CHAPTER-I

INTRODUCTION

University libraries have long been recognized as the heart of their universities. They are the highest type of academic libraries, which play a very significant role in achieving the parent organization's objectives i.e. the objectives of university. The fundamental role of university library is based on the mission, vision and objectives of the university. Teaching, learning, research, extension and consultancy are the core objectives of university and university libraries are the great contributors to these objectives and they influence the academic environment by setting their own mission and role. They see their role in advancement, transmission, and sustenance of knowledge and understanding. They believe that their primary purpose is to support the curriculum, promote higher education and assist in advanced research so as to enhance the academic and research pursuits of university.

A good collection of reading materials or access to vast information resources; effective services to the clientele blended with latest technology; and skilled as well as committed staff willing to offer effective information services are the three pre-requisites for any university library. Then only it can support its parent organization in imparting quality higher education and conducting advanced research to enhance academic specialties.

To achieve these objectives library collects, preserves and transmits the recorded knowledge in different form of medias as required by its academic clientele. It develops and maintains a core collection of standard publications in print, audio-visual, microform, electronic form etc. to meet the changing information needs of its users. University libraries file their shelves with relevant teaching-learning materials to support the curriculum as well as with reputed research publications to assist advanced research.

Secondly they ensure the provision of right kind of library and information services, which are often tailored to meet the academic and research endeavor needs. Apart

from the traditional services like making easy accessibility to information sources through issue of documents, inter library loan, photocopying, reference services and many others, today libraries are providing a wide range of specialist information services equipped with information and communication technology. Some of these services are on-line catalogue searching; speedy information retrieval from e-databases, virtual libraries, and information centers; and document delivery in varied form both in and off the university campus. They are providing a working environment for e-learning by making extensive use of multimedia resources for relevant and speedy information retrieval.

Thirdly library staff, the most important constituent of university libraries, has a crucial role to play in achieving objectives of university by supporting in teaching-learning, research, extension and consultation programmes. It is staff that makes a library either bad or good. A plethora of rich information resources or a wide range of sophisticated services alone does not make a library rather it is staff who converts the library as a lively environment where knowledge flourishes. The vision of university library to become true center for disseminating information lies with the hands of staff as it manages customer services and meets users' information needs by utilizing library resources optimally. In a university library expectation from staff is more than their counterparts in other type of libraries. Here staff is expected to have high level of competency in terms of subject knowledge and professional skill and above all a right dose of positive attitude so that they can meet the challenges thrown upon by the forces of information explosion, pressure in adapting to new information environment and increasingly diversified information needs of a highly educated group. Therefore the extent of quality services offered in the library is determined by the devotion, competency and commitment of the staff.

1. CHALLENGES BEFORE UNIVERSITY LIBRARIES

From the very beginning university libraries have been developing and maintaining a core collection of mostly printed information sources and offering various library and information services to support academic community in their teaching-learning and research endeavors. But under the changed circumstances the challenges in rendering information support are very large before any library. The rapid growth of higher education

that too diversified in nature, the era of heavy inflow of information, globalization, technological advances, financial crunch, reduced staff and above all the strive for achieving quality in information services are the major challenges that the library system is finding it very difficult to cope with. The university library have to function in an emerging information environment which is characterized as greater access to a wide range of information, increase speed in acquisition, greater complexity in locating, analyzing and linking information, constantly changing technology, continuous learning for users and staff, substantial financial investment for technology, etc. (Moran, 2001; Tariq, 2003; and Giesecke & McNeil, 2004). These changes in the information world are compelling the university libraries to review critically every aspects of their work and to evolve new techniques to meet the changing requirements. They have to redesign their organizational structure and adopt proper planning like any other non-profit organizations are doing to survive in the competitive world.

The current environment demands the libraries to identify the possible areas where they have to respond effectively and innovatively. Some of the important areas that require urgent attention are:

1) Managing information through information technology.
2) Meeting of financial constraints.
3) Building a dynamic and devoted workforce.

1.1. Managing information through information technology

The technological advances in information dissemination field from time to time forced the libraries to mould its functioning style. Terminologies like information society, digital library, virtual library, information super highways, global village, etc. have influenced the traditional library's very existence at different stages. However throughout the world the libraries are welcoming the technological advances in information provision and viewing it as opportunities to improve their support to the academic community. It is seemed as an instrument of change through which the libraries can enhance their traditional image of providing printed documents into an access point for speedy and accurate information retrieval for both in person or on-line (Robertson, 1999). IT has made a paradigm shift in the ways knowledge has been stored, organized, searched and

3

disseminated. It helps the libraries in organizing, filtering and repackaging the relevant information and sometimes creating useful information products to cater the diverse needs of their high profile users mostly researchers and teachers. Therefore the librarians should be aware of these latest technologies and how best these can be used in information dissemination.

1.2. Meeting of financial constraints

Use of latest technology for providing information services sounds like a dream comes true for an average university library in India. Application of new technology in library work has thrown up various problems. And the most perennial problem is the financial constraints. On one hand there is tremendous pressure to meet the expectation of users by availing information resources from the ever-growing world of information and on other hand to establish adequate information communication infrastructure. This requires heavy financial investment especially at the initial stage. Due to resource crunch the university libraries of most of the countries have problems even in maintaining core collections meant for meeting the university curriculum and research projects. The grants are not commensurate with the rapid growth in higher education, increased information needs and the emerging information technology (Ogunsola, 2004). Such a situation demands that the library has to rethink how effectively it can utilize the resources and develop strategies to generate funds to meet the inflated expenses. The INFLIBNET program of the University Grants Commission of India came as a savior for the university libraries in 1990s as its main objective is to link these for resource sharing through information and communication technology. The UGC-Infonet programme is also another initiative launched in 2003 and through its E-Journals Consortium the university libraries are able to provide access to a very large number of journals electronically to the their teachers and students fraternities. But in spite of these efforts and so much deliberation on interlinking of libraries for resource sharing and networking, the scene in India is far from satisfactory (Nanda, 2004).

1.3. Building a dynamic and devoted workforce

Again how to build and maintain a dynamic library staff is an increasing area of concern before the university libraries. They are challenged with building and retaining an

4

effective workforce or committed staff that could respond to the changing circumstances thrown upon by the information explosion and their management through information technology. The growth in electronic resources and their management dictate new roles for librarians. Every time a new technology is evolved in the information communication field along with its probable application in library demands the librarians to operate in a new context. To cope with the challenge it is very much needed that they must put continuous effort to update their professional skills. Then only they can exploit the technological advances in the provision of information effectively and make use of that for better. Otherwise they will be constantly threatened with losing their jobs to outsiders who are equipped with technology know-how and can handle the current and emerging information environment in a better way. As it is already noticed that, "most patrons now use libraries primarily for computer access, the librarian's profession has disintegrated into little more than computer kiosk sign-in clerk" (Yorston, 2004).

Moreover in a university library since the staff is being associated with the academic and research pursuits of the clientele they have to be professionally competent and committed to their duties and then only quality services can be guaranteed. But most of the Indian university-libraries though having qualified manpower are unable to perform to the desired level. In the present scenario due to certain factors like lack of vision in both management and staff, lack of motivation among the staff, management style, less scope for growth, ill-equipped staff in terms of up to date skill etc. the libraries are finding it difficult to achieve excellence in the provision of information. So to meet the challenges of the changing circumstances the university-libraries will have to focus their attention more on how to motivate their staff, which in turn will help in improving the job performance than it was ever before (Siggins, 1992).

2. LIBRARY PERSONNEL: THE MAJOR COMPONENT OF UNIVERSITY LIBRARIES

Personnel are the human constituents of any organization employed to carry out certain jobs so that the objective of the organization is fulfilled. The term 'personnel' is derived from the Latin word 'personale' meaning a body of persons employed in an

organization (Webster's Third New International Dictionary, 1981). It is an administrative division of an organization concerned with the body of persons employed by or active in it and often acting as a liaison between different departments (Free Dictionary). In other words 'personnel' is defined as a group of people active in an organization to fulfill an assigned mission. Terms like staff, employee, professional and workforce are also used to mean the concept 'personnel'.

'Library personnel' means a group of people employed in a library to carry out the different activities of the libraries. The library activities are acquiring, analyzing, processing, arranging and disseminating information sources available in different forms so that the users can use information effectively. And library staffs are employed to carry out these activities at different levels. Every university library no matter of its size must have sufficient personnel constituent to carry out its manifold duties. Adequate number of persons must be employed at different library positions to perform the library's numerous traditional functions like acquisition, cataloging, classification, reference, circulation, shelving and maintaining of collection, etc. and also to work in the current electronic environment. Library requires different levels of personnel in its organizational structure. Its staffing composition ranges from the low cadre shelving assistant to the high profile chief of the library. And "the staff of all levels has different degrees of influence in the success of services" (Morgan, 2001).

What should be the staff composition, which are the positions and how their roles are defined or what is their work profile in a library are certain debatable issues since long. "Staff utilization, role definition and articulation, task overlap, educational requirement, certification and status have been cantankerous issues within library profession for most of this century and remain largely unresolved today" (ERIC Digest, 1996). Since library jobs ranges from labor intensive clerical tasks to highly professional and intellectual information analysis, ambiguity prevails in the staffing structure. Professionals, semiprofessionals or sub-professionals, paraprofessionals, technical staffs, clerical staffs etc. are the terminologies used for describing different positions in a library. Various efforts have been attempted to distinguish the positions, status and their role definition in a library. Ducket (1999) while deliberating the issue of professionalism in libraries and librarianship opines that there are three types of library positions viz. professionals,

paraprofessionals and non-professionals. In 1970, the ALA council had the policy statement of Standing Committee on Library Education and Personnel Utilization (LEPU) regarding the employment criteria of library personnel. It proposed formal educational requirements for all library staff and suggested that there should be three distinct levels of employment for library support personnel i.e. 1) library associates, 2) library technical assistants and 3) clerical staff (ERIC Digest, 1996).

Later on, the Issue Paper of ALA's Project on Library Support Staff has discussed the rise of a new category of employee in libraries, i.e., the paraprofessionals (American Library Association, 1999). It is found that the emergence of paraprofessional category is caused due to the new library tasks which are created as driven by the forces of electronic environment. It has observed that there has been a shifting of several complex tasks towards paraprofessionals, which are characterized as the works of librarians since long (ERIC Digest, 1996). The tasks performed by the paraprofessionals include largely in handling the computer system and the associated on-line information services, planning and programming automated library services, etc. (ALA). The professionals are the employees who have special training in librarianship and paraprofessionals are usually called as library technicians or simply support staff that assisted the librarians in technical work (Evans, 1979). Therefore the above discussion to differentiate the various positions and their role in the libraries suggests that there are three distinct library positions such as professionals, paraprofessionals and non-professionals and it is also widely accepted. The three categories of library personnel are discussed below for better understanding.

Professionals in the library mean the library personnel who must possess the technical as well as managerial skills to carry out the core functions of a library. These personnel are the professional librarians who carry out the core functions of a library. The librarians or the professionals must have theoretical knowledge in library and information management; professional or technical skills to treat reading materials for best use; working knowledge about various subjects; knowledge in the use of computer and information technology in libraries; etc. For that they must possess a professional degree in library and information science say at least a Bachelor or a Master degree in the subject.

The concept of paraprofessionals in the library is a recent development. It refers to the support staff in an automated library environment. The tasks performed by the paraprofessionals include largely in handling computer system and the associated on-line information services, planning and programming automated library services, etc. For doing that kind of jobs they should have a degree/diploma in computer technology and information technology and their applications.

The non-professionals are the administrative and the clerical staff who carry out the routine administrative and clerical tasks in the libraries such as keeping of accounts, typing and copying catalogue cards, sticking of labels, shelving of documents, typing of letters for official purposes, filing of acquisition and book ordering, etc.

The personnel, irrespective of what position they are holding in a library set up, are the most valuable human resource, which the library needs to utilize in a sensible manner. Since the staff or personnel are responsible for providing the information services out of the stored information in the library or in accessing these from outside sources, they are considered as the most crucial factor in making the library either a good or a bad one. The staff has to manage the library's other resources and provide different services while matching the customers' varied information needs in a cost-effective manner. They are the key resource and the most significant component to play a major role in achieving the library's objectives (Rowley, 1996). The library being the most important agency in the field of knowledge dissemination it requires its staff to be qualified and efficient so that its objective of providing effective information services to the patrons is achieved. In case of university libraries since the objectives are more complex i.e. to support higher educational programmes and research activities and also to impart social education, to fulfill these objectives they always require personnel with a high degree of professionalism and competency.

The personnel are the main interface between the knowledge and its users. They deal with the users directly to ascertain what information the user wants and what can be done to satisfy his/her need. So to play that mediator role effectively the library personnel are not only to be technically skilled and efficient but also they ought to be lively, alert, committed and motivated. Moreover to meet the challenges thrown upon due to rapid

technological advances, high investment in procuring costly information resources, increased users' expectation etc. the library requires a qualified, competent and motivated staff who would willingly accept these challenges and put sincere effort to provide quality library and information services to the academic community. The present scenario demands that the staff need to be updated continuously in their skill and develop a positive attitude in serving their clientele then only they would survive in the competitive world.

3. MOTIVATION

A motivated staff is considered to be the greatest resource that all organizations wished to have. According to Peter F. Drucker, who is popularly known as the father of modern management for his contribution of contemporary ideas, human resource is the rare and the most precious resource and its management is again one of the greatest challenges that all organizations, including non-profit making ones, are facing since long (Drucker, 2004). Motivating the staff or personnel to channelise their effort towards productivity is a common strategy that has been practiced in the organizations. Therefore motivation has become the central and a persisting issue in the literature of theories and practices of personnel management.

Motivation is an essential aspect of human resource management. In the literature of human resource management, 'motivation ' as a concept has been discussed interchangeably as job motivation, job attitude, job satisfaction, commitment, work behavior, organizational behavior and so on.

3.1. MEANING AND DEFINITION OF MOTIVATION

Scholars have defined motivation variously. The term 'motivation' was originally derived from the Latin word 'movere', which means 'to move' or which induces to move (Webster's Third New International Dictionary, 1981). Usually one or more of terms like desires, needs, wants, aims, goals, drives, impulses, motives and incentives are used in defining motivation. According to Oxford Dictionary of English Language, motives or motivation means 'what induces a person to act or respond to stimuli'. According to

Berelson and Steiner (1964), "a motive is an inner state that energizes, activates or moves and directs or channels behavior towards goals." "It is the psychological feature that rouses an organism to action towards a desired goal, the reason for the action that gives purpose and direction to behavior" (Free Dictionary). Another definition by Evans (1983) says, "Motives or drives are the roots of motivation present within an individual that induces a particular behavior pattern." Human motives are based on needs whether consciously and unconsciously felt. These needs or drives direct an individual to exhibit certain behavior, which can be seen in his action. All human actions are motivated except the reflex action (Bruyns, 1982).

Motivation in general term applies to the entire class of drives, needs, desires and similar other forces. Some motives evolved through primary needs such as physiological requirements for water, food, sex, shelter, etc. and some motives are secondary based on psychological and social factors acquired by the individual from his surrounding such as socialization, status, affiliation with others, affection, self-accomplishment and self-assertion. Abraham Maslow's (1954) profounded theory on motivation is based on this approach of hierarchy of needs.

Human behavior is a complex phenomenon compared to and influenced by many variables. Schein argues that human behavior cannot be universalized as claimed by some behaviorist models (Rowley, 1996). He added that being human nature is complex with varying needs and motivations at different circumstances, people behave differently in different contexts corresponding to their life experience, expectations and age. Therefore human behavior can be described as a response of an individual to various motivating forces present in his/her environment. Human behavior is influenced by these forces, which have the power to motivate the human being in some particular fashion or in some form of action. Burns (1959) defines motivation as a combination of two distinct aspects. First is basic need that individuals have and second is conscious effort to gratify and satisfy them. Thus motivation always started with some basic needs which direct the individuals to act on so that these need to be satisfied.

3.2. JOB MOTIVATION

Job motivation simply means motivation or work motivation i.e. motivation of people at work. Work motivation is a complex of factors that induce an employee to perform or not to perform certain required duties at work (Bruyns, 1982). What motivates a person at work to do certain duties is equally based on some needs. The nature and strength of such motivation depends on the needs, which the human at job or the employee wishes to satisfy in relation to his/her duties at work. People are motivated to work when they see that their work is going to provide what they want.

Lawler and Hall (1970) tried to define job motivation as " a state of an individual in which satisfaction of intrinsic needs are contingent upon the appropriate job behavior, and in which job satisfaction results from satisfaction of the needs of individual through the attainment of job outcome without any regard to the contingencies of the outcome". According to Wofford (1971), "job motivation is a function of the strength of needs and the expectation on the part of the employee that job performance will result in need gratification. It is the tendency to perform or to expend the effort required to maintain a high quantity and quality of output". He expressed this concept in the form of a formula as follows:

Job Motivation =f [Strength of needs × Expectancy that performance
would result in need gratification]

Further motivation has been defined in a number of ways by various well-known psychologists as well as by industrial management experts. Since motivation is a complex factor the definition should be such which would sufficiently describe the various aspects inherent in the process by which human behavior is activated. Some of these definitions are given here as follows:

"It is a process governing choice made by persons or lower organisms among alternative forms of voluntary activity" (Vroom, 1964).

Atkinson (1964) defined job motivation° as "the contemporary (immediate) influences on the direction, vigor and persistence of action".

Jones defines it as a process "how behavior gets started, is energized, is sustained, is directed, is stopped, and what kind of subjective reaction is present in the organism while all this is going on" (Steers and Porter, 1991).

According to Campbell and Pritchard, "motivation has to do with asset of independent/dependent variable relationships that explain the direction, amplitude, and persistence of an individual's behavior, holding the constant the effects of aptitude, skill, and understanding of the task, and the constraints operating in the environment" (Steers and Porter, 1991).

Steers and Porter (1991) after analyzing the definitions of Vroom, Jones, Atkinson, and Campbell and Pritchard derived at a conclusion that there are three common denominators, which characterize the phenomenon of motivation. Thus 'motivation' is discussed in the context of i) what energizes human behavior ii) what directs such behavior and iii) how this behavior is maintained. They further coined that all components are essential to understand the human behavior at work.

3.3. NEED FOR STUDYING MOTIVATION

Work is always considered as a highly complex phenomenon in the overall functioning as well as development of all types of organizations. An organization's greatest assets are the human resources and it is their behavior at work going to influence the fulfillment of organizational objectives. People engaged in work carry different motives, which they want to satisfy through their jobs and these motives direct them to behave in some manner or they exhibit different behavior at work. Psychologists believe that an individual rarely ever behaves or responds in a situation in same manner owing to a single motive. The complexity of human behavior is such that a person himself/herself may be unaware of the exact reason for his/her own behavior. Behavior at work is influenced by several factors some of them are not fully explained or expressed.

12

Satisfaction of these motives through work plays a significant role in inculcating high or low level of motivation among the employees.

Sometimes factor like past experience with respect to efforts versus results influences a person's motivation. A high degree of effort not leading to the desired level of result (in terms of promotion or other incentives) tends to de-motivate the individual thereby reduces the optimum utilization of individual's potentiality for performance. On the other hand if due care is taken to appropriate the effort into result then the individual is likely to be motivated for work. Another factor may be the employees may feel marginalized whenever there is a change in policy matter in the organization, which is likely to provide an impact on them and for that they are not taken into confidence or even informed prior to its implementation. This kind of situation can be a source of generating low motivation and the impact will be seen directly in their work behavior. Therefore the way they are behaving at work means how they are carrying out their duties is directly related to the work output. Thus in any organization it is very essential to study what motivates people at work so that their behavior can be channellized to work. This process guarantees tapping of human resources to maximum, which in turn lead to improved organizational performance. On the other hand if the organization ignores the importance of efforts required for motivating the employees it is likely to invite problems like reduced output, increased level of employee dissatisfaction, strikes and other labor problems. It is therefore needed that the organization should assess the employee needs in terms of rewards, training, growth, development, etc. on periodical basis so that a proper approach to sort out these issues can be formulated and implemented or modified if required depending upon the changing situation.

It is also true in the words of Dell (1988) that "the heart of motivation is to give people what they really want most from work. The more they will get that they want, the more the organization should expect what they really want namely: productivity, quality and service". Thus the philosophy and practice of motivation improves productivity, quality and service.

The purpose of motivation is to create conditions in which people are willing to work with zeal, initiative, interest, and enthusiasm; with a high personal and group moral satisfaction;

13

with a sense of responsibility, loyalty and discipline; and with pride and confidence in a most cohesive manner so that the goals of an organization are achieved effectively. Again it also helps people to achieve individual goals, to gain a positive perspective, to create the power to change, to build self-esteem and to manage self-development.

Motivation is really important to stimulate and encourage people so that they can give their best to work. People always need something extra- that boosts them to do the job with enthusiasm and confidence. In other words "people do not change their behavior unless it makes a difference for to do so" (Tarkenton).

Realizing the importance of motivation in the enhancement of work, managers of the organizations are always trying hard to build a motivated staff. But the most difficult and challenging job is to study motivation i.e., what motivate the personnel, how to motivate and how to keep them motivated in work situation (Bessell et al, 2002). Because human nature is very complex and each employee's need is different from every other employee, so what motivates one may be otherwise for another. Therefore it requires the manager to be well versed with the theories of motivation. These theories always guide them in understanding what as well as how to motivate the personnel and apply the same in practical situations by tailoring it to individual employees.

3. 4. THEORIES OF MOTIVATION

Ever since organization activities started, attempts have been made by writers, thinkers and researchers to understand the concept of motivation and its applications in management of organizations. Researchers have studied the different aspects of organizational behavior and specially the motivation of staff. In the twentieth century work on motivation can be classified in to two major categories of theory viz., the traditional theories and the modern theories.

3.4.1. TRADITIONAL THEORIES OF MOTIVATION

The traditional theories of motivation provide the base for understanding human behavior at job. Traditional theorists view that personnel are economically motivated and

14

they should to be rewarded to ensure their loyalty and commitment in work. The classical works of Maslow and Herzberg support this view (Abifarin, 1997). Some of the most popular and mostly practiced traditional theories are presented here.

3.4.1.1. Maslow's Hierarchy of Needs

Maslow's hierarchy of needs is the most compelling work ever made in the area of individual motivation. His theory emphasizes that human beings have needs. Needs are of different kinds, a satisfied need no longer motivates one, and all the needs are in a hierarchical order (Maslow, 1954). The hierarchy of needs given by Maslow is of five different kinds. Among these needs there exists a relationship as described by Maslow as "Prepotent". At any given point of time certain needs are more important (Prepotent) over other needs because the individual is more strongly motivated to fulfill these needs. Maslow also proposed that higher order needs couldn't be operative or satisfied unless the lower order needs get gratified. Once a need is satisfied, often it does not serve as a motivator for that person.

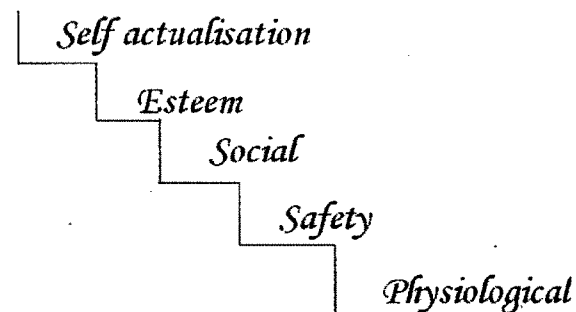The five levels of needs as propounded by Maslow are represented in the following diagram:

Self actualisation

Esteem

Social

Safety

Physiological

Fig 1.1 Maslow's Need Hierarchy

In the hierarchy the lower order needs are physiological, safety and social needs, and self-esteem and self-actualization are the higher order needs. Physiological needs are the most basic of all human needs such as water, food, shelter, etc. When applied in work organization, this lowest order need would be that of adequate salary. Safety need refers to

the need for security and stability in job, protection against any eventuality, etc. Social needs include the need of belongingness to a friendly work group, acceptance, etc. The esteem needs refers to the need for esteem of others and self, recognition, respect, status and prestige in job, etc. Self-actualization is the highest order need i.e. the achievement need such as need to fulfill one's self, to grow and use potentialities to fullest.

Maslow's theory applied in work organization assumes that it is necessary to understand the different levels of needs which people have and accordingly to create a work environment which will satisfy the staff needs and thus lead to high morale necessary for maximum output. Each level of needs in the hierarchy represents an area of potential motivation and the manager should identify and monitor the levels of needs of the personnel and also the order of potent needs, which is often subjected to change owing to time and from individual to individual.

However critics have challenged Maslow's notion of putting the complex human needs in a strict order. They argued that it is impossible to expect the manager to know what the staff wants when the staff themselves cannot ascertain what they need (Chopra, 2002). But despite criticism Maslow's theory is widely accepted as a model of motivation in the absence of no other full-proof theory.

3.4.1.2. Herzberg's Bi-factor Analysis

Frederic Herzberg and others also tried to classify the human needs into two categories, hygiene factors and motivational factors (Herzberg et al, 1959). Hygiene factors are similar to Maslow's lower order needs and mostly related to job environment or are external factors otherwise known as extrinsic job context. Research studies of Herzberg and his associates demonstrated that hygiene factors are essential for job satisfaction and motivation to work is a different concept separated from job satisfaction. The hygiene factors include aspects like salary, management policy, job security, working conditions, supervision, interpersonal relations, status, etc. which make the job congenial for the employees to work comfortably. Motivational factors are similar to the higher order needs of Maslow's theory and mostly related to the job itself or are internal factors known as

intrinsic job context. These factors include job achievement, advancement, recognition, responsibility, growth, nature and strength of work itself, etc.

Absence of hygiene factors leads to job dissatisfaction and presence of motivators lead to job satisfaction or motivate a person. Studies of Plate and Stone (1976) also supported this view that presence of hygiene factors does not guarantee employee motivation. It is the motivators or the motivational factors that motivate the employees. Herzberg identified the factor 'job itself' as the key motivator and suggested that managers should be more concerned about the job enrichment strategies. His view was that the motivators are the sources of satisfaction which can be applied in work to increase production. But critics have raised doubts on Herzberg's concepts on job satisfaction and motivation and viewed that it is wrong to equate job satisfaction with motivation.

3.4.1.3. McGregor's Theory of X and Theory Y

Borrowing Maslow's ideas, Douglas McGregor developed the classic Theory of X and Theory Y (McGregor, 1960). His theory deals with two opposite sets of assumption that represents opposite views of what motivates an employee. Theory X represents the traditional belief and assumes that employees are in general, indolent. They lack ambition and basically dislike work. They avoid work whenever they can. So in an attempt to modify their behavior to fit them with organizational goals they have to be pushed, persuaded, rewarded, firmly controlled, closely supervised, coerced and even punished. This theory assumes use of authoritative command and control to channelize the employee behavior at work. Theory Y is the alternative to Theory X and assumes work is as natural as play. Most employees enjoy working and have their own set of ambitions, which they want to achieve through their work. Employees have much to offer if provided with a favorable climate in which they can utilize their potentials to attain their individual goals and in turn contribute to fulfillment of overall organizational objectives. The basic difference between the two is that Theory X counsels management by imposition and Theory Y purposes self-management by involvement, contribution and commitment.

3.4.1.4. Likert's Systems of Management

Rensis Likert, one of the leading proponents of participative management, based on the conclusions of his study aimed at describing management style in 1958 holds the view that there are typically four management styles found in an organization (Likert, 1961). He placed four-management style or system on a scale famously known as Likert Scale which is described below as:

System 1: Authoritative: Here managers assert no confidence in subordinates. They believe in control over employee behavior and employees are not involved in decision-making. Threat, punishment and sometimes little reward are the strategies adopted to motivate them for work.

System 2: Benevolent Authoritative: Benevolent authoritative managers have some trust in subordinates. Centralized decision-making and representation of staff views in management process is somehow seen here though occasional rewards and punishment are the main motivators.

System 3: Consultative: Managers have substantial confidence on staff. They consult them for their views, opinions and even suggestions for solving problem but retain major policy decisions to top management. Rewards, involvement and delegation of responsibility to dependable employee are the strategies adopted to motivate the staff.

System 4: Participative: Participative managers have complete confidence on staff. Genuine participation of staff in decision-making, proper flow of communication and interaction among different levels of management are seen in this system. Greater participation is viewed as the key motivator.

However Likert's participative management approach to motivate employees is not free from criticism, as participation in decision-making does not always guarantee achievement of goals.

3.4.1.5. Argyris Immaturity/ Maturity Continuum

Chris Argyris (1957) studied the employee behavior in the organization and propounded that when one grows from immaturity to maturity there are seven changes

CHAPTER I

INTRODUCTION

exist as a continuum that help to develop a healthy personality in an individual. He argued that in a formal organizational structure, the classical direction such as task specialization, chain of command, unity of command, span of control, etc. are designed to make the employee passive and dependent and have limited direction over their work behavior. This kind of situation leads to immaturity in staff. So he advocated changes in organizational structure where there will be enough scope for the employee to develop from immaturity to maturity.

The above discussed theories are some of the traditional theories of motivation which have provided a strong base to understand motivation. Despite the doubt over their practical implications to today's organizational setting, which are raised by the researchers on this field, these theories continue to dominate the managerial studies on motivation over the years.

3.4.2. MODERN THEORIES OF MOTIVATION

The modern era witnessed a number of theories based on scientific research on human desires and expectation related to the field of motivation. These theories are based on empirical research on human behavior and have practicability in understanding the motivational process in organization. The modern theory of motivation view that self-motivation leads a person to do the work. Some of the most relevant theories propounded by the industrial psychologists are given here.

3.4.2.1. Vroom's VIE model

The VIE (Valence, Instrumentality and Expectancy) Model of Victor Vroom (1964) simply referred as Expectancy theory or Cognitive theory of Motivation deals with three concepts. The basic concept 'valence' refers to the attractiveness of the outcome associated with an activity. The second concept is 'instrumentality' refers to the individual's perception of link between an activity and its outcome. The third concept 'expectancy' refers to the individual's perception of link between one's effort put in an activity and the likelihood of accomplishment of that activity. The theory assumes that human beings are rational being; they believe and anticipate future happenings in their

19

lives. It argues that a person is motivated to perform or makes effort is a multiplicative function of the expectancy or perception of the individual associated with the outcomes and the value they assign on these outcomes (Lahiri, 1987).

Though Vroom's expectancy theory proposed individual desires and expectations are important in motivational process it does not provide a readymade model for motivation and for this reason it is not widely adopted (Usherwood, 1982). However the theory has dominated the research literature of recent years.

3.4.2.2. McClelland's Achievement Motivation

"A sense of achievement gives an employee internal happiness and to keep happy the employee always strives to perform to the best of his/her abilities. Achievement motivated people can be the backbone of most organizations" (McClelland, 2004). David McClelland (1961) explains his theory of motivation in terms of three needs; the need for Achievement (n Ach), the need for Power (n Pow), and the need for Affiliation (n Aff) (Robbins, 2002). He offered this theory that relates motivation with each of these three needs. According to him every one has each of these needs to some degree with one or other as the dominant one than the others. The (n Aff) is the need to belong or the desire for friendly and close interpersonal relationship. The (n Pow) relates to the desire to have influence over people or the need to make other behave in a way that they would not have behaved otherwise. The (n Ach) is the drive to excel, to succeed or to achieve in relation to a set of standards. Achievement motive (n Ach) is the most complex need. "It is a need to strive for success; the desire to do something better that it has been done before" (Sever and Westcott, 1983). Persons dominated by achievement motive set high goals, work hard, always try to accomplish challenging task, derive pleasure from doing difficult thing and strive for quality.

These three needs are potentially present in the individuals. They need to be identified and tapped in organizational setting for high performance. Achievement motivation theory is dominating the current managerial practices since it emphasizes the fulfillment of individual needs that leads to higher performance.

Apart from these two well-known modern theories on motivation the Equity theory of J. Stacy Adams (1965) and the Reinforcement theory of Skinner (1953) also provide valuable insight to understand employee motivation.
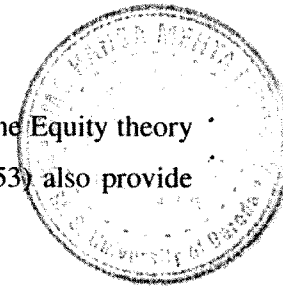
3.4.2.3. Adam's Equity Theory

This theory describes that employees always strive for equity between themselves and other employees. Equity is achieved when the ratio of employee outcomes over inputs is equal to other employee outcomes over inputs. This theory believes that if rewards are to motivate employees, they must be perceived as being equitable and fair (Adams, 1965).

3.4.2.4. Skinner's Reinforcement Theory

Reinforcement theory simply states that those employees' behaviors that lead to positive outcomes will be repeated and the behaviors that lead to negative outcomes will not be repeated. The possible outcomes that an employee may experience are the result of his or her choice of behavior. Therefore managers should positively reinforce employee behaviors that lead to positive outcomes and should negatively reinforce employee behaviors that lead to negative outcomes (Skinner, 1953).

The discussion of the above theories on motivation help in understanding the concept of motivation at work and presents a clear picture that each individual employee in the organization has his/her own set of motives that serve as incentives to work. What are these motives or motivational factors that are present in the work environment have to be identified and tapped properly to create a positive motivational work environment.

3.5. FACTORS OF MOTIVATION

Providing a positive motivational work environment is always a challenge before every manager (Bessell et al, 2002). To achieve such a motivational environment requires the manager to use proper incentives or certain factors which motivate the staff. Herzberg (1959) classified the factors or forces that influence motivation into two groups: intrinsic

and extrinsic factors. Intrinsic factors are those, which are related to work itself like advancement, recognition, responsibility, etc. and extrinsic factors are external forces such as salary, security, working conditions etc. These factors motivate an individual to work. Maslow's hierarchy of needs theory traces the importance of various incentives that induce the employees to work willingly. The study of Boyett and Boyett (2000) derives that motivation for better performance depends on job satisfaction, achievement, recognition, and professional growth.

However it is also true that the manager cannot use the same incentive over and over again to motivate an employee all the time. In the same manner one master incentive doesn't work for all employees (Chopra, 2002). "The world's leading management gurus, on whom hundreds of thousands of management consultants base their work, are relatively silent when it comes to motivation, and are nowhere when it comes to finding one single unifying factor that drives all human action"(Dixon).

Use of incentives whether it is tangible or intangible appeals different types of employees differently. The younger staff may be inclined towards higher pay, the mid-career employees might be interesting in job achievement and growth, and the senior employees might be interested in participation in decision-making (Bessell et al, 2002). So the manager should have a good understanding about what motivates the personnel i.e. identifying different types of incentives or motivators in order to apply the most wanted one at the appropriate time. Some of the factors, which are important for employee motivation discussed in the literature on theories and practices on motivation of employees in all type of organizations including libraries, are summarized below.

3. 5. 1. Monetary gain

Money is generally thought of as an important determinant of motivation. The term monetary gain refers to all sorts of financial compensation that an employee wants to get through his/her work. It includes wages, salary, bonus, profit sharing, medical reimbursement, etc. Herzberg and others (1959) place money under the hygiene factor that serves as potential job dissatisfaction, if it is not present in appropriate amount. However it is not considered as a potential satisfier or positive motivator. Money may seem to be one of the lower order needs but in reality it is an instrument through which the employee can

satisfy other higher order needs. This implies that money is going to play a very important role in motivating the employee until financial sufficiency is not felt. People may be motivated more than by money, but financial motivator is a powerful factor that can't be neglected (Williams, 2003).

3. 5. 2. Rewards and Recognition

Recognition is regarded as a most effective motivator rather than money for improving performance. It satisfies the human need for self-esteem and esteem of others. Every individual employee has the basic need to feel appreciated or praised by the boss or the superior whenever a work is well done. Simple gesture like a pat on the back or words like 'thank you' for a job well done make wonder. These make people feel valued. Recognizing and rewarding the self-motivated, self-managing and highly productive individual will encourage the continuing development of that person's abilities, while also allowing the individual to set an example for others. The managers may recognize the deserving in the form of recommendation for a pay raise, a promotion or an assignment of more interesting and challenging tasks.

3. 5. 3. Job Security

A safe and secure job is another important incentive that induces a person to work. This component includes guarantee of the job and desire to be protected against any economic disaster or physical loss when working in a hazardous condition. Job security also implies a commitment by the organization to its workforce. If the employees are ensured that the organization is committed for their security they develop a sense of belongingness and are motivated towards productive work.

3. 5. 4. Job Achievement

Job achievement is a strong motivator that pertains to the personal and professional growth that one desires to achieve through job. It induces to work hard, to see successful completion of a job, to aspire to become a person of wonderful achievements and to get satisfaction from results of one's work. Therefore there should be efforts by the manager to convert each employee's aspirations into achievement. McClelland's Achievement motivation theory believes this notion of needs for achievement. It is the key factor considered for motivating staff (McClelland, 1961).

3. 5. 5. Job Enrichment

This factor of work motivation deals with the opportunities provided to learn a job with an aim to achieve productive and quality work. Job enrichment is a form of changing or improving a job so that it will motivate the employee to perform the job better. It covers aspects like (a) to learn new things, (b) to show eagerness to work in a new situation, (c) to have up to date information related to one's work, (d) to experiment new things in job, (e) to learn modern technique and (f) to use latest technology for better problem solving etc. to make the job interesting and challenging. It also helps to reduce monotony of job. Job enrichment also ensures opportunities to make greater use of creativity, skills, and expertise. This in turn helps to satisfy the self esteem need. Job rotation, job loading, job enlargement are the strategies often adopted by managers to make the job interesting and to raise employees' efficiency.

3. 5. 6. Competition

Competition is also an important form of motivation offered by any organization. Human beings enjoy competition with the hope of winning and it also satisfies their ego to become winner among the peer group. By providing a healthy competitive atmosphere, competitive spirit among the employees can be developed for their personal growth as well as for attainment for group objectives. This component of motivation should be used cautiously as it may generate jealousy and hostility among the fellow workers. Some times it even de-motivates the losers.

3. 5. 7. Participation

Participation is one of the most powerful motivators that help to induce self-motivation. It means physical and mental involvement of employees in an organizational activity. Participation in decision-making process makes the employees to feel important and creates a sense of belongingness to the organization. The feelings of 'being involved' and a 'part of the team' really make the employee responsible and proactive (Morgan, 2001). These factors stimulate the employees to develop a personal response to the job, which in turn develops self-motivation. Active participation of employee must be ensured in decision-making processes in relation to job especially that are going to affect them. Consultation, assignment and delegation of authority to one

individual as well as to a group are some of the means often applied in the organization to ensure staff participation.

3. 5. 8. Interpersonal Relations

Interpersonal relations refer to the relationship among the employees exist in an organization and these stem from the assumption that all human are social beings always desire to be accepted as a part of social group. This relationship can be seen under three levels that are (i) with superiors (ii) with co-workers and (iii) with subordinates. This aspect of work motivation deals with the need for social grouping that is the need to work cooperatively with staff across levels. It is the need to maintain harmonious, considerate and conflict-free relationship with superiors; the need to work with helpful and friendly co-workers; and the need to get acceptance and loyalty from the subordinates through good working relationships. A good personal relation is one important motivator because it ensures all the employees to work cohesively and provides a scope to reach at an acceptable solution whenever there is a problem to be solved (Herzberg et al, 1959).

3. 5. 9. Working Conditions

One of the most important factors that can be considered in motivating employees is to ascertain how the employees feel about their workplace and its surroundings. Working condition refers to the physical conditions of the work, the amount of work or the facilities and equipments available to carry out the work. These factors have a modest effect on job satisfaction. Provision of facilities like adequate space, proper lighting, good ventilation, proper sanitation, hygienic canteen facilities, decent furniture, and modern equipments and technology to work with, proper amount of work or workload, suitable and flexible working hours, etc. motivate employees. Because a hygienic, lively and comfortable working environment keeps the personnel active both physically and mentally, reduces the boredom and monotony of job and induces to work (Herzberg et al, 1959).

3.5.10. Work Itself

The nature of work to be accomplished itself is an important aspect of motivation to work. This factor is viewed to satisfy the intrinsic needs of the employees i.e. the need

to view work as a source of pleasure. Aspects like to derive satisfaction and enjoyment in the job, the need to get recognition and prestige due to job, the need to feel oneness with job and devoted towards the job. Jobs can be routine or varied, creative or boring, sometimes very simple or sometimes too complex to perform. Therefore opportunities to be provided to individuals to carry out such tasks that suit their taste and temperament. This makes the employees to feel contended with the job and in turn they try to attain quality in work. Otherwise they will develop a sense of dissatisfaction and would do the work indifferently with no commitment. And this situation will lead to restricted output.

3.5.11. Work Ethics

Work ethics deals with the morale aspect of human being that drives to work. Ethics in work can be thought of as an attitude towards work that directs the individual either good or bad at work. Morale is regarded as a motivational attribute of the individual which influences the attitudes, values and behaviors towards work. It is the result of multitude of employee attitudes, which are based on personal as well as group values, beliefs and feelings. High morale in the individual is characterized to induce to work with enthusiasm, devotion and commitment. Employees driven by high morale yearn for a job with meaning, committed and willing to work cohesively with a group. On the other hand low morale is characterized to lead towards frustration, absenteeism, pessimism and jealousy and affects the quality of work. Since maintaining of morale or work ethics is very crucial it requires the managers to facilitate good morale and prevent low morale and try to inculcate a sense of loyalty and commitment among the employees towards the job. The concept of work ethics was originated by Max Weber in 1904 and has been adopted by psychologists to describe motivation to achieve something that one can derive from the reinforcement of the performance itself (Cassidy and Lynn, 1989).

3.5.12. Other Factors

Apart from these major factors that influence motivation to work there are certain other aspects related to work also have a considerable impact on work behavior. Some of the important factors like socioeconomic, personal, family background, organizational culture, etc., that are discussed in the literature on research studies on motivation of personnel are presented here. These are status and pride, growth, responsibility,

supervision and personal life (Herzberg et al, 1959); habit and previous work experience (Hull, 1943); job clarity, organizational policy and management style (Argyris, 1957); expectation from work (Vroom, 1964); awareness about the consequences of behavior (Skinner, 1953); education level, communication, nature of work life balance and the nature of company one keeps (Stum, 2001); and expectation of reward based on successful performance (Porter and Lawler, 1968).

The factors of motivation, which are discussed above, either individually or in combination, influence the employees' job behavior in varying degree. The above discussion also provides an understanding about a range of useful background information on the factors underlying employee behavior and attitudes at work. It also helps to identify different motivators i.e. some are external factors and some are inherent in the work itself and how the employees respond differently to each of these factors. Although motivation is extrinsic or intrinsic as found in literature, motivation ultimately comes only from within the individual. What the manager can do is to create or facilitate a positive work environment where the needs of employees are met so that they will be motivated to work for high performance. Before discussing how motivation is related to performance or how it influences the performance of employees it is necessary that the concept of job performance and its components needs to be clarified.

4. PERFORMANCE

In all types of organizations the main objective is to enhance production through high performance. According to Oxford Dictionary of English the term 'performance' literally means the act, accomplishment or execution of something. "It is the act of beginning and carrying through to completion" (Free Dictionary). It is the accomplishment of job in a desired manner. In this study performance refers to the concept 'performance at job' or 'job performance'. It refers to the result of activities of individual employees in an organization or investment over a given period of time. It is seen as one of the most important outcomes of an employee's work effort. From the literature on employee performance it is found that the concept 'performance' has been defined variously.

As per as the Vroom's theory the level of performance that is accomplished by an employee depends on his/her work effort. According to VIE theory, the level of job performance is the most important outcome for understanding motivation (Steers & Porter, 1991). Experts and researchers in the area state that performance is the function of two aspects viz. ability and motivation at job (Porter and Lawler, 1968; Plate and Stone, 1976; Wofford, 1971; Sadaruddin, 2001; and Al-Khalifa and Peterson, 2004). Performance is the key variable within organizational setting and it has been operationalised by measures of productivity and efficiency of the employee amidst organizational constraints (Arthur, 2000). In simple words performance is the amount of work accomplished by the employees in relation to the constraints or facilities available in an organization. It is the measure of human effort put in work under varying circumstances prevailing in the organization.

However, J.P. Campbell and his associates defined performance as the actual behavior that can be scaled and measured in terms of proficiency rather than productivity (Arthur, 2000). They view performance as the measure of efficiency that is how the employee is doing the task rather than measure of productivity that is how much he/she contributing towards the organizational productivity.

"Performance has often been described as "purposeful work" – that is, a job exists to achieve specific and defined results. And what bad performers really do is perform "work activities" (busy work), rather than activities that contributes to effective performance" (Clark, 1997). Measure of performance is similar to the measure of effectiveness (Plate & Stone, 1976). It is an agreed upon fact that all organizations' mission is to achieve enhanced productivity both in terms of increased quantity and quality. And employee performance is the most important determining factor in achieving this objective. It is so because if the employees do their jobs efficiently in the desired manner, it directly contributes to the overall productivity of the organization. Therefore one of the most challenging aspects of personnel management or human resource management is how to develop and sustain a high level of employee performance. To secure high performance most of the organizations devise and implement many employee performance development plans. To develop such plans it calls for continuous evaluation

of staff performance with a notion to boost employees' competencies for greater performance.

4.1. PERFORMANCE EVALUATION AND ITS NEED

Performance evaluation otherwise known as performance appraisal or performance measurement is very crucial for performance enrichment. The purpose of performance evaluation is to collect information on tasks, responsibilities and skills requirements to carry out a job efficiently (Arthur, 2000). It is often used to get facts for decision making related to human resource management. It helps in assessing the current performance level that provides the understanding about how the employees are working, what are the problems they are facing if any, etc.

Performance evaluation is one of the most powerful motivational tools available to a leader and has three main objectives viz. i) it allows to measure performance against job requirements so that effective workers *can* be rewarded; ii) it helps the workers in identifying the specific areas for job growth; and iii) it allows to develop career goals so that requirements for effective job performance with the changes in time can be guaranteed (Clark, 1997). It also helps to assess the adequacy of skills and competencies currently put by the employees in work. Performance evaluation facilitates identification of training and development needs in terms of skills, knowledge and experience required to carry out the specified job (Robbins, 2002). So that enhanced employees' skills and competencies would match the expected way of doing the job.

Performance evaluation is a measure of the degree to which a task is accomplished as compared to the desired objectives. For example in libraries it refers to the measure what is the proportion of document that are catalogued within 'n' days of arrival, the success of finding document on the shelves, the proportion of reference questions answered satisfactorily, the proportion of document/information retrieved on-line, etc. by the respective personnel. Because evaluating single performance or individual staff performance serves as an indicator of total effectiveness of any organization including library. It is therefore suggested that the skill of each and every employee should be examined and if necessary corrective actions related to work could be proposed so that

employee's performance is improved (Bender, 1994). Re-enforcement theory on motivation puts emphasis on the consequences of performance, its techniques for assessing performance and evaluating effectiveness (Steers & Porter, 1991). It advocates that performance evaluation should serve as basis for giving rewards associated with the job, which in turn influence the performance favorably.

As performance evaluation refers to informal day-to-day performance feedback as well as formal periodic reviews, it also helps in providing feedback to employees regarding their job performance (Arnold, 2005; and Hersey and Blanchard, 1992). Through this technique the employees become aware of the difference between actual performance and the expected performance. It provides opportunities to the employees as well as the management to know where the fault is and enable them to adopt corrective measures. Measures like enhancement in job skills can be adopted so that high job performance can be assured. This exercise would enable them to carry out the expected performance and as a result it would contribute to organizational effectiveness (MAP).

Thus it can be said that performance evaluation is a mechanism to identify the gaps in the current state of employee performance and to suggest strategies to equip them with required skills and attitudes with an aim to enhance overall quality of the workforce.

4.2. CRITERIA FOR PERFORMANCE EVALUATION

After understanding the need for performance evaluation the next question comes in mind is, how to evaluate/measure employee performance? In evaluating performance it is important to consider quality and competency, which are regarded as the major components of job performance required to carry out a job. From the literature on job performance it is evident that components of job performance are taken as target areas for evaluation. These components are many and varied. According to Arthur (2000) job performance has two components: technical performance reflecting job requirements and contextual performance that covers non-prescribed activities such as teamwork and support.

Duke University Librarians' Assembly (2002) lists competency, creativity, initiative, problem solving, responsibility and co-operation are the major components of job performance and also as criteria for evaluating professional performance of librarians.

Productivity in terms of both quantity and quality of work performed by the employee; attendance and punctuality; safety and health; and quality of services are the target areas considered as measures of job performance in a number of studies (Steers & Porter, 1991). Again job knowledge, responsibility, skill and initiative can be the criteria for evaluating job performance (Martey, 2002). J. P. Campbell and others present a multi-factor model of job performance (Arthur, 2000). It has eight components of job performance to measure:

1. Job specific task proficiency
2. Non-job specific task proficiency
3. Written and oral communication task proficiency
4. Demonstration of effort
5. Maintenance of personal discipline
6. Facilitation of peer and team performance
7. Supervision
8. Management and administration skill

Cornell University Library provides a list of criteria for evaluating its professional staff. It includes areas like:

1. Application of job knowledge and problem solving skill, incorporate new knowledge and latest technology to improve skill, etc.
2. Constituent relation that deals with interaction and response to changing needs of customers.
3. Resource management i.e. effective use of resources, improving performance in a cost-effective manner, exhibit good time management, sharing job knowledge, etc.
4. Adaptability that demonstrates flexibility, openness, response to new ideas, adaptation to changing priorities etc.
5. Teamwork i.e. ability to work comfortably in team-based efforts or willing to work co-operatively with others.

6. Initiative and creativity refers to risk taking, innovation and self-motivation applied to work.

7. Interpersonal relations that demonstrate friendly and co-operative behavior, approachability, etc.

8. Supervisory/ management/leadership skill that applies to supervisors to manage or supervise or in leading staff (Cornell University Library, 2004).

Robbins (2002) opines that there are three most popular sets of criteria adopted in performance evaluation and these are (i) individual outcome in terms of quantity produced (ii) behavior in terms of co-ordination and promptness and (iii) traits refers to attitude, dependability, confidence, etc.

Work accomplishment characteristics and personal traits are thus very important in performance evaluation. Some widely used variables or areas for measuring job performance found in literature are discussed below in details. These are:

4.2.1. Productivity: Measurement of productivity refers to the measuring of performance against verifiable pre-selected goals. It means to judge the level of job performance both in terms of quantity and quality achieved through work. This is the rate of work as well as the quality of work as per standard expected from the employee at work. This variable can be measured in terms of whether the person is carrying the proper amount of work as expected and how effectively, whether the person has proper knowledge and skill to carry out the job in the best possible manner.

4.2.2. Job knowledge and skills: This component refers to the variables viz., to develop and maintain through knowledge of job, improve skills and acquire new knowledge for productive use, incorporate new knowledge and skills in response to changes brought about by technology and other external factors affecting job performance.

4.2.3. Initiative: This is an important variable considered as a measure of job performance. Initiative taken by the personnel to come forward to do challenging work is an indicator of good performance. The ability to identify the opportunities and act independently whenever the situation demands; demonstrate self

motivation; volunteer to take responsibility; suggest ways to improve performance are the characteristics of initiative component of job performance.

4.2.4. Creativity: This component refers to ability to apply innovative ideas to achieve the set goals, prescribe new and varied ways to solve organizational problems, risk taking, apply creativity to design and plan to schedule work, etc.

4.2.5. Problem solving: This is also an important criterion of measuring level of performance. It refers to how a person solves job related problems. The ability to analyze problems and formulate solutions effectively is a yardstick to judge the performance level. It is in fact the employee's analytical competence as well as skills and knowledge about the job.

4.2.6. Attendance and punctuality: Regularity and punctuality of the employees at the work place demonstrate the employees' performance attitude. The amount of time spent at work; the time of arrival and departure from work place and the amount of leave taken by employees are aspects frequently used in organizations as criteria for assessing employees' level of performance.

4.2.7. Dependability: This component refers to the demonstration of confidence, being dependable or possessing of 'a wealth of experience' in tackling difficult job situations whenever a new and challenging task assigned to the employees. It also means that the employer is having faith that the employee accomplishes the assigned work successfully; the employee is responsible, available, and committed. Accountability in job or commitment in getting the job done while making extra effort whenever necessary on the part of employee is also an essential criterion for judging his/her performance level.

4.2.8. Interpersonal skill: The ability to work co-operatively with staff at all levels is taken as another criterion for measuring job performance. It refers to the employees' display of courteous, friendly and helpful attitude towards the colleagues; considerate towards the juniors; and positive attitude to accept and follow the official procedures and policies as well as the administrative directions

from seniors. That is, how an employee is co-operative and effective in maintaining working relationship with staff of all levels and in seeking acceptable solutions and resolutions to job related problems or in assisting others in doing so.

4.3. TECHNIQUES OF PERFORMANCE EVALUATION

Employee performance in an organization can be judged by applying a suitable one among the different methods available for the purpose. Before applying any method it has to be decided who should evaluate the employees or who the judgment sources are. Robbins (2002) lists some of the important sources or who can appraise is given as follows:

- Literature on performance evaluation researches shows that about 95 percent of all performance evaluations are carried out, at the lower and middle levels of the organization, by the immediate supervisors.
- Apart from that another method is peer evaluation that aimed at getting a comprehensive view of an employee's job performance.
- Self-evaluation is also adopted as a method where the employees assess their own performance because they know themselves better.
- Immediate sub-ordinates can also appraise their superior's behavior as they work in close contact.
- 360-degree evaluation is a recent approach to performance evaluation. It is aimed at getting performance feedback from all the contacts that the employee has viz., starting from customers to bosses to peers.

According to Anderson (1993) alphabetical/numerical rating, forced choice rating, personality trait rating, graphic rating scale, forced distribution and ranking and paired comparisons are some of the well-known techniques for performance appraisal.

ALA's "Standards for University Libraries: Evaluation of performance" lists two types of evaluation that can be applied to library personnel: informal and formal (American Library Association, 2004). Informal evaluation is always done in the form of supervisor observation and peer observation. Examples of formal evaluation are top down, peer-to-

34

peer, 360 degree, self-assessment, team based, comparative, absolute and outcome based (Slough, 2003). Each of these judgment sources discussed above has its merits and drawbacks. So depending upon the objective of evaluation a suitable source can be engaged to get performance data.

Written essays, grading or ranking, rating, comparison, setting objectives and targets are some of the methods used to evaluate performance. These methods are described below in detail.

- Written essay is the simplest method requires writing a narrative, which describes the employee's potentials, strengths and weaknesses; past performance; and also suggests for improvement.
- Rating, is the most popular method used in most appraisal studies, lists a set of variables relating to performance like initiative, productivity, job knowledge, etc. Each factor is then rated against an incremental scale that typically have five points, ranging from 1 to 5.
- Ranking method places employees in different ranks from best to worst depending upon their performance.
- Comparison method compares performance of each employee with every other employee against certain work related variables to judge the weaker as well as higher performer.
- Self-evaluation rating refers to the method where the employees evaluate their own performance against a set of performance factors such as quantity as well as quality of work, knowledge of skill, co-operation, commitment, sincerity, honesty, initiative etc. Each factor is then rated on an incremental scale that typically has five points, ranging from 1 to 5 (Robbins, 2002; and Miner, 1988).

5. RELATIONSHSIP BETWEEN MOTIVATION AND PERFORMANCE

The notion 'motivation' as the base for performance continues to intrigue the organizations that strive for achieving the pre-determined objectives through high performance. Performance in general results from the interaction of three inputs or

resources: physical, financial and human. The first two inputs are inanimate; they are translated into productivity only when the human element is introduced. High capital investment, application of latest technology or other organizational endeavors alone are not adequate to lead the organization towards higher productivity. In any organization, apart from materials, equipments and economic resources, people also form the greatest asset because it is they who carry out the actual work. Skilled and highly motivated personnel with positive attitude are required to manage these resources towards productivity (Awuku, 1995).

In the past, job performance was explained in terms of rise in the output or services and was seen as a result of improved work methods and technology. But if the workers are not involved whole heartedly in the work or motivated to work no amount of sophisticated technologies or improved work methods is going to help in increasing productivity. Therefore the concept of job performance needs to be redefined in terms of employee motivation.

Realizing the role and importance of human resource in achieving high productivity, the area for developing as well as utilizing human resource towards improved job performance has soon become a crucial and challenging managerial activity. Every individual has his/her own set of motives, drives, values and beliefs, which he/she carries to the workplace. And his/her behavior at work is constantly influenced by one or combination of these needs or motives (Wooley, 2003). These needs activate the individual to behave or induce to perform the job in a particular manner. Willingness to perform or not to perform depends a lot on the meeting of these needs that the individual employee wants to satisfy through his/her work. If the employee, for whatever reason, is strongly motivated then he/she puts serious and conscious efforts to carry out the required work. This would lead to high job performance and that in turn resulted in high organizational productivity. On the other hand if the employee is not motivated he/she carries out work indifferently. As a result the work outcome suffers and that leads to less productivity. Thus there exists a relationship between motivation and performance (Kreisman, 2002; Jain, 2005; Sadaruddin et al, 2001; Wofford, 1971; Mould, 2004; and Al-Khalifa & Peterson, 2004). Strong and positive motivation increases individual performance and low or negative motivation leads to low performance.

Literature on personnel management provides many determinants of job performance. Porter and Lawler's larger model of work behavior and performance encompasses certain factors that influence work performance. Their model on job performance is represented as:
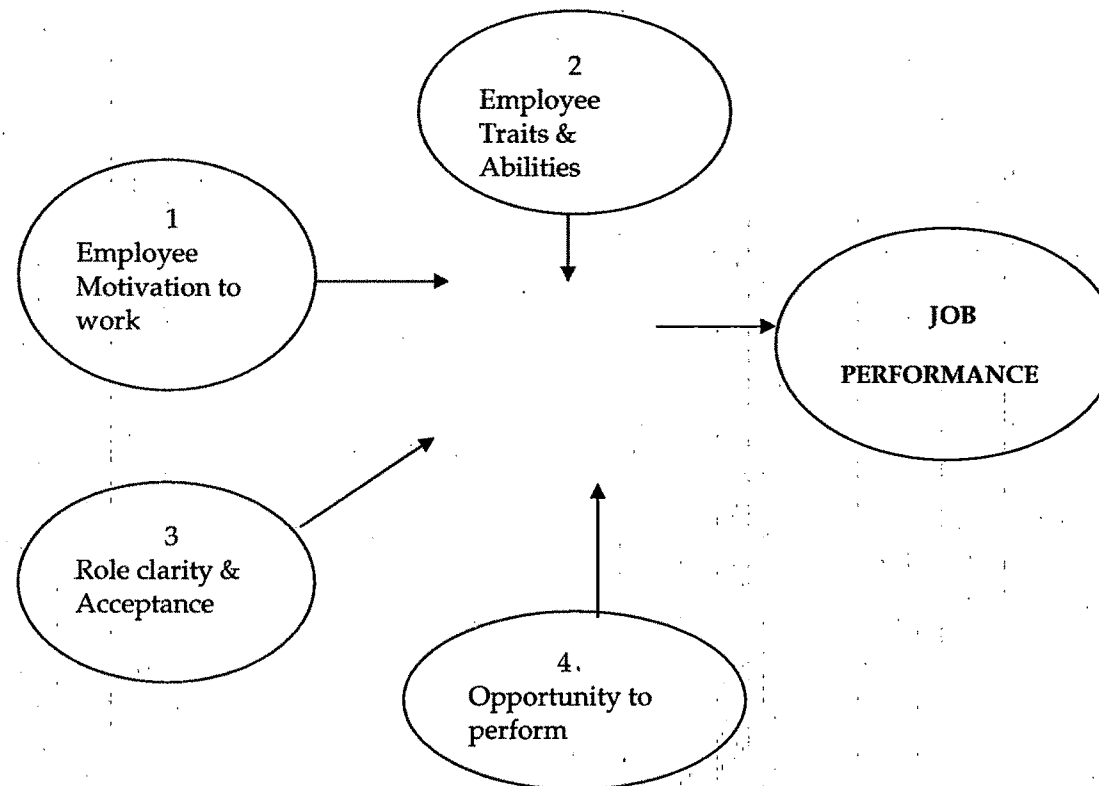

Fig.1.2. Model of Motivation and Performance
(Retrieved June 20, 2003, from http://portal.acm.org/citation.cfm)

According to Vroom (1964) actual accomplishment of job depends on motivation as well as on ability. Thus performance= motivation * ability.

The level of job performance of an employee is a function of his/her knowledge, ability and motivation (Davar, 1976). This aspect can be put into a formula as follows:

$$P = M (K + A)$$

Here the factors K (knowledge) and A (ability) determine what he/she can do and it is the motivation factor that determines what he/she will do. Again motivation comprises of two

variables: incentives and disincentives. Incentives are those which induce the employee to put his/her best effort in work where as disincentives are those which prevent the employee from his/her peak performance. So,

$$M = I - D I$$
$$\text{and } P = (I - D I) (A + K)$$

Therefore, " job performance is not dependent merely on the employee's knowledge or skills and abilities but also on his motivation determined by the power of existing incentives as well as disincentives aimed at the transformation of 'the ability to do' into 'will to do' (Davar, 1976).

According to one research finding by William James on the relationship of motivation and performance states that employees put work at close to 80 to 90 percent of their ability if they are highly motivated and if they are not, they put to work only 20 to 30 percent of their ability which in turn leads to poor employee performance (Hersey and Blanchard, 1992). This finding supports the argument that if employees are not motivated they just work indifferently despite having all the necessary abilities to carry out the required work. As a result the quantity as well as quality of work suffers. People are engaged to work differently and the way they are engaged in work clearly depicts their motivation level and its influence upon their performance in job (Kreisman, 2002). An employee spends a considerable amount of time at the workplace. Out of that, how much time the individual works or the proportion of his productive work time to the total time spent at work depends to a large extent on his level of motivation (Awuku, 1995). Thus "motivation is the fuel of performance. Without motivation, performance suffers" (Green, 2000).

From the above analysis we can arrive at a conclusion that in an organization where the employees are satisfied, committed or motivated they work wholeheartedly and this leads to high job performance which in turn leads to higher organizational productivity. On the other hand if they are not so, perform badly i.e. they perform less than their potentials that would definitely resulted in lower job performance. Therefore this aspect calls immediate attention from managers to create and sustain an ideal state of motivation in the workforce. The managers should provide a work environment, which can

38

motivate the personnel to be productive (Greaton, 2001). This again is true in case of the level of performance that demands attention from the manager to see that there should not be any discrepancy between the desired performance and the actual performance. Any difference in that may be attributed to several factors but it is largely due to the discrepancy in level of motivation at work.

6.   APPLICATION OF MOTIVATION AMONG LIBRARY PERSONNEL

Over the years the literature on personnel management in libraries is being consistently dominated by the nature and causes of motivation at work. It is undoubtedly agreed in all these writings that a motivated staff is the most important requisite for providing effective library services. Like in any other organization the issue of motivating staff in libraries also is an increased area of concern. Motivation can no longer be taken for granted as it was in the past in library field. Corresponding to changes around, the work pattern of the librarians has changed both quantitatively and qualitatively. To take account of changes introduced as a result of latest technology or emerging user needs or reduced staff member owing to financial constraints have compelled the libraries especially the large academic and public libraries to redraw their organization chart and restructure their staff from time to time (Hawthorne, 2004). These changes have also led to realizing the importance of the staff's efficiency and achieving professionalism in library work (Bruyns, 1982).

To provide quality services the staff has to be effective at their work. It is again an agreed upon fact that every employee working in the library if motivated contributes his/her might willingly and committed to fulfill the library's objectives (Stephens and Russell, 2004). Tapping the staff potentials to fullest extent is necessary to achieve expected or high performance. But if the staff is not motivated then the staff's skills and potentials are going to be untapped or underutilized which is very crucial for both employee development and organizational development. Realizing the importance of motivation at work there after, several efforts have also been reported in library management field.

Plate and Stone (1976), well known for their pioneering work in motivation and job satisfaction of library personnel, suggest that library managers must apply different motivation techniques that suit their requirements. They have also developed a theory, which can be applied practically in libraries based on Maslow's and Herzberg's theory on motivation. Their findings suggest the librarians to respond positively to motivational factors such as sense of achievement, recognition and the nature of work itself. The repetitive work element in the librarians' job resulted in lack of motivation.

Motivation is intrinsic and comes only from within the employee. Therefore it is the duty of the library managers to create a favorable environment where the employees can gratify their needs through work. Sever and Westcott (1983) have applied two modern theories of motivation that are currently dominating the motivational practices in library management. These are the theories of expectancy and reinforcement, which have a common concern for the needs of personnel, the effect of work environment and the clarity of communication between manager and staff to boost performance. Rewards, reinforcement and proper communication influence the job-performance favorably.

Rowley (1996) argues that motivation is a central issue in current situation when the libraries are marching towards future and striving for achieving quality in every aspect. She suggests that some variety of factors of staff motivation viz., rewards, recognition, interpersonal relationship, money, work situation etc. as propounded by well-known experts like Maslow, Herzberg, Mayo, Taylor and others, are important for library staff motivation. Application of well known motivation theories to librarianship adds a new dimension to human relation aspects of librarianship and acts as a tool for designing motivators that boost the employees' morale (Shridhar, 1981; and Lahiri, 1988).

The results of the studies and observations found in literature suggest the importance of the application of staff motivation in librarianship is as relevant as in other occupations. However a detailed description of literature available on motivation and performance studies conducted in library and other fields has been presented in chapter-II of the present work.

7.   RATIONALE OF THE STUDY

Libraries, especially higher academic libraries are becoming complex organizations in this age of continuous technological changes. The libraries are finding it difficult to keep pace with the challenges thrown upon by the plethora of new information resources both local and remote; new possibilities for information retrieval and delivery; and the sheer range of technical skills required in the work place (Katsirikou & Skiadas, 2001). Again to sustain in the competitive global scenario libraries have become more sophisticated in their approach to quality. Here one should not forget that changes in services, whether involving technology or not, are carried out by the people (Morgan, 2001). It is not the technology alone but the employees, who actually provide the services, influence the quality of library services to a great extent. Therefore libraries are challenged with building and sustaining effective library staff that have the required skills as well as willingness to response to changing circumstances (Hawthorne, 2004). This situation demands the application of management techniques for adjusting the work force to the new working environment so that quality library services can be provided to the academic community in cost effective manner. Motivation of staff is the most important aspect of management i.e. mostly sought after by the managers to boost employees' morale to achieve higher staff performance. Therefore how to motivate the staff has become the core issue in any organization and university libraries are no exception.

Motivation is an important factor having implications in meeting the individual as well as organizational objectives. If on the contrary due consideration is not given to motivate the individual, it is likely that the potentiality of the individuals may not be brought to use up to the optimum level and they would work less than their ability. This situation definitely provides an impact upon the performance level of the employee and overall organizational performance. The findings of research conducted by William James on motivation, quoted earlier also, support this view that employees put work at close to 80 to 90 percent of their ability if they are highly motivated and if they are not they put to work only 20 to 30 percent of their ability which in turn leads to poor employee performance (Hersey & Blanchard, 1992). Stephens and Russell (2004) also observed that many of library employees' skills brought to the jobs are underutilized or untapped. Therefore library organizations of today have started recognizing their employees'

tremendous untapped potential for better performance. Siggins (1992) prescribes ways to be found out to reduce stress and prevent burnout, and to sustain a level of motivation among the library staff to ensure a high level of performance. The library managers should explore factors of motivation that influence their staff performance and thereby develop strategies to motivate them towards higher productivity that will, in turn help in the realization of organizational goals and objectives.

Research on motivation of staff in library environment seems to be an urgent area of research which would investigate the relative importance of a variety of factors on staff motivation (Rowley, 1996; and Sever & Westcott, 1983). Again it becomes more important as motivation is conditional that changes owing to culture and context i.e. what motivates the staff in one situation may not motivate in the same manner in another situation.

By looking into the literature on human resource management of any field it becomes evident that the subject of motivation is not clearly understood. In spite of enormous basic as well as applied researches in various areas it is poorly practiced in organizations (Accel Team, 2005). It still intrigues the managers as to how to keep the staff motivated.

There were innumerable studies on motivation conducted in industrial work environment as well as in service-oriented sectors. But there is little evidence that could be found on motivation of librarians related to various library work situations (Bruyns, 1982). Awuku (1995); Abifarin (1997); Jain (2005); Thapsia and Jain (2000); Plate and Stone (1976); and several others have studied the importance of motivation in raising staff motivation and thereby generating high productivity in libraries of UK, USA and African countries. However these studies could not provide a clear insight on what motivates as well as how to motivate today's university library personnel in India as motivation is subject to change owing to context and culture. Further these studies although have tried to derive implications to productivity from motivation, performance as a variable is ignored. It is also worthwhile to find out whether performance gets influenced by level of motivation. That means whether there is any relation between motivation and performance? Research findings on this aspect show that there is a positive relation between motivation and performance. Works on motivation of librarians (Maehr, 1989; Bakewell, 1993; Antwi & Bello, 1993; Williamson & Stephens, 1998; Rowley, 1996;

Alemna, 1992; Thapsia & Jain, 2000; Green, Chivers & Mynott, 2000; and Jain, 2005) agree with this view that efforts to motivate staff enhance performance and the quality of work life.

Out of the few studies conducted in India, most of them focused on either exploring what motivate librarians or on exploring factors of job satisfaction and to find out how the demographic and other variables affect their motivation level. Some of the studies are also exploring whether there is any positive correlation among the demographic variables, organizational climate and motivation, etc. (Srinath, 1990; Singh, 1998; and Jugal Kishore 1979). Srinath (1990) has studied motivation in relation to organizational climate in university libraries. Singh (1998) has also studied the motivation of librarians in relation to organizational climate in social sciences institutes. Lahiri (1988) has studied the human relation aspects of personnel of Manipur University Library. Another study by Jugal Kishore (1979) focused on motivational dynamics and work efficiency in the university libraries of Punjab. However these studies were conducted from different dimension and that too more than a decade back. Therefore the findings of these studies can not be generalized to the motivation and performance level of personnel of today's university libraries owing to the tremendous changes in library world for e.g. application of technology, change in job structure, financial constraints, information explosion, and need for better and faster information to the clientele.

In the last five decades (1950s- 2000s) India's higher education system has witnessed a manifold increase in the number of universities, colleges, teachers as well as students. At present there are 324 universities that have increased from 25 in 1950s, the number of colleges has increased to 16,885 from 700 and the strength of students has increased from 1 lakh to 94 lakh and that of teachers from 15000 to 4.7 lakh (UGC, 2003). The libraries of these universities are therefore under tremendous pressure to cater the varied information needs of such a vast clientele of teachers and students. It is observed as well as a known phenomenon that the university libraries in India though having qualified manpower, for whatever reasons, are not able to provide the expected output (Nanda, 2004). It is not only the number of clientele that is responsible for low performance but the personnel themselves are responsible. May be the personnel are not putting their best efforts at job; it can be the motivation; and many other factors. So, the question that comes

43

to the mind is whether motivation of personnel is playing any role in their performance level? If yes, what can be done or what measures should to be taken to raise the motivation level of staff? To answer these, first of all it has to be found out scientifically as to whether the university library personnel in India are motivated enough? If they are motivated, what motivate them and if not, what are the reasons behind it? However the questions raised here failed to find answers in the literature of human resource management in library field.

It is observed that motivation as an area of research has long been neglected and rarely any study is reported in the literature (subjected to oversight) either in print or in electronic publishing or in any other way that could relate motivation and performance management in university libraries in India. Therefore, owing to the scarcity of research evidence on motivation and performance of university library personnel, there is an urgent need to study this aspect of personnel management and to develop insight to discern the various factors/issues relating to motivation and performance prevalent in the university libraries.

Thus the present study was undertaken to study the aspects of motivation and performance of university library personnel which could provide holistic understanding on motivation. The pertinent research questions that are raised here are; what is the motivation level of library personnel? What factors motivate them at job? Whether motivation is related to their performance or how their performance level is being influenced by their level of motivation? And what strategy could be employed to motivate them for improved performance?

Therefore the present study was a humble attempt to answer the above stated questions and to bridge the knowledge gap in the literature of human resource management of Indian university libraries. This exercise could help in developing a strategy for motivation management for the personnel and aimed to provide guidance in managing human resource in university libraries. The knowledge gained from this investigation would expand and enrich the literature on human resource management in Indian university libraries which is inadequate, inconsistent and dispersed.

8. STATEMENT OF PROBLEM

Motivation and performance level of library personnel in university libraries.

9. OBJECTIVES OF THE STUDY

The objectives for the present study were as follows:

1. To study the motivation level of library personnel;
2. To study the motivational factors of library personnel;
3. To find out the relationship between motivation and performance level of library personnel;
4. To study the performance level of highly and that of less motivated personnel; and
5. To suggest strategies to raise motivation level of library personnel.

10. HYPOTHESES FOR THE STUDY

Based on the theoretical evidence and findings of the earlier researches related to the present study, the following hypotheses were formulated for this present investigation.

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

2. Highly motivated library personnel would have high performance level in comparison to that of low motivated library personnel in all the components of job performance and in total performance.

11. SCOPE AND LIMITATIONS OF THE STUDY

The present study was confined to the study of motivation and performance level of library personnel of university libraries of Gujarat state, India. Gujarat is one of the developed states of India in terms of cultural heritage, economic prosperity and it is also a

modern and a technologically progressive state. There are 13 universities established in Gujarat state out of which 8 are conventional or general universities, one Open University, 3 agricultural universities and the rest is an Ayurveda university (Shah & Bhasker, 2001). The present research was carried out in the libraries of eight conventional universities situated in Gujarat. Further the library personnel who were holding different professional positions in the library viz. university librarian, deputy librarian, assistant librarian, technical assistant or library assistant were only taken in the study. Other library employees such as clerical staff, library attendants or the support staff (system analyst, data entry operator, etc.) were not taken for the study. Therefore the finding of the study is restricted to the motivation and performance level of the library personnel of eight university libraries of Gujarat state only.

12. OPERATIONAL DEFINITIONS OF THE TERMS USED IN THE STUDY

The terms and concepts used in the study are operationalised below.

12.1. MOTIVATION

In this study the term 'motivation' is used to mean 'work motivation' i.e. motivation of people at work or human behavior at work. Motivation is a combination of factors that induces an employee to perform or not to perform certain duties at job. A detailed description of factors of motivation has been presented in this chapter earlier. Out of those 11 factors of motivation or simply motivators, which are identified as important and relevant to motivate library personnel (derived from literature and was subjected to validation), were taken in the study. These factors were:

1. **Monetary gain:** This factor based on reinforcing properties of material rewards in terms of wages, salaries, bonus, leave, medical reimbursement etc. directly related to the socio-economic status that one can aspire from his or her job.
2. **Recognition:** It is a most effective motivator that satisfies the human needs for self-esteem and esteem by others. Recognition of employees' potential or good work by praising them or in the form of a pat on the back of the employee; and giving promotion or assigning more challenging task/ project boost employees' morale that in turn leads to high productivity.

3. **Work itself:** Work itself is a motivational factor implies that nature of work or the actual performance of the job as a source of pleasure or guilt/bad feelings about it. Job satisfaction, creativity, oneness with job, prestige in job etc. are included in work itself component.

4. **Job achievement:** This factor is defined as competition with a standard of excellence. This includes the desire to work to the best of one's ability, to attain or surpass a difficult goal, to solve complex problem, to carry out a challenging assignment successfully and to aspire to become an excellence achiever in his/her work.

5. **Job enrichment:** It is a form of growth in the job or improving one's job. The various aspects related to this factor of work motivation are: like to work in a situation; to have up to date information related to work; to experiment new things in job; and to know more about new techniques and methods such as computer application in job, etc. to make it interesting and challenging.

6. **Job security:** It is an important factor for motivation. Job security means guarantee of job, a sense of not loosing the job. These are ensured from the employing authority like government and private organizations. It also includes the physical protection in work environment, economic well being of staff, etc.

7. **Competition:** It is described as the enjoyment of competition with others with the ultimate goal of winning. The drive to become better among the co-workers, to develop a competitive spirit for growth are some of the needs related to this widely used form of work motivation.

8. **Participation:** This factor of motivation implies to the need for physical and mental involvement of the employee in the affairs of the organization. The desire to be accepted as a part and parcel of the organization; aspire to influence the management in decision-making where employees' welfare is concerned are some of the needs considered under participation motivator.

9. **Interpersonal relation:** It refers to the relationship among the employees at different levels in the organization. This factor of work motivation includes the desire to be liked by subordinates through good working relationship; the desire to work with friendly and co-operative co-workers, the need to maintain harmonious relationships and avoid conflicts with the supervisor, the desire to participate in social activities; to be accepted as a part of social group or team.

10. **Working condition:** It refers to the physical condition of the work place. The desire for a good, hygienic and decent working environment; to want an improvement in the working conditions or to seek legal help for the improving work conditions are the aspects considered under working condition motivator.

11. **Work ethics:** It refers to the employees' morale, values and attitudes, which drives him/her to work. To hold oneself responsible for his/her own work done; to be devoted to the job or to hold oneself accountable to the job; and a sense of concern for the success and well being of the organization are covered under work ethics concept of motivation.

12.2. PERFORMANCE

The term 'performance' has been used to refer to 'performance at job' or job performance. In simple words performance is the amount of work accomplished by the employees. It can also mean the efficiency of a worker in doing his/her job. Here in this study, it is considered as to how the library personnel perform their assigned duties. The assigned tasks are therefore taken here as the components to judge the performance level of the library personnel. The performance level of personnel was judged against six components of job performance and these components are described as follows:

1. **Productivity:** It means to judge the level of job performance both in terms of quantity and quality achieved through work. This variable can be measured in terms of whether the person is carrying the proper amount of work as expected and how effectively; whether the person has proper knowledge and skill to carry out the job in the best possible manner.

2. **Initiative:** Initiative taken by the personnel to come forward to do challenging work is an indicator of good performance. The ability to identify the opportunities and act independently whenever the situation demands; demonstrates self-motivation; volunteer to take responsibility are some of the characteristics of initiative component of job performance.

3. **Problem solving and creativity:** The success rate of the employee to solve different job related problems is an important criterion of measuring level of

performance. The ability to analyze problems and formulate solutions effectively is a yardstick to judge the performance level.

4. **Attendance and punctuality:** Regularity and punctuality of the employees as well as absenteeism at the work place demonstrate the employees' performance attitude. The amount of time spent at work; coming late or going early from work place or otherwise and the amount of leave taken by employees are aspects that indicate employees' performance behavior.

5. **Dependability:** This component refers to the ability and confidence of the personnel in tackling difficult situations whenever a new and challenging task bestowed upon them. That is whether the employee is dependable to carry out such job effectively.

6. **Interpersonal skill:** It refers to the co-operation aspect or the ability to work co-operatively with staff of all levels. This includes how much an employee is co-operative and effective in maintaining working relationship with his seniors as well as with his co-workers and in seeking acceptable solutions and resolutions to job related problems or in assisting others in doing so.

12.3. LIBRARY PERSONNEL

The term 'library personnel' here in this study refers to the library professionals who possess professional degree in Library science or Library and Information science and are occupying different professional positions in the university libraries viz. University librarian, Deputy librarian, Assistant librarian, Technical assistant or Library assistant.

REFERENCES

Abifarin, A. (1997). Motivating staff in Nigerian university libraries. *Library Management*, 18(3), 124-28. Retrieved June 20, 2000, from http://www.emeraldinsight.com

Accel Team (2005). *Employee motivation, the organizational environment and productivity.* Retrieved April 16, 2006, from http://www.accel-team.com/motivation/index.html

Adams, J. S. (1965). Inequity in social exchange. In L. Berkowitz (Ed.), *Advances in Experimental Social Psychology*. New York: Academic Press.

Alemna, A. (1992). Motivation and productivity in academic libraries: A case study of Balme Library, University of Ghana. *Journal of Library Administration*, 6(4), 45-56. Retrieved June 20, 2000, from http://www.emeraldinsight.com

Al-Khalifa, A., & Peterson, S.E. (2004). On the relationship between initial motivation, and satisfaction and performance in joint ventures. *European Journal of Marketing*, 38(1/2), 150-174. Retrieved February 28, 2005, from http://www.emeraldinsight.com

American Library Association (1999). *Issue paper on role definition*. Retrieved July, 12, 2005 from http://www.ala.org/ala/hrdrbucket/3rdcongressonpro/roledefinition.htm

American Library Association (2004).*Standard for libraries in higher education*. Retrieved July 12, 2005 from www.ala.org/work/standards.html

Anderson, G.C. (1993). *Managing performance appraisal systems*. Blackwell: Oxford.

Antwi, I.K., & Bello, M.A. (1993). Motivation and productivity in academic libraries. *Library Management*, 14(5), 27-34. Retrieved June 20, 2000 from http://www.emeraldinsight.com

Argyris, C. (1957). *Personality and organization*. New York: Harper Bros.

Arnold, K. (2005). *Motivating and evaluating staff*. Retrieved March 23, 2005, from http://www.librarysupportstaff.com/staffappraise.html

Arthur, P. (2000). *An examination of the relationship between contextual and technical performance in academic setting*. Retrieved May 14, 2002, from www.tlrp.org/pub/acadpub/poropat2000.pdf

Atkinson, J.W. (1964). *An introduction to motivation*. Princeton, N.J.: Van Nostrand.

Awuku, O.S. (1995). Productivity in university libraries of developing countries: A West and Southern African perspective. *Library Management*, 16(3), 24-33. Retrieved June 21, 2000, from http://www.emeraldinsight.com

Bakewell, K. (1993). Motivation of library staff. *Library Management, 14*(5), 18-19. Retrieved June 21, 2000, from http://www.emeraldinsight.com

Bender,D.R. (1994). Improving personnel management through evaluation. *Library Administration and Management*, 8(2), 109-112. Retrieved June 20, 2000, from http://www.emeraldinsight.com

Berelson, B., & Steiner, G.A. (1964). *Human behavior: An inventory of scientific findings*. New York: Harcourt Brace & World.

Bessell, I., Dicks, B., Wysocki, A., & Kepner, K. (2002). *Understanding motivation: An effective tool for managers.* Retrieved March 12, 2004 from http://edis.ifas.ufl.edu

Boyett, H.J. & Boyett, J.T. (2000). *World-class advice on managing and motivating people.* Retrieved March 12, 2004, from http://www.jboyet.com/managing1.htm

Bruyns, R. A. C. (1982). Library structure and staff motivation: Trends in the Dutch Public Library. In A. Vaugan (Ed.), *Studies in Library Management*, Vol. 6 (pp.195-211). London: Clive Bingley.

Burns, R. K. (1959). Management and employee motivation. *Public Personnel Review*, April.

Cassidy, T., & Lynn, R. (1989). A multi-factorial approach to achievement motivation: The development of a comprehensive measure. *Journal of Occupational Psychology*, 02, 301-312.

Chopra, S. (2002). *Motivation in management.* New Delhi: Sarup & Sons.

Clark. D. (1997). *Concept of leadership.* Retrieved 23 April, 2005, from http://www.nwlink.com/~donclark/leader/leadcon.html

Cornell University Library (2004). *Polices for performance expectation and evaluation criteria: IRIS professional staff.* Retrieved July 12, 2005, from http://www.library.cornell.edu/iris/policies/performance.html

Davar, R.S. (1976). *Personnel management and industrial relation in India.* New Delhi: Vikas Publishing.

Dell, T. (1988). *Motivating your staff in a time of change.* Retrieved May 10, 2004, from www.darwinmag.com/read/100102/staff.html.

Dixon, P. *Motivation: Reason for the crisis.* Retrieved May 12, 2005, from www.globalchange.com/motivation.htm

Drucker, P. F. (2004). *The Business world.* Retrieved May 12, 2005, from http://www.drucker.com

Ducket, B. (1999). The role of professionals, paraprofessionals and non-professionals. *Library Review*, 48(4), 342-343. Retrieved April 20, 2004, from http://www.emeraldinsight.com

Duke University Librarians' Assembly (2002). *Documents of Professional Affairs Committee.* Retrieved April 3, 2004, from www.staff.lib.duke.edu/la/ca.htm

ERIC Digest (1996). *Library support staff in an age of change: Utilization, role definition and status.* Retrieved July 12, 2005, from http://www.ericdigests.org/1996-1/support.htm

Evans, C. W. (1979). The evolution of paraprofessional library employees. In Kichael H. Harris (Ed.), *Advances in Librarianship*, Vol.9 (pp. 63-103). New York: Academic Press.

Evans, G. E. (1983). *Management techniques for librarians* (2nd ed.). New York: Academic Press.

Free Dictionary. Retrieved June 20, 2004, from www.thefreedictionary.com

Giesecke, J., & McNeil, B. (2004).Transitioning to the learning organization. *Library Trends*, 53(1), 54-67.

Greaton, J. (2001). *Motivation in organizations*. Retrieved March 12, 2004, from http://www.academic.com/lib/paper

Green, J., Chivers, B., & Mynott, G. (2000). In the librarian's chair: An analysis of factors which influence the motivation of library staff and contribute to the effective delivery of services. *Library Review*, 49(8), 380-386. Retrieved April 20, 2004, from http://www.emeraldinsight.com

Green, T. B. (2000). *Motivation management: Book review*. Retrieved July 12, 2005, from www.amazon.com/exec/obidos/tg/detail/

Hawthorne, P. (2004). Redesigning library human resources: Integrating human resources management and organizational development. *Library Trends*, 53(1), 172-186.

Hersey, P., & Blanchard, K.H. (1992). *Management of organizational behavior* (5th ed.). New Delhi: Prentice Hall of India.

Herzberg, F., Mausner, B., & Snyderman, B. (1959). *The motivation to work* (2nd ed.). New York: Wiley.

Hull, C.L. (1943). *Principles of behavior*. New York: Century Crofts.

Jain, P. (2005). Strategic human resource development in public libraries in Botswana. *Library Management*, 26 (6/7), 336-350. Retrieved January 16, 2006 from http://www.emeraldinsight.com

Jugal Kishore (1979). *Motivational dynamics and work efficiency in the university libraries*. Unpublished doctoral dissertation, Punjab University.

Katsirikou, A., & Skiadas, C.H. (2001). Chaos in the library environment. *Library Management*, 22(6/7), 278-287. Retrieved April 20, 2005 from http://www.emeraldinsight.com

Kreisman, B.J. (2002). *Insights into employee commitment, productivity and retention*. Retrieved May 14, 2003 from www.insightsvancouver.com/PDFs/

Lahiri, R. (1987). The human side of the library: A study of theory and literature. *Annals of Library and Documentation*, 34(2), 41-51.

Lahiri, R. (1988). The human side of library: A profile of Manipur. *Annals of Library and Documentation*, 35(2), 84-92.

Lawler, E. E., & Hall, D.T. (1970). Relationship of job characteristics to job involvement, satisfaction and intrinsic motivation. *Journal of Applied Psychology,* 54, 305-312.

Likert, R. (1961). *New patterns of management*. Toronto: McGraw-Hill.

Maehr, M.L. (1989). Building job commitment among employees. *Library Trends,* 38 (1), 3-10.

MAP for Nonprofit. *Performance development plan.* Retrieved March 23, 2005, from http://www.mapnp.org/library/emp_perf.htm

Martey, A.K. (2002). Appraising the performance of library staff in a Ghanaian academic library. *Library Management*, 23 (8/9), 403-416. Retrieved April 20, 2005 from http://www.emeraldinsight.com

Maslow, A.H. (1954). *Motivation and personality*. New York: Harper and Row.

McClelland, D.C. (1961). *Achieving society*. New York: Free Press.

McClelland, D.C. (2004). *Employee motivation, the organizational environment and productivity.* Retrieved December 8, 2005, from http://www.accel-team.com/human_relations/hrels_06_mcclelland.html

McGregor, D. (1960). *The human side of enterprise*. New York: McGraw-Hill.

Miner, J. (1988). Development and application of the rated ranking technique in performance appraisal. *Journal of Occupational Psychology*, 61, 291-305.

Model of Motivation and Performance. Retrieved June 20, 2003, from http://portal.acm.org/citation.cfm

Moran, B. B. (2001). Restructuring the university library: A North American perspective. *Journal of Documentation*, 57 (1), 100-114. Retrieved April 21, 2005 from http://www.emeraldinsight.com

Morgan, S. (2001).Change in university libraries: Don't forget the people. *Library Management*, 22 (1/2), 58-61. Retrieved April 20, 2005 from http://www.emeraldinsight.com

Mould, C. (2004). *Factors influencing the motivation of information technology professionals in the workplace.* Retrieved December 1, 2005, from http://www.fti.co.za/index.php?id=7&news_id=9

Nanda, V.K. (2004). Paradoxes of managing university libraries. In S. M. Dhawan (Ed.), *Library and Information Studies in Cyber Age*, (pp.360-374), Delhi: Author Press.

Ogunsola, L.A. (2004). Nigerian University libraries and challenges of globalization. *Electronic Journal of Academic and Special Librarianship*, 5 (2/3). Retrieved April 12, 2005 from http://www.southernlibrarianship.icaap.org/content/05no2/ogunsola_101.htm

Plate, K. H., & Stone, E.W. (1976). Factors affecting librarians' job satisfaction. In R. Shimon (Ed.), *A Reader in Library Management,* (pp.146-160), London: Clive Bingley.

Porter, L.W., & Lawler, E.E. (1968). *Managerial attitude and performance.* Irwin: Home wood.

Robbins, S. P. (2002). *Organizational behavior* (9th ed.). New Delhi: Prentice Hall of India.

Robertson, S. (1999). *University of Melbourne Library meeting the challenges of providing information literacy in a networked environment.* Paper presented at 65th IFLA Council and General Conference, Bangkok, Thailand, August, 1999. Retrieved October 18, 2004, from http://www.ifla.org/IV/ifla65/65cp.htm

Rowley, J. (1996). Motivation of staff in libraries. *Library Management,* 17(5), 31-35. Retrieved March 23, 2000, from http://www.emeraldinsight.com

Sadaruddin, A. (2001). *Motivation.* Retrieved November 24 , 2005, from http://www.suite101.com/profile.cfm/aghasad

Sever, S., & Westcott, F. (1983). Motivational basis for compensation strategies in a library environment. *College and Research Libraries*, 54 (3), 228-235.

Shah, P.C., & Bhasker, K. (2001). *Directory of libraries and information centres in Gujarat* (3rd ed.). Ahmedabad: Gujarat Granthalaya-Seva Sangh.

Shridhar, M.S. (1981). Maslow's theory and its application to librarianship. *IASLIC Bulletin,* 26 (3), 135-139.

Siggins, J.A. (1992). Job satisfaction and performance in a changing environment. *Library Trends*, 41 (2), 299-315.

Singh, M. (1998). *Job motivation and organizational climate in libraries.* New Delhi: Mittal Pubs.

Skinner, K.W. (1953). *Science and human behavior.* New York: McMillan.

Slough, M. (2003). *Evaluation.* Retrieved September 19, 2005 from http://techserv.lib.vt.edu/techservices/lamaweb/personnel%evaluation.doc

Srinath, M. (1990). Organisational climate of university libraries in South India. *Journal of Library and Information Science*, 15(2), 170-178.

Steers, R. M., & Porter, L.W. (1991). *Motivation and work behavior* (5th ed.). New York: McGraw Hill.

Stephens, D., & Russell, K. (2004). Organizational development, leadership, change, and the future of libraries. *Library Trends*, 53(1), 238-257.

Stum, D. L. (2001). Maslow revisited: Building the employee commitment pyramid. *Strategy and Leadership*, 29(4), 4-9. Retrieved April 20, 2002 from http://www.emeraldinsight.com

Tariq, A. (2003). New information environment: A challenge for librarianship. *University News*, 41(19), 9-15.

Tarkenton, F. *Why do we need motivation?* Retrieved March 3, 2004 from www.csb.gov.hk/hkgcsb/hrm/pdf-file/e-motivation.pdf

Thapsia, A.P.N., & Jain, P. (2000). Bio-factor analysis of library productivity. *Library Management*, 21(2), 86-93. Retrieved May 21, 2000 from http://www.emeraldinsight.com

University Grant Commission. (2003). *Annual report*. New Delhi: UGC.

Usherwood, B. (1982). Management and the meaning of work. In A. Vaughan (Ed.), *Studies in Library Management*, Vol. 7 (pp.61-77). London: Clive Bingley.

Vroom, V. H. (1964). *Work and motivation*. New York: Wiley.

Webster's Third New International Dictionary. (1981). Encyclopedia Britannica Inc.: Chicago.

Williams, J. (2003). *Effective workforce management*. Retrieved May 12, 2004, from www.ravenworks.com/leadership/workforce.htm

Williamson, J., & Stephens, J.M. (1998). Happily ever after? Motivating staff in times of change. *Serial Librarian*, 34(3/4), 361-365.

Wofford, J.C. (1971). The motivational bases of job satisfaction and job performance. *Personnel Psychology*, 24, 501-518.

Wooley, B. (2003). *Motivating creative talent*. Retrieved May 10, 2005, from http://www.designthinkers.com/pdf/bwooley.pdf

Yorston, I. (2004, June 21). The unreasonable man: Library stacks replaced by search engines. *The New York Times*. Retrieved December 26, 2005, from http://www.unreasonableman.net/2004/06/library_stacks.html