



Locus Control and Motivation of Academic Librarians in Nigeria

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Abstract

The paper examined locus control and motivation of academic librarians in Nigerian Polytechnics and Monotechnic. The survey research design with a questionnaire was used for data collection. The study population was academic librarians in polytechnics and monotechnics from fifty - seven (57) academic libraries in Nigeria totalling two hundred and thirty - six (236). As a result, the study used total enumeration. The findings showed that most librarians had a high extent of locus of control and also exhibited a high level of motivation. Based on this the following recommendations were made polytechnics and monotechnics administrations should maintain the motivation of librarians in their institutions. Both the extrinsic and intrinsic motivation should be improved upon and made to spread across all designations. The study has added to the body of literature in human resource management, especially in the field of librarianship and library management.

Keywords: Locus control, motivation, academic librarians, Nigerian Polytechnic, Monotechnic

Introduction

Locus of control refers to the psychological concept of librarians perception of their command over their live circumstances. Locus of control describes a person's belief about how much he or she can control events happening around him or her at a particular time. The responses of each individual vary as a group of people do not perceive situations the same way. This study adopted the locus of control using the Social Learning Theory formulated by Julian Rotter in the year 1954. Rotter in a description of locus of control stated that behaviour do not occur as a simple reflexive reaction to objective stimuli rather it was a result of complex interaction among factors such as people's histories of learning, life experiences and stimuli experiences both inside and outside of awareness. Katamba and Abdulsalam (2014) declared that locus of control is a two-way thing, that is, intrinsic and extrinsic.

They claimed that the conviction that one's achievements and failures are caused by variables under one's control is inherent. The intrinsic view holds that an individual's success or failure was a result of the efforts they made or did not make. However, some other people frequently think their achievements and failures are the result of forces beyond their control. In other words, it is believed that success or failure have an external locus of control if they occurred due to chance or difficulties and that both internal and external locus of control elements could impact the productivity of a librarian. An individual is more likely to think that more effort will improve the outcome when they see that failure was as a result of insufficient effort (an internal locus of control).

Motivation, therefore becomes extremely important if librarians are expected to be more committed to their job and be productive. Saka and Salman (2014) averred that motivation drives, boosts and arouses individual to adjust their conduct towards fulfillment of institution's objectives, leading to greater productivity. Ademodi and Akintomide (2015) reported motivation as one of the factors that lead to high research productivity or performance. The authors further buttressed that a motivated academic librarian is likely to achieve better than one that is not motivated. uniqueThe two types of motivation are intrinsic and extrinsic motivation. The study of Idiegbeyan-Ose, Aregbesola and Owolabi (2019) also affirmed the existence of two types of motivation, that is intrinsic and extrinsic motivation. Munawir, et al. (2018) assert that intrinsic motivation is internal while extrinsic motivation is external.

Intrinsic is the willpower that emanates from within the individual like attainment; while the latter is that force emanate from outward, which implies that motivation is related with remuneration or income such as income, preferment and incentives among others. Wehrich and Cannice (2010) argued that monetary reward is a factor that strengthens the act of an employee positively, and plays a significant role in ascertaining an employee's job confidence and performance. Hence, employees with lesser income levels would be unsatisfied with their salary; their drive would be weakening and thus would be more susceptible to unsteadiness.

In general, motivated librarians are more probable to be happy and productive. The motivation of librarians in academic libraries is crucial to research, learning and teaching (Idiegbeyan-Ose, et. al. 2019). Komolafe and Gbotosho (2019) posited that low productivity of the librarians could be due to their poor motivation in performing their job. The study found that promotion, wages and salary among others could be motivating factors that would make library staff more efficient in performing their job.

Motivation is very important for the employees and employers to know, so that they can understand why people behave differently at workplace and how to manipulate their behavior so that they exert their best efforts to achieve organizational goals. It is the goal of all managers at every level to have workers motivated so that work can progress at desired rate, pace and time (Haque, Haque & Islam, 2014). As long as employees perceive that all input in terms of efforts, commitment, loyalty and trust to the organization are rewarded adequately especially financial and non-financial benefit, chances are that they will remain motivated and continue to improve productivity. Ikonne and Fajonyomi, (2019) stated that if an organization such as the library wants librarians to perform in a certain way to enable them achieve the institution's mandate, it has to have an understanding of the kind of motivation that will encourage the employees to perform in the desired manner.

There are various theories on work motivation such as Maslow's needs hierarchy theory, Herzberg two factor, Theory X and theory Y among others. For the purpose of this study motivation will be studied using Herzberg two factor theory. Oyerinde and Adebara-Mayowa (2019) opined that the work environment of an employee determines their feelings and attitude to work. The theory is divided into two parts: motivational factors and hygiene factors and was formulated by Fredrick

Herzberg. Herzberg describes motivators as positive satisfaction such as challenging work, recognition and responsibility while hygiene factors that do not necessarily motivate if present but, if absent can result in demotivation such as status, job security and salary. The researcher further notes that job satisfaction or dissatisfaction is a product of two distinct factors, that is motivation (intrinsic) and hygiene factors (extrinsic). Intrinsic motivation is something within the person that energizes behavior such as interest, curiosity, personal challenge and improvement among others while extrinsic motivation is something outside the person that energizes behavior such as money, fame and power. (Tohidi & Jabbari, 2012).

Many librarians are very ambitious towards their career and that is why some of them are seriously performing above the standard which their parent institutions set for them. They devote most of their time to their employers. But, to their dismay, they experience the problem of role conflict, which arises more when they ignore their household duties and responsibilities due to excess priority given to their career. The idea of work-life balance is becoming a major issue to maintain their personal and professional life well (Kossek, Valcour, & Lirio, 2014). Such librarians could be motivated by their employers so that they could sustain their research productivity.

LITERATURE REVIEW

The social learning theory developed by Rotter in 1954 is when the psychological concept of locus of control first appeared. The "internal versus external control of reinforcements" was how he defined locus of control. Internality is a sign when a person believes that his own actions and attitudes will lead to a favourable outcome. Externality is indicated, however, when someone believes that factors that are outside his control (such as destiny or luck) are responsible for rewarding behaviours. Internals feel they have influence over events, whereas externals believe their lives are controlled by external factors and hence have a locus of control outside of themselves.

Some individuals consider fortune, fate, God and other individuals accountable for the happenings of their life events while there are some individuals who are of the view that their own energies and hard work results to contentment and perpetual joy (Mahajan and Kaur, 2012). Nelson and Quick (2010) claimed that employee with internal locus of control had higher job satisfaction and

performance, are likely to handle administrative positions and prefer participative management styles. Some individuals believe and act as if they control their own futures and see themselves as effective agents in determining the occurrence of reinforcing events in life (Igbeneghu, Bruno, Popoola, 2011). Karimi & Alipour (2011) mentioned that there are two types of locus of control, internal and external and internal locus of control.

According to Sarıcam and Duran, (2012), person who has internal locus of control believes that feat or let down are causes of their labours and talents. Hsu (2011) established that persons with great internal locus of control accept that their successes and letdowns are subjected to their own determination and deeds or briefly they have capability to control their own consequences and they are in charge of what happened. Schultz and Schultz (2011) contended that person with internal locus of control have a tendency to be mentally and physically fit, less concern and downheartedness, able to handle stress, more popular and socially knowledgeable and rank higher in self- esteem. Hsu (2011) asserted that individuals with external locus of control have faith in that outward elements such as good fortune, coincidental and destiny are tougher to decide their lives, and their disappointments or victories are not as result of their own efforts.

Sprung and Jex (2012) posited that individuals who possess an external locus of control tend to experience negative outcomes. Specifically, they are more likely to feel helpless and perceive a lack of options for addressing workplace challenges. Nelson and Quick (2010) asserted that employees with an internal locus of control exhibit higher levels of job satisfaction and performance, gravitate towards administrative roles, and prefer participative management styles. The psychological concept of locus of control originated from Rotter's theory of social learning (1954), wherein he delineated locus of control as the distinction between "internal versus external control of reinforcements." Internals attribute control over events to themselves, while externals believe that external forces dictate their lives, thereby possessing an external locus of control.

According to O'Brien (2013), locus of control can be defined as a generalized expectancy regarding the degree to which reinforcements are controlled internally or externally. This concept indicates the extent to which individuals believe they have control over their own fate within certain limits, as stated by Lefcourt (2016). Locus of control is a broad expectation that influences behavior and

relates to the controllability of life events. Academic librarians can be distinguished based on their generalized expectancy regarding internal and external control of life events and outcomes. The perception of events being under one's control is referred to as internal locus, while the belief in external factors controlling events is known as external locus.

On the contrary, individuals with an external locus of control hold the belief that their personal efforts have minimal influence on the reinforcement they receive. They perceive outcomes such as success and failure in life to be governed by external factors, such as luck, chance, fate, destiny, society, or other forces beyond their control. Conversely, this belief in the dependence of environmental control on external forces reflects a negative self-evaluation. Moreover, an internal locus of control, which is associated with subjective well-being and self-worth, has been found to be linked to various work-related affective reactions. These reactions encompass global job satisfaction, organizational commitment, attendance, turnover intent, and innovative behaviors (Chen & Leung, 2016). Similarly, the third dimension, locus of control and motivation, plays a role in the development and display of positive workplace behaviors and organizational continuance commitment (Chen & Leung, 2016).

This study will conceptualize locus of control using the Social Learning Theory formulated by Julian Rotter. Rotter in a description of locus of control stated that behavior didn't occur as a simple reflexive reaction to objective stimuli rather it was a result of complex interaction among factors such as people's histories of learning, life experienced and stimuli experienced both inside and outside of awareness. In the view of Findley and Cooper (1983); Crandall and Crandall (1983), locus of control is a two-way thing i. e. internal and external. They stated that it is internal when a person believes that their successes and failures are due to factors within their control (i.e., success or failure happened because of effort the individual put forward or did not put forward). On the other hand, some other people often believe their successes and failures are due to something outside of their control (i.e., success or failure happened because of luck or task difficulty. They are regarded as having an external locus of control. It assumed that for a librarian to be productive there are both internal and external locus of control factors that can affect him or her. Locus of control is one of the three properties of attributions, along with stability and controllability. Changing someone's attributions is sometimes called attribution retraining.

Changing attributions has been used as an intervention for a variety of purposes, although in the past it has been mostly used in the school setting, in the mental-health setting, and for career counseling.

According to Stankovska, Angelkoska, Osmani and Grncarovska (2017), the word motivation was derived from a Latin “mover” means to move. Dartey-Baah (2010) defined motivation as a decision-making process in which the employee selects preferred results and fixes in motion the conducts suitable to getting them. Heathfield (2020) maintained that motivation is an employee's core keenness about and effort to achieve activities associated to work. Motivation is the inward energy that pushes an employee to resolve to take action. Shah and Shah (2010) defined motivation as stimulating employee to work, independently or in groups in manner to generate better outcomes; it is the determination to performance. Tan and Wahid (2011) are of the opinion that motivation as regard job satisfaction, deals with providing structure to appreciate the aspect job satisfaction, and the method in which those areas touch employees' quality of work life.

Babalola and Nwalo (2013) posited that librarian's job motivation is critical in attaining efficiency in the library. The greater the level of motivation of librarian the greater the performance and librarian's readiness to support library in attainment it's set goals. According to Bamgbose and Ladipo (2017), employee motivation is essential to the realization of any service libraries and information centres. Any library staff highly motivated tend to work hard and achieve better results compared to those less motivated. In fact, they stated that motivation is what boosts and sustains employee behaviour. Quite a number of scholars have identified motivation as intrinsic and extrinsic. Heathfield (2017) confirmed that employee intrinsic interest about and drive to accomplish activities related to work. Dysvik and Kuvaas (2010) established that intrinsic motivation is the study determinant of turnover intention and relationship between mastery-approach goals and turnover intention was only positive for employees, low in intrinsic motivation.

Motivation is the process that initiates, guides and maintains goal-oriented behaviors (Goyal, 2015). The researcher opines that motivation involves the biological, emotional, social, and cognitive forces that activate behavior. Motivation is used to describe why a person does

something. Organizations today are becoming highly competitive and it is only their human resources that can provide the competitive edge that they require. However, employers must be able to allocate sufficient resources towards employees' motivation and satisfaction. The idea is that a motivated employee is more likely to be productive. In the view of Pinder (1998) work motivation is a set of internal and external forces that initiates work-related behavior, and determines its form, direction, intensity and duration. This relates directly to work and also involves the influence on work behavior of both environmental forces, and those inherent in the person.

Motivation is very important for the employees and employers to know, so that they can understand why people behave differently at workplace and how to manipulate their behavior so that they exert their best efforts to achieve organizational goals. It is the goal of all managers at every level to have workers motivated so that work can progress at desired rate, pace and time (Haque, Haque & Islam, 2014). As long as employees perceives that all input in terms of efforts, commitment, loyalty and trust to the organization are rewarded adequately especially financial and non-financial benefit, chances are that they will remain motivated and continue to improve productivity. Ikonne and Fajonyomi (2019) stated that "if an organization such as the library wants it employees (librarians) to act/ behave/ perform in a certain way to enable them achieve the university's mandate, it has to have an understanding of the kind of motivation that will encourage the employees to perform in the desired manner".

There are various theories on work motivation such as Maslow's needs hierarchy theory, Herzberg two factor, Theory x and theory Y among others. For the purpose of this study motivation will be conceptualized using Herzberg two factor theory. Oyerinde and Adebara-Mayowa (2019) opine that the work environment of an employee determines their feelings and attitude to work. The theory is divided into two parts: motivational factors and hygiene factors and was formulated by Fredrick Herzberg's. Herzberg describes motivators as positive satisfaction such as challenging work, recognition and responsibility while hygiene factors that do not necessarily motivate if present but, if absent can result in demotivation such as status, job security and salary. The researcher further notes that job satisfaction or dissatisfaction is products of two distinct factors, that is, motivation (intrinsic) and hygiene factors (extrinsic).

Motivation is driven by multifaceted factors such as its influence by biological, intellectual, social and emotional factors. Librarians have activities, events, people and goals in their lives that they find motivating. Hence, the use of intrinsic and extrinsic factors by the parent institution can inspire librarians' motivation to perform better by improving the working and reading experience of library users. Job Motivation is so important and crucial to library in meeting the set-goal by its parent institution when the librarians are well motivated. The inability of the library to meet their set-goal could be caused by lack of motivated workforce.

Fulfilling a librarian's needs and expectations from work and the workplace factors makes them motivated or not. Job motivation is so important in the libraries, as in any other organization. Mitchell, Hopper, Daniels, George-Falvy, and James (2016) identify four common characteristics that underlie the definition of job motivation. The characteristics are: motivation is an individual phenomenon, motivation is intentional, motivation is multifaceted and motivation theories predict behavior. These characteristics as mentioned earlier gave Mitchell et al, (2014) definition of motivation thus “the degree to which an individual wants and chooses to engage in a certain specific manner.” These needs could better enhance librarian motivation and therefore improve performance over time. When librarians are not satisfied with their need at work, it will lead them to seek for ways to satisfy their need at work which could lead to poor work output or change of job.

Job motivation could be achieved when desired needs of librarians are equally met by the parent institution, otherwise, their satisfaction level would diminish. The Academic librarians work in a unique setting. The academic librarians work in a dynamic environment where learning and research is often considered as an intangible benefit of their jobs. However, in spite of the excitement of participating in the constant changes in higher education over time, the reality is that majority of the staff live within institutions throughout their entire careers without attaining full satisfaction due to low motivation thereby making them less satisfied than expected in their job. A conducive working environment with adequate training and retraining is crucial and it must be timely in order not to lose their fate. The librarians should enjoy the support and compensations that will motivate them to put in their best in the library development and progress.

The compensations could be in form of financial rewards, promotion or through words of praise and commendation. The working environment of librarians should be made conducive and full of fun as this will encourage them to carry out their tasks with enjoyment. Parent institutions should have the confidence in their librarians and should be freely allowed to take informed decisions on various issues that relate to their job within the institution. Studies by several researchers (Telia, Ayeni & Popoola 2007) have pointed out that employees that are well motivated are good employees and most of the time, regardless of what the job is or what the library does. Also, it has been proposed by these researchers that the management of an institution should take cognizance of the fact that human beings want more having innate desire to satisfy specific needs and that it must have in place workplace packages of some benefits and incentives to be able to achieve organizational set goals.

STATEMENT OF THE PROBLEM

According to Nwosu, Ugwoegbu, and Okeke (2013), preliminary observations indicate that librarians are expressing dissatisfaction with their poor service conditions, treatment, and work environment. As a result, some librarians have decided to leave their positions, while others remain as disgruntled and demotivated employees, leading to a negative impact on their research output. The lack of motivation among librarians can significantly affect their ability to produce quality research. Therefore, it is crucial to consider the locus of control of librarians regarding their perceived productivity under their current work conditions, as it serves as a precursor to their job satisfaction and stress levels. Another issue faced by librarians is the lack of recognition as full academic staff within their respective institutions. Consequently, they are denied certain allowances provided to other academic staff members at the same level and within the same system. This differential treatment has significantly impacted their emotional well-being and work performance, as they feel marginalized among their colleagues. Researchers such as Munawir, Yusuf, Effendi, and Afdal (2018) have found that individuals with an internal locus of control tend to achieve greater success compared to those with an external locus of control. Hence, for librarians to fulfill their roles effectively as knowledge custodians and information disseminators, it is imperative to provide them with adequate motivation and a supportive working environment to reduce stress and enhance their research productivity.

OBJECTIVES

1. To find out how the locus of control influence research productivity of librarians in Polytechnics and Monotechnics in South- West Nigeria;
2. To find the influence of motivation on research productivity of librarians in Polytechnics and Monotechnics in South -West Nigeria;

Research methodology

The survey research anchored on positivism research paradigm was used for the study. The instrument of data collection was a questionnaire. The population of this study was two hundred and twenty-four (224) academic librarians in polytechnics and monotechnics, drawn from fifty-seven (57) academic libraries in Nigeria. The research used total enumeration. The justification for using total enumeration is based on the assertion of Neurman (2015) that total enumeration can be used when the population is relatively small. This method was chosen because the number of librarians from each library was small. Total enumeration method was also chosen for the study to ensure that all academic librarians in the polytechnics and monotechnics were adequately covered.

ANALYSIS OF DATA

Research question 1: What is the extent of locus of control of librarians in Polytechnics and Monotechnics in South West Nigeria?

Table 1: Internal locus of control of librarians in Polytechnics and Monotechnics

S/N	Internal Control	VLE	LE	MHE	HE	VHE	\bar{x}	S. D
1	I rate my ability to take responsibility as a leader as	36 16.1%	15 6.7%	60 26.8%	57 25.4%	56 25.0%	3.37	1.356
2	I rate my ability to take responsibility for every assignment as	8 3.6%	12 5.4%	40 17.9%	103 46.0%	61 27.2%	3.88	0.988
3	I rate my ability to take full control of my professional assignment as	4 1.8%	16 7.1%	66 29.5%	66 29.5%	72 32.1%	3.83	1.019
4	I rate my ability to work in union with other colleague as	31 13.8%	20 8.9%	46 20.5%	59 26.3%	68 30.4%	3.50	1.369

5	I rate my ability to control the pace at which I deliver my professional assignment as	18 8.0%	15 6.7%	41 18.3%	74 33.0%	76 33.9%	3.78	1.213
6	I rate my ability to take chance of the environment where I carry out my assignment as	14 6.3%	13 5.8%	54 24.1%	74 33.0%	69 30.8%	3.76	1.137
7	I rate my ability to ensure that my professional assignment go without hitches as	9 4.0%	23 10.3%	50 22.3%	75 33.5%	67 29.9%	3.75	1.113
8	I rate my ability to get nervous and failing to persevere to get result as	24 10.7%	31 13.8%	45 20.1%	60 26.8%	64 28.6%	3.49	1.322
9	I rate my ability to work at my best and displaying dexterity as	7 3.1%	15 6.7%	60 26.8%	78 34.8%	64 28.6%	3.79	1.031
10	I rate my ability to stick to my point when I am right despite others views as	9 4.0%	23 10.3%	49 21.9%	71 31.7%	72 32.1%	3.78	1.126
Weighted Mean = 3.69								

Table 1; shows the measures of the internal locus of control of librarians in Polytechnics and Monotechnics in South West Nigeria.

Table 2: External locus of control of librarians in Polytechnics and Monotechnics

s/n	External Control	VLE	LE	MHE	HE	VHE	\bar{x}	S.D
1	I rate my ability to feel the need for support of more knowledgeable others (MKO) in my professional assignments as	48 21.4%	23 10.3%	62 27.7%	47 21.0%	44 19.6%	3.07	1.400
2	I rate the extent of my drawing professional conclusion on any assignment until I have cross checked with colleagues as	12 5.4%	22 9.8%	52 23.2%	95 42.4%	43 19.2%	3.60	1.071
3	I rate my ability to do things in consideration of what other colleagues think as	20 8.9%	31 13.8%	81 36.2%	40 17.9%	52 23.2%	3.33	1.226
4	I rate the extent to which my professional assignments are influenced by my professional colleagues as	37 16.5%	39 17.4%	40 17.9%	57 25.4%	51 22.8%	3.21	1.402
5	I rate the extent to which my using solo approach in solving	26 11.6%	25 11.2%	47 21.0%	72 32.1%	54 24.1%	3.46	1.287

	my professional assignments without inviting others as							
6	I rate the extent to which I believe that things are better done when two or more of my colleagues give me ideas as	22 9.8%	33 14.7%	43 19.2%	62 27.7%	64 28.6%	3.50	1.309
7	I rate the extent to which I suffer failure when I insist on doing things alone as	27 12.1%	27 12.1%	51 22.8%	58 25.9%	61 27.2%	3.44	1.328
8	I rate the extent of engaging superior intelligence in executing my professional assignments as	19 8.5%	23 10.3%	62 27.7%	58 25.9%	62 27.7%	3.54	1.234
Weighted Mean = 3.39								

Decision Rule: 4.21-5.0 = Very High Extent, 3.41-4.20 = High Extent, 2.61-3.40 = Moderate High Extent, 1.81-2.60 = Low Extent, 1-1.0= Very Low Extent.

Also, a five-point Likert scale designed was used to elicit information from the respondents on each statement under research question three. Findings shows that among the two locus control measures, internal control measures (mean = 3.70, SD = 1.17) ranked highest by the mean score rating followed by external control (mean = 3.40, SD = 1.28). Using the grand mean of 3.55 and the standard deviation of 1.23 as the benchmark for the locus control measures of librarians, it can be inferred that internal control, to a very high extent impacts the research productivity of librarians in Polytechnics and Monotechnics in South-West, Nigeria. In relation to the extent of internal control, respondents from the study totally rated the extent of internal control as high owing to the fact that the organization's set objectives which comprises the jobs done by librarians in different department of the library cannot be undermined.

Research question 2: What is the level of motivation of librarians in Polytechnics and Monotechnics in South West Nigeria?

Table 3: Measure of motivation of librarians in Polytechnics and Monotechnics

S/N	Motivation	VLL	LL	MHL	HL	VHL	\bar{x}	S. D
	Intrinsic (Weighted Mean = 3.50)							
1	I rate the extent of my being proud to work in library	47 21.0%	12 5.4%	72 32.1%	39 17.4%	54 24.1%	3.18	1.417

	whereby my achievement is recognized as							
2	I rate the extent of my joy knowing I have contributed towards my library in a positive way as	22 9.8%	14 6.3%	48 21.4%	82 36.6%	58 25.9%	3.63	1.214
3	I rate the extent of my job allowing me to learn new skills for career advancement as	12 5.4%	19 8.5%	76 33.9%	60 26.8%	57 25.4%	3.58	1.117
4	I rate the extent to which my level of research output as a librarian boasts my achievement portfolio as	24 10.7%	28 12.5%	39 17.4%	74 33.0%	59 26.3%	3.52	1.295
5	I rate the extent to which If I am tenured or have reached my highest level of promotion, I still feel motivated to publish is	23 10.3%	17 7.6%	54 24.1%	60 26.8%	70 31.3%	3.61	1.280
	Extrinsic (Weighted Mean = 3.59)							
6	I rate the extent to which the institution recognizes its librarians has a direct correlation to my research productivity as	8 3.6%	23 10.3%	56 25.0%	76 33.9%	61 27.2%	3.71	1.084
7	I rate the extent to which the number of my research output within a decade brought recognition to me in the library profession as	21 9.4%	24 10.7%	50 22.3%	54 24.1%	75 33.5%	3.62	1.300
8	I rate the extent to which my physical environment is conducive and has a direct correlation to my research productivity as	15 6.7%	22 9.8%	73 32.6%	65 29.0%	49 21.9%	3.50	1.136
9	I rate the extent of my research outputs as a librarian boasts my achievement portfolio as	19 8.5%	16 7.1%	68 30.4%	59 26.3%	62 27.7%	3.58	1.207
10	I rate the extent to which I publish papers has a direct correlation to my salary as	13 5.8%	29 12.9%	70 31.3%	45 20.1%	67 29.9%	3.55	1.208

Decision Rule: 4.20-5.0 = Very High Extent, 3.40-4.19 = High Extent, 2.60-3.39 = Moderate High Extent, 1.80-2.59 = Low Extent, 1.0-1.79= Very Low Extent.

Table 3 shows the responses of the respondents on the extent of motivation of librarians in Polytechnics and Monotechnics in South-West, Nigeria. Findings indicates that intrinsic motivation (mean = 3.50, SD = 1.27) ranked high by the mean score rating than extrinsic motivation (mean = 3.40, SD = 1.20). The inference drawn from this, using the grand mean of 3.45 and standard deviation of 1.24 implies that the respondents agreed that intrinsic motivation motivate them the more than extrinsic motivation. Furthermore, the respondents perceived intrinsic motivation as highly utilized and enjoyed more that extrinsic motivation, although minimum number of the respondents claimed to have been influenced with extrinsic motivation.

DISUCSSION OF FINDING

One of the study findings was that that most librarians had a high extent of locus of control in Polytechnics and Monotechnics in South West Nigeria. The findings buttressed the report of Nelson and Quick (2010) which found that persons with rugged determination, strong will tend to have high locus of control and high job satisfaction and performance. Nigerians are rugged and known to have all these attributes.

In addition, another salient finding was that there is a high level of motivation among academic librarians in Polytechnics and Monotechnics in South West Nigeria. The supports the finding of Bamgbose and Ladipo (2017) that that academic library staff had high level of motivation and that of Tella and Ibinaiye (2020) who reported that librarians were highly motivated. It also agreed with the finding of Idiegbeyan-Ose, Opeke, Aregbesola, Owolabi and Olorunshe (2019) which found that librarian staff in Nigeria had high level of motivation.

CONCLUSION AND RECOMMENDATIONS

This research examined the influence of locus control on motivation of academic librarians in polytechnics and monotechnics in South-West Nigeria. The findings showed that the librarians exhibited a higher level of internal locus of control (3.69) compared to external locus of control (3.39), which positively influenced their research productivity. The study also identified a high level of motivation among the librarians in these institutions. Based on these results, the researchers recommended that the administrations of polytechnics and monotechnics should strive to maintain the motivation of their librarians, focusing on both extrinsic and intrinsic motivation across all job positions. This study contributes to the existing knowledge in several ways. Firstly,

it adds to the body of literature in human resource management, specifically in the field of librarianship and library management. Additionally, it significantly contributes to the understanding of psychological factors such as locus of control and motivation, both empirically and theoretically. The findings shed light on the emotional intelligence and self-concept of library workers, recognizing their significance in the workplace.

Furthermore, this research has implications for the literature on research productivity, highlighting the importance of motivation, whether intrinsic or extrinsic, in managing stress and enhancing productivity among librarians. It emphasizes that motivation is a crucial factor that should be considered during the selection process for library employees, not just focusing on technical skills, but also taking into account psychological variables such as locus of control and self-esteem. These variables play a vital role in achieving higher job performance within any organization.

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