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Review of Motivational Practices and Job Performance of Staff in University Libraries

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Abstract

Understanding the factors that motivate library staff helps to improve job performance and accelerate service delivery in the library. The paper revealed motivational methods that guarantee increasing productivity of staff, engagement and potential maximization. The study reviewed the concept of job performance, effect of motivation on job performance, motivational approaches, theories of motivation and job performance. Various training and development programmes as motivational tools were also identified. It was concluded that motivational practices should not be taken for granted as library staff tend to perform effectively when they are motivated by the management.

Keywords: Motivation, Motivational Practices, Job Performance, Staff, University Library

Introduction

It is unnegotiable fact that human resources remain a prime factor in every organisation. This is because, material and other resources cannot operate themselves without directives from human capital. Employees that make up the workforce harness the potentials of material and financial resources available and engage them to work. Perhaps, the greatest asset of any university library whether public or private owned is assumed to be library staff because the functionality of other aspects of the resources - finance and material, depends on them (Szalma, 2014).

There are two major categories of staff in the university library – professional and non-professional. According to Ndulaka (2018), the professional library staff are the Librarians (those with a university degree in librarianship), while the non-professionals include the library officers, library assistants and the support staff made up of porters, typists, computer operators, security officers, cleaners and messengers; both the professionals and non-professionals work together to ensure that the library deliver necessary services required of it from the parent institution.

A university library is a library system established, administered and funded by a university to meet the information and research, and curriculum needs of its students, faculty and staff. For the objectives of university library to be achieved, it is necessary that the management of the libraries put adequate motivational practices in place to enable staff perform efficiently and effectively. University libraries play a cardinal role in the academic pursuit of the students and research activities of lecturers and other members of the university community (Anyim, 2020).

Effective library personnel motivation is one of university librarians' most difficult and important duty as it has to do with attitudinal control. University libraries can easily achieve its objectives when the library personnel are effectively motivated. When motivation is not achieved in a library, it might be difficult to attain the stated objectives of the university. No university library can produce a greater output than the level of motivation of the personnel within the system. Reward systems in terms of salaries and emoluments appear unsatisfactory. Improvements in recent years are not enough to record satisfactory improvement in library personnel morale according to Safiullah (2015). In the context of this study, job refers to focused and deliberate human activities with specified description of duties or requirements (Anyim, 2020).

Concept of Job Performance

Job performance simply refers to the level of output realised in the process of carryout out a certain task of assignment. It could also be defined as an action or process of performing a task or a function or the accomplishment of a given task measured against present known standards of accuracy, completeness and cost (Billikopf, 2014). Similarly, Anyim (2020) opines that performance reflects the level of output of the staff in relation to the actualization of goals and objectives of the organization. Job performance as an exercise of man's faculties for the production of a particular desired goal in the form of goods and services. Job has been and will continue to be part and parcel of man's existence in this physical world. It connects both societal and individual tasks. Therefore, job is very natural to man, controls and animates him both in everyday existence and in social and intellectual life (Eze, 2002).

Libraries of all types need highly performing staff in order to meet their set goals and objectives. Cultivating a superior work performance is the dream of every library management. A systematic employee selection process can do much to help library managers hire effective staff who are capable of doing an outing job. Likewise, regular

performance appraisal meetings, open communications, well designed pay systems and good supervision all contribute to promoting good job performance in library establishments.

To the individual worker, accomplishing tasks and performing at a high level can be a source of motivation, with feelings of mastery and pride. Low job performance and not achieving the goals might be experienced as dissatisfying or even a personal failure. Several factors may be responsible for poor performance in organizations. The factors, according to Anyim (2021), include the following: lack of job satisfaction, lack of understanding of their role, lack of necessarily resources and facilities, personal problems at home, physical conditions in the workplace and management lapses.

Motivational Effects on Job Performance

The importance of staff motivation in organisations has been a subject of research by organisational behaviour experts. This is confirmed by Kolajo (2012) who maintains that without staff motivation, organisation will struggle to get the optimum performance from the employees. The implication is that organisations, including university libraries should put in place adequate motivational practices to optimize staff performance.

Organizational success depends on the collective efforts of the employees; Therefore, the employees will collectively contribute to organizational growth when they are motivated. According to Bamgbose and Ladipo (2017), motivation is a process by which the learner's internal energies are directed toward various goals or objectives. He noted that motivation is an internal condition that activates behaviour and gives it direction and energies and directs goal-oriented behaviour. Similarly, the various theories of motivation may be rooted in the basic need to minimize physical pain and maximize pleasure. Motivation is also described as the complex forces, incentives, needs, tensions and other mechanisms which energize, canalize and sustain human behaviour to carry out a particular action.

In effect, motivation refers to the degree of energy and commitment with which a person performs a job. Motivation is a process of goal-setting which establishes standard of performance that relate to self-efficacy and out-come expectations. Currie as cited in Sanvaneviciete and Stankeviciute (2011) states that motivation is related to the degree to which an individual is satisfied with the terms and conditions of employment and the factors that make up the physical work environment. This implies that people's perception of their job situation will be directly related to the values which they place on the various aspects of

their job and its environment as source of satisfaction and dissatisfaction, in other words individuals with high motivation will display a positive attitude towards their job and individual who are not motivated will have a negative attitude about the job.

Therefore, motivation according to Rani and Lenka (2012) is a process that prompts, controls, and sustains certain behaviours. Motivation is a phenomenon which affects the nature of an individual's behaviour, the strength of the behaviour, and the persistence of the behaviour. Motivation is that internal and external factors that stimulate desire and energy in people to be continually interested in and committed to a job, role, or subject, and to exert persistent effort in attaining a goal. Motivation is an index of inner feeling in a certain way to the need of the individual that jobs must be designed to further employee's performance and fulfilment. In addition, there are motivating factors that will lead to library personnel's satisfaction and increased motivation. Examples are achievement, recognition, advancement, incentives etc. Anyim (2021) opines that effective motivational scheme in the organization will go a long way inspiring employee to put in their best.

On the other, job performance refers to how people perform their job. Job performance as defined by James (2002) is the act of carrying a command, duty or purpose; and equally an observable and measurable behaviour of a person in a particular situation. Anyim (2021) considers job performance of librarians in the university system as a measure of how effective the library services are delivered. Drafke, and Kossen (1998) defines performance as the completion of a task or tasks; taking action in accordance with requirement. The most commonly conceptual approach to job performance was developed by Campbell (1990). A good employee performance is necessary for the organization, since an organisation's success is dependent upon the employee's creativity, innovation and commitment (Ramlall, 2008). Therefore, job performance is conceptualized as multidimensional construct consisting of more than one behavioural kind. It is believed by Campbell (1990) that job performance has behavioural and outcome perspectives. The behavioural perspective defines job performance in terms of measurable behaviours that are relevant to the achievement of organizational goals. The outcome perspective refers to the objective consequence of behaviour.

Therefore, in project context, the outcome perspective will suggest the assessment of performance on the basis of project outcomes such as out-turn cost, quality and time. The proponents of outcome perspective argue that, objective measures have advantages of limiting the bias inherent in the subjective evaluation of performance behaviours. Coming

from a psychological perspective, he describes job performance as an individual level variable; that is something a single person does.

This differentiates it from more encompassing constructs such as organizational performance or national performance which a higher-level variable. Armstrong (2000) stated that performance mean both behaviour and result; while behaviour emanates from the performer and transforms performance form abstraction to action. It is not just the instrument for result, behaviour is also outcomes in their rights the product of mental and physical efforts applied to a task and can be judged apart from the result.

Motivational Approaches

Motivating employees requires a deliberate action with focus on improving job performance of the staff.

It is no doubt, the job performance of librarians seemed to be enhanced when they receive adequate incentives, good working condition, adequate remuneration, on-the-job training, motivation in cash or kind, allowances, rewards and development programs. In a bid to develop and maintain effective and efficient job performance, the federal government of Nigeria introduced different kinds of allowances to serve as motivation to employees' performance which the university library is a beneficiary to some extent (Anyim, 2020).

Chadwick (2019) identified five factors that affects staff motivation as follows:

Reward and recognition

Reward and recognition come hand in hand. Recognition for good work has a limited shelf life; praise begins to lose its impact if not accompanied by reward. Exceptional work deserves reward and while recognition is sufficient in certain cases, employees begin to lose motivation if they are not rewarded for extra effort.

There are many ways to reward employees. Rewards can vary in both cost and impact and it is best to offer a portfolio of rewards, examples include once in a lifetime trips and experiences, vouchers or something as simple as an extra day off. The aim of rewarding and

recognising employees is to encourage and motivate them to exceed within their roles and promote positive behaviours.

Training/Development

Development is very important for motivating employees; studies have shown that 20% of employees prefer career development opportunities and training to monetary reward. Development makes an employee self-dependent and allows them to contribute more effectively in the workplace, it also helps employees to enhance their input to your business.

When an organisation invests in their employees, it breeds loyalty, retention and motivation. A study in the *Harvard Business Review* found that employees are appreciate and value when managers take a genuine interest in their development; it demonstrates to the employee that the organisation believes in them and wants them to progress within the company. Development inspires employees to work harder so as not to let down the company that has invested in them.

Leadership

A study by Gallup found that, only 2 in 10 employees strongly agree that their performance is managed in a way that motivates them to do outstanding work – this clearly displays how much a good leader motivates employees. A good leader has the knowledge of what truly inspires loyal and motivated humans to perform at a high level. It is important that a good leader has reasonable expectations, gives credit where credit is due and appreciates their staff.

Job Security

It comes with this feeling of assurance when one knows the fact that one will be able to retain one's job for as long as he/she desires and will not become unemployed, that way, that person will be very motivated to hold his job in a high esteem.

Work environment

Motivated employees thrive in a positive work environment. This refers to the physical and non-physical environment – the physical environment is the office space and surrounding

areas. Employees work better in open spaces that stimulate the senses, look at Google, they are known for their extraordinary office spaces that focus on employee wellbeing – with green spaces, quiet areas, beach volleyball, to name but a few! Google spare no expense on the employee environment believing that the space you work in greatly affects employee motivation. Google’s philosophy is that “life at Google is not all work”, therefore they promote casual collusion between employees, demonstrating how collaboration promotes creativity, drives production and increases motivation.

Regarding the intangible environment, motivated employees value engagement and communication. Engagement is achieved through many different factors such as, giving regular feedback, development and daily challenges. Effective communication is created through a continuous open dialogue, dependent on trust. Honest and open communication throughout the business is the foundation of creating a workplace where all employees can thrive.

Motivation and Job Performance Theory

One of the most important theories of motivation and performance theories are Maslow’s Theory of Motivation (1943) and Theory of Job Performance by John P. Campbell (1990).

Maslow’s Theory of Motivation

Maslow in the year 1943 outlined hierarchy of needs in five sets of goals namely: physiological needs, security needs, social needs, the esteem needs and personal development.

Physiological needs: These needs are directly related to survival of individual or species. These are typically concrete needs such as eating, dressing and sleeping. The lack of these needs can cause bodily or make the human not to function up to capacity physiological needs are thought to be the most important and must be met first.

Security needs: This type of need is to protect against various threats, if a person’s security needs are relatively satisfied, their safety needs take precedence and dominate behavior. In the absence of physical safety due to war, natural disaster, family violence, childhood abuse, people may experience post-traumatic stress disorder. The absence of economic safety due to safety due to economic crises and lack of work opportunities, these safety needs will manifest itself in ways such as preference for job security.

Social need of belonging to group: It discloses the need of social dimension of the individual who needs to feel accepted by groups in his family, work, intimacy, friendship and associates. According to Maslow, human needs to feel and have the sense of belonging and been accepted among social groups in life they choose to belong or finds themselves in. these group maybe large or small, some large groups may include, religion group, co-workers, professional organizations, sports team or gangs, while small groups may include love relationship, members of the family, mentor, colleagues and confidants.

The esteem needs, respect and trust: Human have a need to feel respected, this includes the need to have self-esteem and self-respect. Esteem presents the typical human desire to be accepted and valued by others. People usually involve themselves in a profession or hobby to gain recognition. These activities give the person a sense of recognition or value.

Personal development: According to Maslow, this need aims to get out of condition purely material to reach fulfillment. This level of needs is the desire to accomplish everything that one can and to become the most that one can be (Srivastava 2005) In 1943, Maslow argued that human beings have internal needs compelling them in the direction of self-fulfillment and personal superiority. He then came up with an opinion that there are five unique positions of needs and once we get to satisfy a need at one position of the hierarchy it will have an influence on our attitude. At such stage our attitude starts to decrease, we now put more powerful influence for the need at the next stage up the hierarchy.

Firstly, individuals are motivated by psychological needs, these needs build the fundamental need for survival, it may include warmth, clothing, food and shelter. When people are thirsty and don't have clothing or shelter, they are more motivated to accomplish these needs because these needs turn to be a great influence on their behavior. However, when individuals have surpluses in those basic needs (psychological needs), they tend to move to the second level where it was seen by Maslow as the higher order of needs. The second level is the security needs: it is the most important need to people at this level. This is seen and conveyed in the safety of the employee's health and family. The social needs came third. When an employee feels secured and safe at work, he will then take the rule and regulations of the organization serious and stick to the guidelines, also a good friendship, love and intimacy will be formed. Going up the hierarchy is the self-esteem needs. It is the fourth level of needs by Maslow and it introduce the recognition to be accepted and valued by others.

The fifth level of Maslow needs is the self-actualization needs. The self-actualization was developed into what an individual is to become or what he is competent to become (Srivastava, 2005).

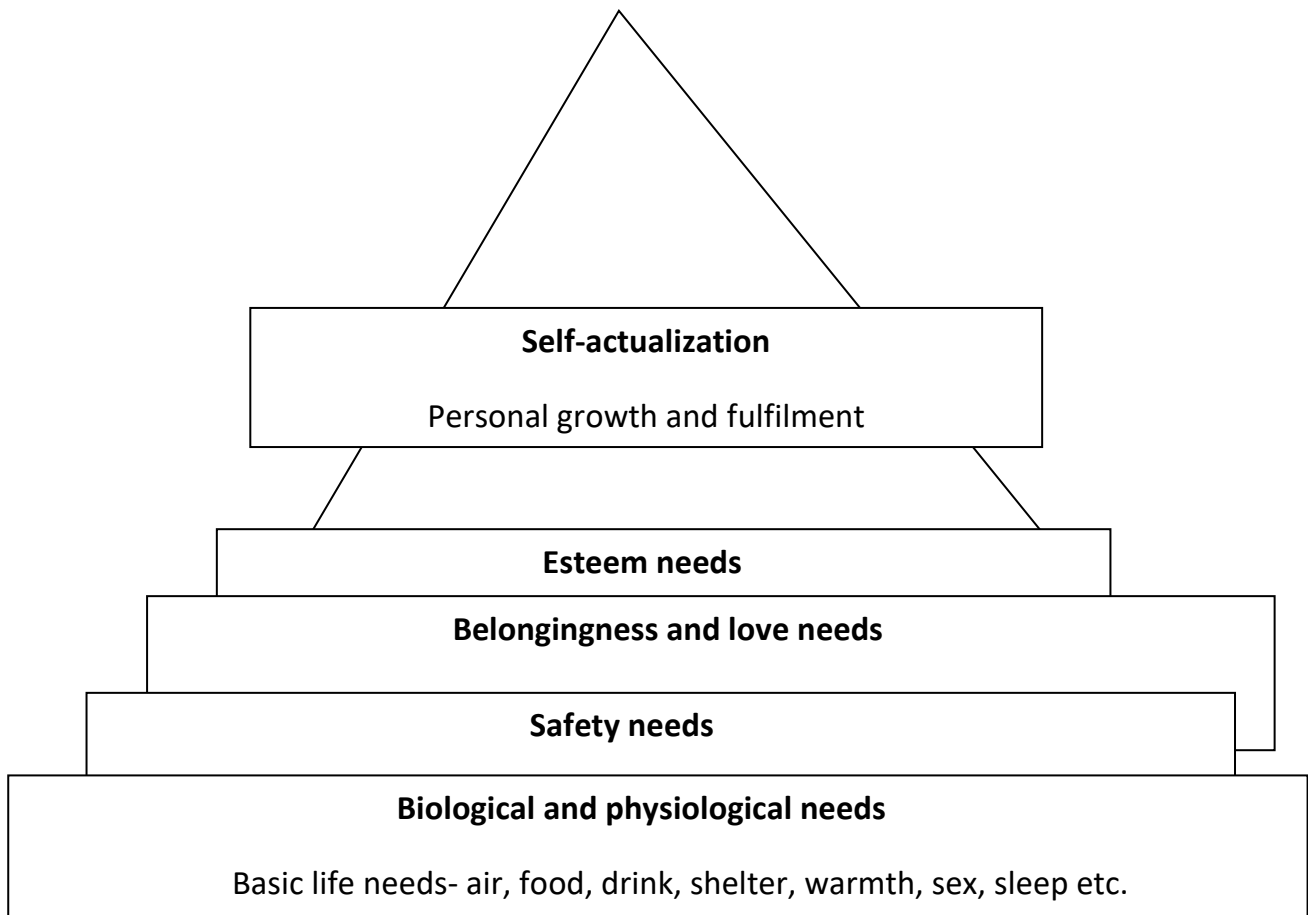


Figure 1. Maslow's five hierarchies of needs.

The Maslow's theory of motivation is important to the study because motivation is an important factor in an organisation both private or public establishment that enhances the productivity or job performance of employees who serves as the building blocks of these organisations. It sparks off or ignites some kind of passion and energy to do work in most workers by so doing, increasing the chances of an organisation to meet their set targets/goals.

Theory of Job Performance

The theory of job performance was propounded by John P. Campbell in 1990. Campbell in this theory describes job performance as an individual-level variable or something a single person does. This differentiates it from more encompassing constructs such as organisational performance or national performance, which are higher level variables. First, Campbell defines performance as behaviour-A concept that differentiates performance from outcomes. Outcomes results partially from an individual's performance, but they are also the result of other influences. In other words, there are more factors that determine outcomes than just an employee's behaviours and actions. Campbell allows for exceptions when defining performance as behaviour. For instance, he clarifies that performance does not have to be directly observable actions of an individual. It can consist of mental productions such as answer or decisions.

However, performance needs to be under the individual's control, regardless of whether the performance of interest is mental or behavioural.

Another key feature of job performance, according to the theory is that it has to be goal-relevant. Performance must be directed towards organisational goals that are relevant to the job or role. Therefore, performance does not take into account activities where effort is expended toward achieving peripheral goals. For example, the effort put towards the goal of getting to work in the shortest amount of time is not performance (except where it is concerned with avoiding lateness). Campbell (1990) maintains that job performance is not a single unified construct, but multi-dimensional. One of the influential multifactor models of job performance is the one advanced by Campbell (1990) who conceptualized job performance as a multidimensional construct consisting of more than one kind of behaviour and proposed an eight-factor model of performance based on factor analytic research that attempts to capture dimensions of job performance existent across all jobs.; they are as follows:

1. The first factor is task specific behaviours which include those behaviours that an individual undertakes as part of a job. They are the core substantive tasks that delineate one job from another.
2. On the other hand, non-task specific behaviours, the second factor, are those behaviours which an individual is required to undertake which do not pertain only to a particular job. A non-task specific behaviour of a person might be training new staff members.

3. Written and oral communication tasks refer to activities where the incumbent is evaluated, not on the content of a message necessarily, but on the adeptness and accuracy with which they deliver the communication. Employees need to make formal and informal oral and written presentations to various audiences in many different jobs in the work force.
4. An individual's performance can also be assessed in terms of effort or quantity, either day to day, or when there are extraordinary circumstances. This factor reflects the degree to which people commit themselves to job tasks.
5. The performance domain might also include an aspect of personal discipline. Individuals would be expected to be in good standing with the law.
6. In jobs where people work closely or are highly interdependent, performance may include the degree to which a person helps out the groups and his or her colleagues. This might include acting as a good role model, coaching, giving advice or helping maintain group goals.
7. Many jobs also have a supervisory or leadership component. The individual will be relied upon to undertake many of the things delineated under the previous factor and in addition will be responsible for meting out rewards and punishments. These aspects of performance happen in a face-to-face manner.
8. Managerial and administrative performance entails those aspects of a job which serve the group or organization but do not involve direct supervision. A managerial task would be setting an organizational goal or responding to external stimuli to assist a group in achieving its goals. In addition, a manager might be responsible for monitoring group and individual progress towards goals and monitoring organizational resources.

Campbell's job performance theory is relevant in organization performance because employees, whether in private or public establishments are always faced with performance problems that results in organizational outcomes. Performance is an important criterion for organisational outcomes and success. It gives a fair assessment of individual performance both for behavioural and outcome aspects. In fact, the combination of Maslow's theory of motivation and the Campbell's theory of job performance has provided enough clarifications on how to improve the job performance of employees within an organization.

Using Training and Development Mechanism as a Motivational Tool

With training and development scheme, members of the organization could be motivated to learn new skills that can translate into effective performance. Training and development is an indispensable element that has tremendous effect on job performance across every organization (Anyim, 2021). Though promotion, wages and salary among others were the factors that are mostly regarded, university library is a dynamic institution where training and development programme can motivate staff heavily, especially now emerging technologies are changing the ways library operations are conducted. This is because the future of library profession lies on how competent the librarians are in grappling with the modern trend (Anyim, 2021).

Training and Development Methods in Motivational Practices

There are several methods of cross-training and development mechanism that libraries could be adopted which are discussed below.

On-the-job training

On-the-job training provides the staff opportunity to be trained by the manager or supervisor and allows him the autonomy to make decision and try performing those things learnt in the process of the training (Anyim, 2021). On-the-job training includes instruction given to the trainees with detailed guide after which they are left to perform the assigned activities of the job. In the process, the trainer examines the learning ability of the trainees and provides him or her assistance where necessary (Okechukwu, 2012).

Off-the-job training

In this type of training, the trainee will have to step out of his working environment to another place where resources, facilities, conditions and other equipment similar to what are obtainable in his own work place are provided for the training (Okechukwu, 2012).

Coaching and mentorship

Employees also get motivated when there is coaching and mentorship programme in place (Anyim, 2021). It provides employees an opportunity to learn from the trainer or coach, observe what the coach does and follow direct guidance of the coach (Okechukwu, 2021). This also allows the coach to give immediate feedback to the learners on whether they perform well or not. The managers also get themselves involved in learning to perform as much as possible, some of the supervisor's job (Anyim, 2021).

Seminar, workshop and Workshop

These are most common strategies used by the organizations in training and cross-training of their staff. It provides different group the opportunity to discuss and share views, ideas and opinion on a definite subject matter. A seminar is a medium used to stimulate the intellectual faculties of professionals. On the other hand, workshop provides practical demonstrations of what has been taught theoretically. Papers presented at these programs are constructively criticized and corrections are made (Anyim, 2021).

Required and Actual Performance in University Libraries

This involves examination of employees’ performance standards in comparison with the actual performance of the employee members in the role to identify gaps in performance. If a team member is found not achieving the required standard, a performance gap exists. Where a gap is identified, the library manager must work with the team to address it (Anyim, 2021).

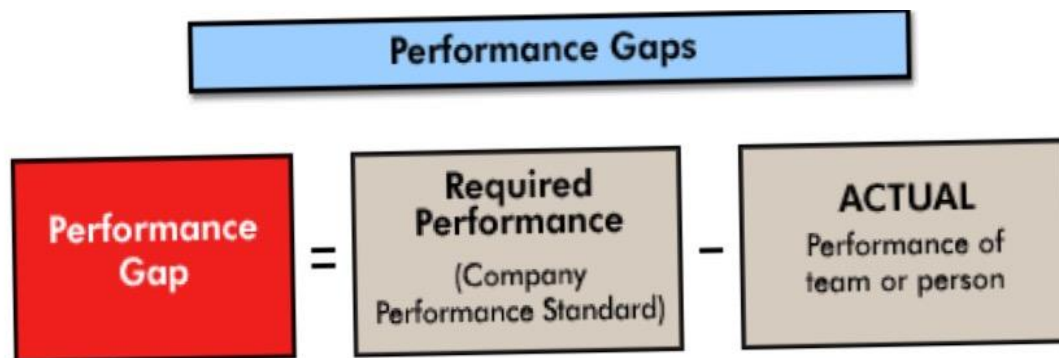


Fig. 1. Required and Actual performance

Required Performance involves the performance standard of a university library while *Actual Performance* involves the performance of a group of library staff in a unit or individual staff member of the library. The members of library staff need to know exactly what their job requirements are, and how to meet or exceed their performance standard; this will determine what motivation is needed to improve performance (Anyim, 2021).

Conclusion

Organisations struggle with employee motivation on a daily basis. Unmotivated and uninterested workers can decrease both productivity and profitability. Understanding the factors that motivate employees can help managers to cultivate a corporate culture that is

engaging and enjoyable. It is important to understand that a one-size-fits-all mentality may not be appropriate, as different people are motivated by different things. Studies showed that motivation of employees leads to increase productivity, engagement and even profit maximization. It is important not to take motivation of employees for granted and continue to nurture them and ensure that they feel motivated and valued to do their best work for the organisation.

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