

MOTIVATIONAL FACTORS IN THE QUALITY IMPROVEMENT OF THE LIBRARIES SERVICES

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ABSTRACT

Academic library HR management is facing many interesting challenges. With an ncreasing number of M.L.S. graduates seeking positions outside academic librarianship, how can we compete with corporate libraries and other information providers when we try to recruit and retain quality librarians? While the budget keeps shrinking and more is expected from each employee, how can we keep them motivated? This paper describes the importance of motivating and retaining quality employees in academic libraries in tough times. Various motivation theories, which are often used in corporate environment, are presented.

INTRODUCTION

Organizational effectiveness is largely determined by the quality of the employees and how the organization develops them. Therefore, it is natural that high performing organizations try to recruit and retain the right people and provide them with training and professional development opportunities. However, abilities, skills, personality, and organizational support alone might not lead to individual job performance that contributes to overall organizational effectiveness if people are not motivated. It is possible that some employees choose not to perform even if they have the right qualifications.

Motivation is a process that account for an individual's intensity, direction, and persistence of efforts towards attaining a goal. Motivation plays very vital role in development of individual as well as

organization. On the one hand, it involves need and, on the other, a goal, that satisfies the need. Motivation is an essential feature of learning. Like staff of the any organization, library personnel also need to be motivated so that services within the library services could be improved. The motivated library staff will pay ample attention towards the library user in satisfying their information needs. The present paper discusses the motivation, its important theories and their role in development of library and information services.

WHAT IS MOTIVATION?

Motivation can be defined as the processes that account for an individual's intensity, direction, and persistence of efforts towards attaining a goal. The student who struggles to read a textbook for more than 20 minutes may devour a Harry Potter book in a day. The level of motivation varies both between

individuals and within individual at different times. In daily life we observe so many things which is done out of motivation. The bird, which is building the nest, the student, who is studying hard and a boy, who is learning cycling; all do so because of motivation. They learn because they are motivated to do so. Motivation is superhighway of learning. A motive drives our behaviour in the same way as a vehicle is driven by the fuel in its tank. Basically motives can be broadly classified into two categories:

1. Primary Motives
2. Secondary Motives

PRIMARY MOTIVES

These motives are that basic primary needs which is associated with biological or physiological well-being of the individual. These motives ensure the preservation of life for the individual and for the race i.e. sleep, thirst, hunger, and sex etc. The primary motives are universal in nature as it is found in all the living organisms. They are inborn and innate. Important primary needs are biological needs such as hunger, thirst, oxygen, rest, sleep, temperature regulation, warmth, shelter, excretion, and sex. These needs have to be satisfied for us to stay alive. Needs such as hunger and sleep are cyclical in nature or are repetitive. Thus we need to eat and sleep regularly.

SECONDARY MOTIVES

Secondary needs lead to psychological or social motives. They are called social motives because they are learned in social groups, particularly the family. As children grow up and interact with others they acquire certain needs which can be fulfilled in a group setting. For example, achievement motivation is acquired by children through their parents, role models and socio-cultural influences. Some common social motives are: Achievement: To strive for success and excellence, carry out difficult tasks. Affiliation: To seek and enjoy the company of others, to make friends. Power: To strive for impact on

others, to influence, control and persuade others. Nurturance: To help and take care of others such as children, elderly or sick persons. Aggression: To fight, forcefully overcome opposition, to hurt and ridicule. Exploration: To seek a variety of stimulation, to explore novel things. The type and strength of social motives differ from person to person. For example, you may have high needs for achievement and affiliation, whereas your friend could have a moderate need for achievement and a low need for affiliation. Or, you could have a high need for affiliation and your friend a high need for exploration.

CHARACTERISTICS OF MOTIVATION

Motivation plays an important role in directing human behaviour. There are several characteristics of motivation.

1. It pushes us to reach the goals we have set for ourselves. In order to reach our goals we need to be aroused or feel active. Too little arousal will make us feel dull and relaxed, whereas, too much arousal may make us withdraw from our goal. Hence we must be motivated to maintain a balanced or optimum level of arousal
2. The People are motivated to behave in certain ways because of the pleasing and pleasant properties of external stimuli, such as, money, good grades, food, which motivates the person to act in a purposeful/focused manner. Third, motivation is the result of the person's thoughts and expectations. It can be of two types: intrinsic motivation that comes from within the person, based on personal enjoyment of any task, and extrinsic motivation which is based on external rewards such as money, pay and grades.
3. Finally, motivational needs are ordered such that basic needs such as hunger and thirst are satisfied first and then other higher-needs, such as need for achievement and power are satisfied first and then other higher-needs, such as need

for achievement and power are fulfilled. Let us now learn about the hierarchy of needs.

MASLOW'S HIERARCHY OF NEEDS THEORY:

The best known theory of motivation is Abraham Maslow's hierarchy of needs. Maslow hypothesized that within every human being, there exists a hierarchy of five needs i.e. physiological, safety,

social, esteem, and self-actualization. Maslow separated the five needs into higher and lower orders. According to the theory people start from lower order needs from physiological and safety needs and ends the higher-order needs with social, esteem and self-actualization. Higher-order needs are satisfied internally, whereas lower-order needs are generally satisfied externally.



THEORY X AND Y THEORY

Douglas McGregor proposed two distinct set of assumptions what motivates people-one basically negative, leveled Theory X and other basically positive, leveled Theory Y. Theory X contends that people have an inherent dislike of work and will avoid it whenever possible. The most of the lazy people, prefer to be directed, want to avoid responsibility and are relatively unambitious. They must be coerced, controlled, directed or even threatened to get them to work towards organizational goals. Managers have to strict and authoritarian if subordinates are to accomplish

anything. Theory X assumes that lower-order needs dominate human behavior.

Theory Y assumes that high-order needs dominate individuals. This theory believes that the people have capacity to accept, even to seek, responsibility as well as to apply imagination, ingenuity, and creativity to organizational problems. McGregor proposed such ideas as participative decision making, responsible and challenging jobs, and good group relations to maximize an employee's motivation. Unfortunately, no evidence confirms that either set of assumptions is valid or acting on Theory Y will lead to more motivated people.

HERZBERG'S TWO-FACTOR THEORY

The two-factor theory of motivation holds that two sets of factors influence job satisfaction: hygiene factors and motivators. The two factor theory holds that motivators and hygiene factors relate to employee satisfaction. This relationship is more complex than the traditional view that employee is either satisfied or dissatisfied. According to the two-factor theory, if hygiene factors are not taken care of, there may be dissatisfaction, but there also may be no satisfaction. The satisfaction will only be there, if the motivators are there.

As per Herzberg, the factors that lead to job satisfaction are separate and distinct from those that lead to job dissatisfaction. The opposite of "satisfaction" is "no satisfaction", and opposite of "dissatisfaction" is "no dissatisfaction". Therefore, the managers who seek to eliminate factors that can create job dissatisfaction may bring about peace, but not necessarily motivation. He characterized conditions such as quality of supervision, pay, company policies, physical working conditions, relationship with others and job security as hygiene factors.

MCCLELLAND'S THEORY OF NEEDS

McClelland's theory of needs was developed by David McClelland and his associates. It looks at three needs:

- Need for achievement (nAch) is the drive to excel, to achieve in relationship to a set of standards.
- Need for power (nPow) is the need to make others behave in a way they would not have otherwise.
- Need of affiliation (nAff) is the desire for friendly and close interpersonal relationship.

McClelland focused most of their attention on nAch. High achievers perform best when they perceive their probability of success as 0.5, means 50-50

chance. They dislike gambling with high odds because they get no achievement satisfaction from success that comes by pure chance. Similarly, they dislike low odds because there is no challenge to their skills. They like to set goals that require stretching themselves a little.

MOTIVATING EMPLOYEES IN ACADEMIC LIBRARIES IN WITH TIMES

In order to adequately motivate workers to contribute their optimal quota to their library's productivity and growth, the management of universities the professional library staff of academic libraries in India has various roles to play. To pattern after Maslow's theory, the following could be provided:

1. **Physiological Needs:** There is need Provide ample breaks for lunch and devise a salary scheme that would enable the professional library staff to buy life's essentials. There enough work space, ergonomically-designed workstations, appropriate temperature, convenient and reasonable foodservice facilities, etc. According to Maslow, organizations must provide employees with a salary that enables them to afford adequate living conditions.
2. **Safety Needs:** Professional library staff cannot reach maximum effectiveness or efficiency when they feel the need to constantly check their backs and scan their surroundings for fear of potential threats. Physical threats in the work environment can be alleviated by security guards, cameras, and responsive management personnel. Managers should also provide the professional library staff relative job security, retirement benefits, safe workplace, stable wages and salaries, health insurance, and the likes. There is also need to provide professionals with safety working equipment e.g. fire protection etc. The

rationale is that employees working in an environment free of harm do their jobs without fear.

3. **Social Needs:** There is need to generate a feeling of acceptance, belonging, and community by reinforcing team dynamics, planning team-based projects and social events. Social activities, friendships, sense of belonging, affection. To meet these needs, organizations need to encourage professional library staff participation in social events such as picnics, etc. Provide opportunities for them to socialize. Socialization is one of the factors that enable the paraprofessionals to work as a team.
4. **Esteem Needs:** It is imperative for organizations to recognize achievements, assign important projects, and provides status to make employees feel valued and appreciated. Recognizing employee's accomplishments is another way to make them satisfy their esteem needs. This could take the form of awards, prestige, plagues, participative Management etc.
5. **Staff Training:** Organizations today face the task of creating a positive and motivating work environment for its employees. The library world is certainly no different in this aspect. The techniques used from organization to organization are somewhat similar, due in large part to technology. As the role of the professional in the library is becoming more service-oriented, and in some ways very similar to that of the librarians, then their training must change as well.
6. **On the Job Training:** Libraries of all types routinely do on-the-job training focused only on skills and knowledge that library assistants need to perform the task specific of their jobs It is proved that on-the-job training is the most popular training method employed in higher institution

because the fact is that university libraries could not afford to release their staff to go back for part- or full-time studies. Thus it is far easier to allow on-the-job training.

JOB CHARACTERISTICS THEORY: HOW CAN WE MAKE JOBS INTERESTING?

Job design and job enrichment also affect human motivation and it will be helpful to know the characteristics that make jobs interesting. The job characteristics model developed by Hackman and Oldham identified five core job dimensions that should be enriched when jobs are re-designed:

1. **Skill variety**-the degree to which a job requires a variety of activities that draw on different skills and talents of the employee.
2. **Task identity**-the degree to which the job requires completion of a task, from beginning to end.
3. **Task Analysis**-the degree to which the job has a significant impact on the lives of other people.
4. **Autonomy**-the degree to which the job provides substantial freedom, independence, and discretion to the individual in scheduling work and determining the procedures to be used.
5. **Feedback**-the degree to which workers are provided with direct and clear information about their performance.

As the core dimensions are enhanced, the job characteristics model posits that they influence three critical psychological states:

- 1) experienced meaningfulness of work, which is increased by skill variety, task identity,
- 2) and task significance;

- 3) experienced responsibility for work outcomes, which is enhanced by autonomy; and
- 4) knowledge of results, which is provided by effective feedback mechanisms.

CONCLUSION

Motivated employees are needed in our rapidly changing workplaces. They help organizations to survive, and are more productive. To be effective, management needs to understand what motivates the paraprofessional library staff within the context of the roles they perform. The professional staff must have the right perception, develop positive self- concept of his or her career and show readiness to perform optimally on the job. It is also their duty to identify relevant and appropriate workshops, conferences, seminars and formal educational programmes where they can receive training.

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