your response above?

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43. How does the relationship with your boss contribute to your work morale?

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44. How do you relate with your peers?

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45. How does the relationship with your peers contribute to your work morale?

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46. What responsibility/ies has the UON library management given you?

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47. What criteria does the library management use to allocate responsibilities to staff?

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48. How suitable is the criteria?

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49. How has this contributed to your work morale?

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### **Strategies**

50. What steps as an individual have you taken to make your work enjoyable?

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51. How adequate are the strategies?

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52. How can you justify your response above?

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53. How much effort is the management putting to boost the staff work morale?

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54. What activities and efforts do the staff engage in to boost their morale

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55. How do these activities assist in boosting staff work morale?

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56. In your opinion is the UON University Library management making any effort to boost staff morale?

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57. What are some of the indicators to certify the above?

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58. What challenges do you encounter in the effort to increase your work morale?

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59. In your opinion what strategies should this UON library management put in place to enhance staff work morale?

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**APPENDIX II****INTERVIEW GUIDE FOR THE UNIVERSITY OF NAIROBI LIBRARY ADMINISTRATORS****Basic questions**

1. What is your position in the library?

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2. How many years have you worked in the UON library

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3. In which library are you based?

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4. For how long have you worked in the current base station?

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**Needs identification**

5. What are the UON library staff job expectations?

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6. What methods do you apply to establish staff job expectations?

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7. How effective are the methods?

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8. How often is a study carried out to establish library staff job expectations?

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**Extent to which staff needs are satisfied**

9. To what extent are the library staffs at the UON able to meet their needs through their jobs?

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10. Please justify your response above?

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11. How is the library management able to determine the level of staff satisfaction with the job?

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12. How often are the methods used to establish level of staff satisfaction in the library?

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13. What are usually the findings of the study on the level of staff satisfaction in the library?

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**Job satisfaction**

14. What is the staff promotion policy in the library?

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15. In what areas do you think this policy needs improvement?

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16. How many promotion cases are pending in the library?

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17. What is the library management doing about these pending cases?

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18. In what ways has the library promotion policy been affected by other University of Nairobi policies?

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19. How fair are the library staff salaries?

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20. Why do you think they are fair or not fair?

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21. What are the salaries received by the staff based on?

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22. How often do the staffs at UON get their salary reviewed?

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23. How can the library management influence the salaries their staffs receive?

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24. In what ways can the library management ascertain whether the library staffs are happy with their salaries?

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25. If salary discontentment is discovered among the staff does the library management intervene to improve the situation?

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26. How does the library management ensure that the library staffs have the required training to serve efficiently and effectively?

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27. What level of professional training do the library staffs possess?

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28. How does the library management contribute in the staff training?

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29. How does the library management reward those who have successfully gone through their training?

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30. Does the reward come immediately after training or how long does it take to be effected?

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31. How is the library able to establish that the reward will be of value to the staff?

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32. What is the university library staff training policy?

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33. How is it affected by the University of Nairobi other policies?

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34. What are the other policies that affect the UON library training policy?

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35. How much are staffs able to achieve without supervision?

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36. What method does the library management use to verify the above?

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37. What are the guidelines available for library staff supervision?

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38. How suitable are the guidelines used in the library staff supervision?

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39. How does the library management ensure that the guidelines are strictly followed?

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40. Who designed the guidelines?

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41. What are some of the complaints that staff present to the management?

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42. What means do they use to express their complaints?

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43. How does your office handle the complaints?

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44. What trainings do supervisors undergo to enhance their management skills?

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45. How often do they attend these trainings?

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46. Which is the last one that they attended?

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47. What structures has the library put in place to ensure friendly working environment for the library staff?

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48. How do you ascertain that the structures are enhancing staff job enjoyment?

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49. How many days in a week does the library operate?

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50. Out of these days, how many can be described as not normal working days?

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51. How are staffs compensated for the out of normal working days?

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52. How do you ensure that the compensation is just, fair and acceptable to the staff?

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53. Up to what time does the library operate?

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54. When the staffs operate during odd hours of the evening, what is the transport arrangements made to their homes?

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55. What is the main mode of communication in the library?

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56. What determines the choice of the means of communication?

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57. How contented are the members of staff with this mode of communication?

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58. What methods have you used to verify staff satisfaction with the mode of communication?

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59. What measures has the library management put in place to enhance the relationship between the junior staff and the senior staff?

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60. In what ways has it helped to enhance the relationship between the junior staff and the senior staff?

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61. How does the library encourage peer relationships?

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62. What impact has this had on staff work morale?

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### **Motivational strategies used**

63. What strategies has the library management put in place to boost the staff work morale?

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64. How effective have the strategies been?

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65. What methods had the library management used to determine the effectiveness of the strategies

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66. What challenges has the library management been encountering in an effort to increase library staff work morale?

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67. What other strategies should the library management put in place to enhance staff work morale?

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**APPENDIX III****INTERVIEW GUIDE FOR THE UNIVERSITY ADMINISTRATORS****Basic information**

1. What is your position at the University?

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2. How long have you worked in the University of Nairobi?

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3. How long have you worked in the current position?

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4. In which college are you serving?

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**Needs identification**

5. To what extent do jobs at the UON meet staff expectations?

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6. What methods do you use to establish the various staff job expectations?

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7. How often are these methods used to establish staff job expectations?

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8. How does the university act on the findings?

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**Extent to which needs are satisfied**

9. How can you describe the level of work morale at the University?

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10. How are you able to determine this?

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11. What could be the reasons that have led to that level of staff work morale at the UON?

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12. What measures has the UON management taken to ensure staff needs are adequately satisfied?

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**Job satisfaction**

13. What is the University staff promotion policy?

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14. How committed is the University management in following the staff promotion policy?

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15. What indicators exist to show the University commitment to follow the staff promotion policy?

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16. What role does your office play in regard to promotions?

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17. How often does this happen?

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18. How does the University ensure that the salaries match the work and professional qualifications the staffs attain?

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19. How does the University ensure that the salaries are adequate for the staff most current needs?

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20. In comparison with other government parastatals, where would you rate the University salaries?

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21. How significant is the difference?

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22. How often are the salaries reviewed?

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23. What criteria does the University use to review the staff salaries?

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24. How acceptable are the salary increments/ reviews to the staff?

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25. What other rewards are staffs given?

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26. What category of staff benefits from these rewards?

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27. What is the University training policy?

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28. How does the policy ensure that staffs that deserve are trained when they are supposed to?

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29. How does the University ensure the policy is applied to all departments equally?

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30. What measures does the University management take to ensure that the training policy is adhered to?

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31. How is the University encouraging staff to upgrade their professional qualifications?

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32. What contribution does your office make in the library staff training?

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33. What is the university staff supervision policy?

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34. How does your office ensure that the policy is adhered to?

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35. What kind of complaints does your office receive regarding supervision especially in the library?

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36. How do you handle the complaints?

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37. What management courses do UON management sponsor supervisors to enhance their management skills?

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38. How do they help the supervisors enhance their managerial skills?

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39. How often are these courses conducted?

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40. What efforts has the university management made to ensure workers working conditions are as friendly as possible?

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41. How does the UON management establish that the working conditions are favourable to all the University staff?

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42. How does communication flow in the University?

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43. Why is the particular flow of communication found to be the most suitable in passing messages?

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44. What communication policy exists in the University?

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45. How does it enhance staff to staff relations?

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46. How does the policy also enhance a friendly working environment?

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47. How are the supervisors expected to relate with the juniors at the University?

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48. How does the University management ensure that the expected relation between supervisors and staff exists?

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49. How does the UON management encourage peers to relate well with one another?

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50. What are the effects of good and poor peer relationships?

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51. How is the University management working towards making work enjoyable and meaningful to the staff?

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52. Who determines the kind of work staff are expected to do?

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53. In what ways does the University recognize staff who have performed exceptionally well in their jobs?

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54. How often does this happen?

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55. How does the university encourage staff to be creative and innovative?

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56. How does this help in increasing the staff work morale?

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57. What methods are used to establish the staff attitude towards their job at the University?

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58. How often are the methods used?\_\_\_\_\_

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### **Strategies**

59. What strategies has the UON management put in place to enhance staff work morale?\_\_\_\_\_

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60. In your opinion how adequate are the strategies\_\_\_\_\_

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61. What improvements need to be made on the strategies that are already in place?\_\_\_\_\_

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### **Challenges**

62. What are the challenges the UON management is facing in the effort to motivate staff?\_\_\_\_\_

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63. How are you overcoming them?\_\_\_\_\_

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