

**Information Management Competence, Motivational Factors, and Librarians' Job
Performance in Tertiary Institutions, Oyo State**

Funmilayo Bimpe OGUNYEMI
LCU/PG/006172

**Being a MLIS Thesis Submitted to the Department of Information
Management, Faculty of Communication & Information Science, Lead City
University, Ibadan, Oyo State, Nigeria**

**In Partial Fulfilment of the Requirements for the Award of Master Degree in
Library and Information Science (MLIS)**

2025

Certification

This is to certify that this work was carried out by **Funmilayo Bimpe OGUNYEMI** with matriculation number LCU/PG/006172, a student in the Department of Library and Information Science under my supervision in the Faculty of Communication and Information Science, Lead City University, Ibadan, Nigeria, and that this has not been previously submitted.

Olubunmi D. Bakare-Fatungase (Ph.D)
Supervisor

Date

Sophia V. Adeyeye (Ph.D)
Head of Department

Date

Dedication

This project work is dedicated to God Almighty, who had shown me His grace and mercy.

Lead City University Ibadan DO NOT COPY

Acknowledgments

My appreciation goes to the management and staff of Lead City University, for their support and the conducive environment provided during the study and in carrying out this study. My acknowledgement goes to the management and staff of the colleges, polytechnics and university librarians in Oyo State, which I consulted for my research data. They are: University of Ibadan, Ibadan; Ladoke Akintola University of Technology Ogbomoso; Emmanuel Alayande University of Education, Oyo; Abiola Ajimobi Technical University, Ibadan Oyo State College of Education, Lanlate, Oyo State College of Agriculture and Technology Igbo-Ora, Federal College of Education (Special), Oyo, The Polytechnic Ibadan, Adeseun Ogundoyin Polytechnic, Eruwa, and Oke Ogun Polytechnic, Saki in Oyo State that provided data for this study as well as the service provided by state of the Library in Lead City University, Ibadan, Oyo State.

My most sincere appreciation goes to my supervisor, Dr Oluwabunmi D. Bakare-Fatungase for her time, patience and constructive criticism to ensure this work is successfully completed in record time. Thank you so much for your time and effort. I equally acknowledge the Head of Department, Dr Sophia V. Adeyeye, who showed more concern to ensure the credibility of this research. To Prof. L. A Abioye, the Dean of the Faculty of Communication and Information Science, Lead City University, and all lecturers in the Faculty, I appreciate the opportunity given to me to acquire knowledge in my chosen field. To the Provost, School of Postgraduate Studies, Prof. Afolakemi Oredein and other members of staff of the Postgraduate School, Lead City University, I say thank you for providing a very conducive environment for learning and support during my programme in the University. I am grateful to the university librarian, Dr. Lanre Osaniyi and to all lecturers in Information Management Department; Dr. O. D. Bakare-Fatungase, Dr. S. O. Tunmibi, Dr. K. O. Lateef, Dr. O. O. Ajibare, Dr. F. B.

Oguntoye, Dr. Dr. I. A. Adeniran, Dr. O. B. Olomola, Dr. N. J. Osuagwu(PG Coordinator), Mr. P. B. Olusola, Barr. A. Adetunji and the Departmental Administrator, Mrs. T.F. Akinyoola. A very big thanks to you all.

I want to express my gratitude to my employer, College of Education, Lanlate for giving me the opportunity to undertake this programme for career advancement. Special appreciation goes to my boss and all my colleagues in the office for their support, encouragement and perseverance throughout this programme. I am not taking this opportunity for granted. Words cannot be enough to appreciate all family and friends: Adeyinka, Oluwadamilare, Mrs Arubuola, Gabriel, Mrs Adaramola Temitope, Mrs Taiwo-Ogunesan, Miss Ikubaje Taiwo, Odun and Ife who have contributed in one way or the other to the successful completion of this programme.

I am greatly indebted to my father and my children for their support (emotionally, financially and spiritually before, during, and at the end of this programme. Thank you for standing by me. I love you so much.

I also want to express my gratitude to my pastor, Revd. Dr O. A Oyatoki for your words of encouragement and unwavering support which has been instrumental in my success. God bless you sir.

Finally, I appreciate the unquotable intellectual of several authors, scholars and researchers whose works were consulted for this research. Even though the above-mentioned institutions and persons have assisted in the process of this project work, I alone stand responsible for the error(s) if any, found in this work

Abstract

In tertiary institutions across Nigeria and Oyo State in particular, librarians have been tasked with managing vast information resources, curating specialised knowledge, and supporting the scholarly activities of students and faculty. This critical role is rooted in a dual requirement which includes the need to possess the requisite information management competencies and the imperative to remain motivated in a challenging and ever-evolving work environment for effective job performance. This study, therefore, investigated the influence of information management competence and motivational factors on librarians' job performance in selected tertiary institutions in Oyo State. The study adopted a survey research design with a population of 110 librarians from 10 tertiary institutions in Oyo State. A total enumeration method was used to select all the librarians for the study. A structured questionnaire was used for data collection, while descriptive and inferential statistics were used for data analysis. The findings revealed that there was a moderate to high job performance, a high level of information management competence, and strong motivational factors among librarians in tertiary institutions in Oyo State. Results from the hypotheses showed that information management competence ($\beta=0.680$, $t=7.65$, $p<0.01$) and motivational factors ($\beta=0.620$, $t=6.75$, $p<0.01$) respectively influence job performance among the librarians. It was also found that both information management competence ($\beta=0.450$, $t=4.50$, $p<0.05$) and motivational factor ($\beta=0.400$, $t=4.00$, $p<0.05$) had a combined influence on job performance of librarians in tertiary institutions in Oyo State. The study established that competencies in information management and a supportive motivational climate are both essential for optimal performance of librarians. The study, therefore, recommended that libraries should invest in up-to-date ICT infrastructure and software tools in academic libraries that will enable librarians to apply newly acquired technical skills effectively and improve their productivity.

Keywords: Academic Libraries, Job Performance, Information Management Competence, Motivational Factors, Librarians

Word Count: 286

Table of Contents

Content	Page
Title page	i
Certification	ii
Dedication	iii
Acknowledgements	iv
Abstract	vi
Table of Contents	vii
List of Tables	x
List of Figures	xi
Chapter One: Introduction	
1.1 Background to the Study	1
1.2 Statement of the Problem	9
1.3 Objectives of the Study	10
1.4 Research Questions	10
1.5 Hypotheses	11
1.6 Significance of the Study	11
1.7 Scope of the Study	12
1.8 Limitations to the Study	13
1.9 Operational Definition of Terms	13
Endnotes	16
Chapter Two: Review of Related Literature	
2.1 Conceptual Review	19
2.1.1 Concept of Job Performance	19

2.1.2	Information Management Competence	22
2.1.3	Overview of Motivational Factors	35
2.2	Theoretical Review	38
2.2.1	Theory of Job Performance	39
2.2.2	Competency-Based Theory	41
2.2.3	Self-Determination Theory (SDT)	43
2.3	Empirical Review	51
2.3.1	Information Management Competence and Job Performance	51
2.3.2	Motivational Factors and Job Performance	60
2.4	Conceptual Model	73
2.5	Summary of Reviewed Literature	74
	Endnotes	77

Chapter Three: Methodology

3.1	Research Design	86
3.2	Population of the Study	86
3.3	Sample Size and Sampling Technique	87
3.4	Description of Research Instrument	88
3.5	Validity of the Research Instrument	89
3.6	Reliability of the Research Instrument	90
3.7	Method of Data Collection	90
3.8	Methods of Data Analysis	91
3.9	Ethical Consideration	91
	Endnotes	93

Chapter Four: Discussion of Findings and Results

4.1	Demographic Data Analysis	94
4.2	Presentation of Data	96
4.2.1	Research Questions	96
4.2.2	Hypotheses	105
4.3	Discussion of Findings	111

Endnotes	122
-----------------	-----

Chapter Five: Summary, Conclusion & Recommendations

5.1	Summary of Findings	126
5.2	Conclusion	127
5.3	Recommendations	128
5.5	Suggestions for Further Studies	129

Bibliography	131
--------------	-----

Appendix I (Questionnaire)	143
----------------------------	-----

Appendix II - Biodata	150
-----------------------	-----

University Compliance Certification	155
-------------------------------------	-----

List of Tables

Table	Title	Page
Table 3.1:	Study Population	87
Table 4.1:	Demographic Characteristics of the Respondents	94
Table 4.2:	Job Performance of Librarians	96
Table 4.3:	Information Management Competence	99
Table 4.4:	Motivational Factors for Librarians	101
Table 4.5:	Influence of information management competence on job performance of librarians in selected tertiary institutions in Oyo State.	104
Table 4.6:	Influence of motivational factors on the job performance of librarians in selected tertiary institutions in Oyo State.	106
Table 4.7:	Combined influence of information management competence and motivational factors on the job performance of librarians in selected tertiary institutions	108

List of Figures

Figure	Title	Page
Figure 2.1:	Campbell's Determinants of Job Performance (Model)	42
Figure 2.2:	Self-Determination Theory	51
Figure 2.3:	Model of Information Management Competence, Motivational Factor, and Job Performance	73

Lead City University Ibadan DO NOT COPY

Chapter One

Introduction

1.1 Background to the Study

The rapid evolution of information and communication technologies has transformed the landscape of library services globally, with academic libraries increasingly expected to function as dynamic and evolving hubs of information access and knowledge dissemination. In tertiary institutions across Nigeria and Oyo State in particular, librarians have been thrust into the forefront of this transformation, tasked with managing vast information resources, curating specialised knowledge, and supporting the scholarly activities of students and faculty. This critical role is rooted in a dual requirement which includes the need to possess the requisite information management competencies hinged on technological techniques and the imperative to remain motivated in a challenging and ever-evolving work environment for effective job performance. Job performance in academic libraries can be understood as the extent to which librarians translate their knowledge, skills, and drive into effective service delivery¹.

Librarians are active and major players in academic institutions, especially playing a significant role in managing and directing library services. They support the academic community by delivering comprehensive information services to staff, students, and other users. Their responsibilities cover a wide range of tasks, including planning, organising, coordinating, staffing, budgeting, and evaluating library operations. Also, in the course of their responsibility, librarians are expected to apply their expert knowledge to resolve operational challenges and generate relevant research outputs. The critical nature of these functions notwithstanding, both empirical observations and earlier studies have

established that librarians often fall short of meeting the expected performance standards in academic libraries.²

Job performance is broadly defined as the measurable outcomes and behaviours employees exhibit in fulfilling their organisational roles, encompassing both task-related and contextual dimensions. Job performance is perceived as the set of behaviours that contribute to organisational goals, distinguishing between task performance (directly related to job duties) and contextual performance (supportive behaviours such as teamwork and adaptability)³ (**Motowidlo and Keil (2013)**). More recent scholarship emphasises that job performance is multidimensional, integrating cognitive, behavioural, and affective components that collectively determine how effectively individuals contribute to organisational success⁴ (**Saidin, Wan, & Halim, 2024**). This evolving definition reflects the shift from a narrow productivity-based view to a holistic construct that accounts for interpersonal skills, innovation, and adaptability in dynamic work environments.

An overview of job performance highlights its critical role in organisational effectiveness and competitiveness. Employee performance remains a global challenge, with organisations increasingly recognising its influence on long-term sustainability. Contemporary frameworks situate job performance within broader organisational strategies, linking it to training, development, and leadership practices that foster continuous improvement⁵ (**Alqarni, Hamsan, Rasdi, and Rahman (2023)**). Scholars argue that performance should not be viewed solely as an individual attribute but as an outcome shaped by organisational culture, resources, and external pressures⁴ (**Saidin et al., 2024**). Thus, modern perspectives on job performance underscore its dynamic nature, requiring ongoing evaluation and adaptation to align with evolving organisational goals

and societal expectations. Drawing on the theory of job performance, performance is often deconstructed into three core submetrics namely declarative knowledge, procedural knowledge and skills, and motivation¹.

Another measure of job performance is known as declarative knowledge, which captures librarians' mastery of theoretical frameworks, policies, and domain-specific concepts. In practice, it includes familiarity with classification schemas (Dewey or Library of Congress), metadata standards, information-literacy models, and copyright and licensing regulations. Empirical evidence from North-West Nigerian federal universities revealed that librarians scoring higher on declarative-knowledge inventories consistently perform better in reference interviews, collection development decisions, and policy compliance, emphasising that a strong factual foundation enhances both accuracy and authority in service provision¹. Similarly, in South-East Nigerian universities, study found that declarative knowledge showed a significant positive correlation with overall job ratings, indicating its centrality to librarianship success².

Procedural knowledge and skills refer to librarians' ability to execute technical and interpersonal tasks that bring declarative knowledge to life. This encompasses configuring and troubleshooting integrated library systems; ingesting, preserving, and migrating digital content; designing and delivering information-literacy workshops; and developing advanced search strategies across multiple databases. Saunders' national survey highlights that proficiency in these hands-on processes predicts the introduction of innovative services and higher user satisfaction. In Nigerian, findings confirm that librarians with strong procedural-skills scores not only manage backlogs more efficiently but also pilot new e-resource platforms, thereby boosting institutional visibility and responsiveness¹.

Motivation shapes both the quantity and quality of librarian's output. Empirical survey reported that librarians whose motivation scores were moderate to high achieved faster reference-query turnaround and richer contributions to curriculum-integrated information literacy, whereas low motivation corresponded with slower service delivery and minimal innovation⁶. Similarly, study found that intrinsic enjoyment of library work and extrinsic rewards (recognition, career advancement) both drive librarians' willingness to embrace change, highlighting that motivation not only fuels day-to-day productivity but also supports long-term adaptability and professional growth⁷. Effective job performance by librarians in this digital era extends beyond traditional knowledge and skills to include competencies in information management, as well as other factors that motivate them to perform optimally.

One of the primary responsibilities of librarians is the management of information resources and services to meet the needs of students and lecturers in higher educational institutions. Efficient management of information is vital to delivering highly effective services in academic libraries. The success of these libraries heavily relies on the effectiveness of their information management strategies⁸. This information management process involves different activities such as selection, acquisition, processing, preservation and dissemination. Over the years, these roles have even extended to include the creation of access to electronic information available in other areas, which is made possible through the advancement in information and communication technologies (ICT). To carry out this task of information management requires certain skills and competencies by the librarians.

Librarians in tertiary institutions require relevant competencies in organising, retrieving, preserving, and disseminating information. Without this skill set, the ability to perform

their tasks effectively and deliver effective and timely services to academic library users will be hindered. The effective job performance of librarians is dependent on their proficiency to handle information workflows. As a result, information management competence not only boosts individual librarian's job performance but also reinforces the value of the library within its institution. In addition, the evolving digital technologies and increasing user expectations have further necessitated the need for librarians to acquire relevant competencies in information management. This is because librarians with the right information management skills (such as mastering data analytics tools, metadata standards, and knowledge-sharing platforms) are better equipped to innovate and adapt, leading to sustained excellence in service delivery and improved job performance⁹.

Recent technological advances, changing user expectations, and an increasing demand for specialised knowledge have drastically reshaped academic library services. While digital access comes with many blessings by expanding knowledge sharing, it is also filled with myriads of challenges like information overload, source credibility issues, and data privacy and security concerns. In response, academic libraries are restructuring their service models to harness opportunities associated with the new information era while mitigating risks⁹. This new trend in information landscape clearly emphasises the need for relevant and sound information management competencies among librarians in tertiary institutions. The ability to proficiently manage large digital collections and navigate security and credibility challenges will enable librarians to deliver personalized, timely services, and therefore, consolidating their role as trusted information curators, increasing job performance, and boosting overall institutional value.

Likewise, the contemporary information environment is marked by unprecedented volume and variety of data, which demands that librarians develop specialised competencies to guide users through complex knowledge landscapes. These competencies encompass technical proficiency in digital and traditional library systems, critical thinking to manage and interpret information, and interpersonal skills for knowledge sharing. Together, these skills enable librarians to manage every phase of the information life-cycle namely: acquisition, retrieval, organization, preservation, dissemination, and even new content creation. Far from mere technical tasks, such practices constitute the scaffolding for decision support such that by curating, validating, and structuring resources, librarians reduce cognitive overload for learners and researchers, bolster confidence in information selection, and ultimately enhance the quality of scholarly and professional outcomes¹⁰. These specialised competencies align with the broader notion of competence, which emphasises the traits and skills that drive effective performance.

Competence is perceived as underlying characteristics such as motives, traits, skills, and knowledge, that predict effective performance in a given role. This framework emphasises that job success depends not merely on formal qualifications but on demonstrable, behaviour-linked capabilities that align with organisational demands. Technical proficiency in digital and traditional library systems relates to the ability to deploy, configure, and troubleshoot both analogue (for instance, Dewey/Class marks, card catalogues) and digital (for instance, Integrated Library Systems, institutional repositories) platforms to support core library workflows¹¹. Such technical proficiency includes mastery of integrated library system (covering skill in cataloguing, circulation, and serials modules), management of digital repository (ability to ingest, metadata-tag, and preserve born-digital content), system administration (capacity to install/upgrade

library software, manage user accounts, and monitor performance), and data security and backup (proficiency in data-backup routines, access-control settings, and user-privacy protocols). Librarians who are technically adept can automate routine tasks (for instance, batch-cataloguing), freeing time for value-added services such as user instruction¹². High proficiency fosters innovation of new services like virtual reference, enhancing the library's institutional profile. Alongside technical proficiency, critical thinking further equips librarians to deliver informed, innovative, and reliable services.

Critical thinking to manage and interpret information is the librarian's capacity to systematically evaluate information needs, appraise source credibility, synthesise disparate data, and make evidence-based judgments¹³. This competency covers the ability to evaluate sources of information by applying checklists for authority, currency, and bias, ability to integrate conflicting findings into coherent overviews, problem-solving ability involving the formulation and testing of search strategies when queries yield poor results, as well as informed decision-making. Librarians with strong critical-thinking skills offer useful guidance, steering users away from misinformation and predatory outlets. It also allows for critical appraisal, which underpins selection of high-value e-resources, ensuring budget-constrained libraries invest wisely¹⁴.

Interpersonal skills for knowledge sharing relates to the verbal, nonverbal, and collaborative competencies that facilitate effective exchange of information among colleagues, stakeholders, and library users¹⁵. These skills include verbal communication such as clarity, tone, and active-listening in reference interviews, nonverbal cues like appropriate eye contact, gestures, and posture during consultations, collaborative networking like the ability to forge partnerships (for instance, co-teaching, interdepartmental projects), and conflict resolution and empathy which helps librarians to

navigate user frustrations or team disagreements constructively. Empathetic librarians build rapport, leading to higher uptake of services (for instance, research consultations, instruction sessions). Strong interpersonal skills engender successful cross-unit collaborations (for instance, digitization projects with IT or archives)¹⁶. Apart from sound information management competence, motivational factors also play critical role in the job performance of librarians in libraries in tertiary institutions.

Equally important to librarian's job performance is the presence of strong motivational factors. Motivation has been described as systematic processes designed by the institution or the library management to spur librarians to be more dedicated to work process, individually or as a team in any academic library. It is mainly for the purpose of increasing productivity and higher performance¹⁷. In any academic library, the motivation of librarians is highly germane to the development of the institution. It is argued that the availability of motivational incentives gears librarians to be more enthusiastic about their job routines, as well as facilitate effective service delivery, and consequently improving the overall output of the library⁷.

Motivation could be either intrinsic or extrinsic in nature. While intrinsic motivation could be perceived as the internal rewards integrated into the job itself such as recognition, ability to demonstrate one's competences, sense of achievement, and a sense of belonging; extrinsic motivation on the other hand deals with the tangible rewards attached to circumstances that regularly affect the level of academic libraries, such as remuneration, working conditions, fringe benefits, security, promotions, service agreements, and work environments among others¹⁸.

In academic environments, intrinsic motivators such as a passion for learning, professional recognition, and personal fulfillment play a crucial role in driving the

commitment and energy required to navigate the complexities of modern library services. Extrinsic factors such as adequate remuneration, opportunities for career advancement, institutional support, and a conducive work environment further reinforce this commitment. Extrinsic factors like leadership styles have been found to significantly impact the job performance of library staff, where transformational and transactional styles were reported to exert a significant, positive influence on core performance outcomes enhancing task execution, innovation in service delivery and collaborative behaviour¹⁹. Also, perceived motivational ingredients such as promotion opportunities, compensation packages and a conducive work environment was found to coincide with high job performance ratings across task, adaptive and contextual dimensions²⁰. In academic libraries, these motivational elements can make a profound difference in job satisfaction and overall performance, especially when libraries face resource constraints, rapid technological changes, and high user demands.

The interaction between information management competence and motivational factors forms the core of this study. While technical expertise ensures that librarians can handle the demands of digital information management, their motivation directly influences not only their willingness to employ these skills but also their capacity to innovate and adapt. A harmonious balance between competence and motivation is therefore essential for sustaining high-quality library services and fostering an environment where academic inquiry thrives. The study aims to uncover insights that can inform management practices, professional development initiatives, and policy decisions within the academic sector.

1.2 Statement of the Problem

Librarians are the curators of knowledge and information resources in tertiary institutions in Nigeria. They work with enormous amount of information on daily basis in order to

perform their assigned task. However, evidences from the extant literature have suggested that librarians in Nigerian academic libraries are exhibiting low job performance^{1,2}, which is quite abnormal and also dangerous to the sustenance of institutional core missions. Some of the major concerns about this is that academic libraries today depend heavily on librarians' information management competence to meet user needs, as well as the factors that contribute to their motivation to work effectively.

The extent and depth of librarians' information management competence remain uncertain, especially with the advancement in digital information resources, which requires new competencies from the librarians in tertiary institutions. Motivational factors like pay and promotion prospects, recognition, autonomy, and workplace climate are equally critical, since they determine whether librarians invest personal effort in upholding service standards. Many studies have also shown that librarians in Nigerian academic libraries are poorly motivated in terms of recognition, good remuneration, staff development and conducive working environment, which may not allow them to perform optimally in their respective tasks^{6,7}. It is on the basis of the foregoing that the study is carried out to investigate information management competence, motivational factors and librarians' job performance in selected tertiary institutions in Oyo State.

1.3 Objectives of the Study

The main objective of this study was to investigate the influence of information management competence and motivational factors on librarians' job performance in selected tertiary institutions in Oyo State. The objectives were to:

- i. identify the level of job performance among librarians in selected tertiary institutions in Oyo State;

- ii. assess the level of information management competence of librarians in selected tertiary institutions in Oyo State;
- iii. identify the motivational factors affecting the job performance of librarians in selected tertiary institutions in Oyo State;
- iv. determine the influence of information management competence on job performance of librarians in selected tertiary institutions in Oyo State;
- v. ascertain the influence of the motivational factors on the job performance of librarians in selected tertiary institutions in Oyo State;
- vi. determine the combined influence of information management competence and motivational factors on the job performance of librarians in selected tertiary institutions in Oyo State.

1.4 Research Questions

The following research questions were drawn to achieve the objectives of the study.

- i. What is the level of job performance among librarians in selected tertiary institutions in Oyo State?
- ii. What is the level of information management competence of librarians in selected tertiary institutions in Oyo State?
- iii. What are the motivational factors affecting the job performance of librarians in selected tertiary institutions in Oyo State?

1.5 Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

Ho1: There will be no significant influence of information management competence on job performance of librarians in selected tertiary institutions in Oyo Stat.

Ho2: There will be no significant influence of motivational factors on the job performance of librarians in selected tertiary institutions in Oyo State.

Ho3: There will be no significant combined influence of information management competence and motivational factors on the job performance of librarians in selected tertiary institutions in Oyo State.

1.6 Significance of the Study

This study would be significant for various stakeholders such as the management of tertiary institutions, academic libraries, librarians, students, faculty members, and researchers. It is expected that the findings of the study would be instrumental in bringing to the awareness of the management to the invaluable contributions of librarians to the achievement of core missions of the institution. Understanding the role of the librarians would enable the management to make informed decisions regarding provision of good working environment with adequate resources and incentives for effective job performance and increased productivity. This knowledge would empower the management to enhance the quality of services provided by the library.

The library plays a crucial role in providing resources and support for students and faculty. The findings of the study can inform the provision of tools and resources needed by librarians to perform optimally to meet the changing needs and expectations of the users in the digital information era, thereby contributing to the overall objective of the parent institution.

Librarians and other library staff in tertiary institutions are major beneficiaries of this study, as it addresses some important factors that affect their effectiveness and efficiency in task accomplishment. Understanding the need for new and up-to-date competencies in information management would propel the librarians to acquire the needed skills through

training and staff development programmes for them to stay relevant in the digital information economy. This knowledge would also enable the librarians to navigate and handle information workflows more proficiently.

Researchers and students in tertiary institutions will benefit from this study. The study would contribute empirical evidence to the existing body of knowledge, providing insights into the factors that affect the effective job performance of librarians, which ultimately may have profound effect on the nature of services provided to the academic community. This research will serve as a basis for further investigations in similar contexts. Policymakers can draw upon the study's findings to inform policies and develop strategies that support effective job performance in academic libraries. Understanding the specific needs of the library and the expectation of librarians can lead to more targeted interventions and solutions to promote effectiveness in academic library services.

1.7 Scope of the Study

This study focuses on the influence of information management competence and motivational factors on the job performance of librarians in tertiary institutions in Oyo State Nigeria. The tertiary institutions cover colleges, polytechnics and universities owned by the federal or the state government in Oyo State. The study is specifically targeted at librarians in selected tertiary institutions. The study is geographically limited to Oyo State due to the educational prominence of the state.

Job performance, which is the dependent variable was measured by task performance, and contextual performance. The counterproductive indicator was excluded because it is not central to the research question of this study. That is, only two dimensions of Campbell's job performance indicators were adopted. Information management competence was measured by technical proficiency, critical thinking skill, and

interpersonal skills. Motivational factors were measured using autonomy, competence and relatedness.

1.8 Limitations to the Study

This study was limited in scope to librarians working in public tertiary institutions in Oyo State only. Other private tertiary institutions in Oyo State and in other parts of Nigeria are not within the scope of this study. Therefore, the findings may not be fully generalisable to all categories of library staff or institutions outside this context. The study also relied primarily on self-reported data, which is subject to response bias and may not fully reflect actual job performance. Despite these limitations, the study provides useful findings on the influence of information management competence and motivational factors on librarians' job performance.

1.9 Operational Definition of Terms

The following terms are operationally defined as used in the study.

Librarians' Job Performance: This encompasses the effectiveness and efficiency with which librarians in tertiary institutions in Oyo State perform their tasks. Effectiveness captures the quality of outcomes, such as meeting users' information needs and supporting institutional goals, while efficiency reflects the timely and resourceful execution of duties like cataloguing, reference services, and digital resource management.

Task Performance: This relates to the technical requirements of librarian's job, which encompasses activities that directly contribute to the library's technical capacity.

Contextual Performance: These relate to behaviours that contribute to the effectiveness of the library as a whole, but are not part of the formal job description.

Information Management Competence: This refers to the ability of librarians in tertiary institutions to effectively collect, organize, store, retrieve, and disseminate information within the academic environment.

Technical Proficiency: The ability of librarians in tertiary institutions in Oyo State to utilise specialised tools and technologies for efficient information management.

Critical Thinking Skills: The cognitive ability of librarians in tertiary institutions in Oyo State to analyse information, solve problems, and make informed decisions regarding library operations.

Interpersonal skills: This refers to the ability of librarians in tertiary institutions in Oyo State to communicate effectively, collaborate smoothly, and build positive relationships with library users, colleagues, and external stakeholders.

Motivational Factors: These are the internal drive like professional commitment, service ethos, and external incentives like recognition, career progression, and workload incentives that energise librarians in tertiary institutions to perform their given task effectively and efficiently.

Autonomy Factor: This reflects the degree to which librarians in tertiary institutions feel they have control over how they perform their duties, whether they can choose their approach to user education, manage time flexibly, or lead service innovations without micromanagement.

Competence Factor: This relates to both the perceived and demonstrated ability of librarians in tertiary institutions to perform effectively, such as mastering library technologies, handling user queries with confidence, and accurately processing resources.

Relatedness Factor: This captures the librarian's sense of belonging and connection to colleagues, users, and the broader academic community within and outside the institution, whether through teamwork, collaboration with faculty, or feeling valued within the institution.

Tertiary Institutions: These are government-owned and accredited colleges of education, polytechnics, and universities within Oyo State, including both federal and state institutions, where librarians are employed to support teaching, learning, and research.

Endnotes

1. M. K. Sahabi, E.S. Unobe and M. A. Abdullahi. *Job performance of academic librarians in selected federal university libraries in North-West, Nigeria*. **Samaru Journal of Information Studies** 23 (2), 2023, 24-36.
2. O.A. Nwokike and V. E. Unegbu. *Evaluating the Job Performance of Librarians in Universities in South-East, Nigeria*. **Library Philosophy and Practice** 2019.
3. S. J. Motowidlo, & H. J Keil. *Job performance*. In N. W. Schmitt, S. Highhouse, & I. B. Weiner (Eds.), **Handbook of psychology: Industrial and organizational psychology** (2nd ed., pp. 82–103). John Wiley & Sons. 2013.
4. K. Saidin, P. Wan, & W. F. S. W. A. Halim. *A synthesis towards the construct of job performance: Dimensions and theoretical approaches*. **Pakistan Journal of Life and Social Sciences**, 22(2), 2024, 300–312. <https://doi.org/10.57239/PJLSS-2024-22.2.0022>
5. S. Alqarni, H. Hamsan, R.M. Rasdi, & H. A. Rahman. *A systematic literature review on job performance in diverse organizations from 2010 to 2023*. **International Journal of Academic Research in Business and Social Sciences**, 13(18), 2023, 1–20. <https://doi.org/10.6007/IJARBS/v13-i18/19960>
6. A. M. Sulaimon, H.O Okunnu, J.O. Monu and E.M. Ekeh. *Motivational Factors and Job Performance of Academic Librarians in University Libraries in Ogun State, Nigeria*. **International Journal of Library and Information Science Studies**, 8 (2), 2022, 1-16
7. A.O Simisaye, B. Ogunbanjo and A.B. Oshinaike. *Motivation and Perceived Job Performance for enhanced efficiency among Librarians in University Libraries, in South-West, Nigeria*. **Global Review of Library and Information Science (GRELIS)**, 20(1), 2024, 59-82
8. B. Agboola. *Impact of ICT on Information Retrieval System in Academic Libraries: The Experience of Federal University Gashua Library, Yobe State, Nigeria*. **Library Philosophy and Practice** (e-journal). 2350. 2019. <https://digitalcommons.unl.edu/libphilprac/2350>
9. C. W. Eleto, B. E. Ahiauzu, and E. I. Obilor. *Information Management Practices as Correlate of Service Delivery in Special Libraries in Rivers State, Nigeria*. **Library Philosophy and Practice** 2024, 1-13.
10. Q.U.A. Saleem, K. Ameen, and M. Ashiq. *Personal Knowledge and Information Management Practices of Life Sciences Research Students in Pakistan*. **Malaysian Journal of Library & Information Science**, 24(2), 2021, 107-123. <https://doi.org/10.22452/mjlis.vol24no2.6> Page 107
11. Ashikuzzaman, M. *Skills and Knowledge Required for Library Professionals in ICT-based Library*. **Library & Information Science Education Network**. 2014.

12. L. Shivani. *Skills and Competencies required by Library Professionals in the Digital Era*. **International Journal of Advances in Engineering and Management (IJAEM)** 4(5), 2022, 705-708.
13. L. Hays. *Critical Thinking and the Role of Special Librarians*. **Lucidea Blog**. 2024.
14. M. da L. Antunes, & Morais, T. M. *Desenvolvimento de competências em literacia de informação e pensamento crítico*. In **Encontro BAD ao Sul**. 2017.
15. O. A. Akinwoye. *Librarians' Use of Interpersonal Communication Skills for Effective Reference Services in Academic Libraries in Southwest Nigeria*. **International Journal of Research in Interdisciplinary Studies (IJRIS)**, 1(1), 2023, 3-15.
16. A. C. Ekeruche, & Echedom, A. U. *Interpersonal Skills as Correlate of Career Development among Librarians in Academic Libraries in South-South Nigeria*. **Information Impact: J. of Information & Knowledge Management**, 14(1), 2023, 157-171.
17. M. E. Odukah, *Factors influencing staff motivation among employees: a case study of equator bottlers (coca cola) Kenya*. **Journal of Human Resource and Sustainability Studies**. 4, 2016, 68-79.
<http://www.scirp.org/journal/jhrsshttp://dx.doi.org/10.4236/jrss.2016.42008> (30).
18. I. Mardanov. *Intrinsic and extrinsic motivation, organizational context, employee contentment, job satisfaction, performance and intention to stay*. 2024. Available from: <https://www.emerald.com/insight/content/doi/10.1108/EBHRM-02-2020-0018/full/html>.
19. G. O. Quadri, G. M. Obaseki, and O. D. Bakare. *Influence of Job Motivation on Effective Job Performance of Library Personnel in Universities*. **International Journal of Knowledge Content Development & Technology**. 14(4), 2024, 07-24.
20. G. O. Quadri, G. M. Obaseki, and O. D. Bakare. *Leadership Styles and Job Performance of Library Personnel in Oyo State University Libraries*. **MiddleBelt Journal of Library and Information Science**. 21, 2023, 11-27.

Chapter Two

Review of Related Literature

This chapter reviews relevant conceptual, theoretical and empirical literature on the variables of the study. This review is carried out to situate the present study within the context of related studies. Therefore, the literature review will be presented under the following subheadings:

2.1 Conceptual Review

2.1.1 Concept of Job Performance

2.1.2 Information Management Competence

2.1.3 Overview of Motivational Factors

2.2 Theoretical Framework

2.2.1 Theory of Job Performance

2.2.2 Competency-Based Theory

2.2.3 Self-Determination Theory

2.3 Empirical Review

2.3.1 Information Management Competence and Job Performance of Librarians

2.3.2 Motivational Factors Job and Performance of Librarians

2.4 Conceptual Model

2.5 Summary of Reviewed Literature

Endnotes

2.1 Conceptual Review

This section provides the conceptualisation of the dependent and independent variables of the study namely job performance, information management competence, and motivational factors. These variables are conceptualised in line with academic libraries.

2.1.1 Concept of Job Performance

Job performance can be defined as the range of behaviours exhibited by employees that are consistent with an organization's goals and can be quantitatively measured, monitored, and evaluated as individual achievements. The job performance of a librarian specifically relates to those work behaviours that are instrumental to the library's overall effectiveness and success¹. This covers both the efficient execution of routine tasks and the capacity to contribute innovatively to the mission of the library, indicating a combination of technical proficiency, effective communication, and strategic alignment with institutional objectives.

Job performance is mostly perceived as the range of observable employee behaviours that can be systematically monitored, measured, and evaluated. These behaviours are expected to be closely aligned with the main goals and strategic objectives of the institution². In this view, the focus is not solely on whether tasks are completed but also on how individual actions contribute to the overall mission and success of the institution. Evaluating job performance, therefore, involves assessing both the quantitative and qualitative aspects of an employee's work, ensuring that each action supports the institution's vision and operational criteria. This comprehensive approach enables library managers to identify areas for improvement and to foster a culture

wherein the performance of every staff contributes significantly to institutional achievement.

Effective performance by librarian can be determined by the timely completion of tasks and the efficient delivery of services, both of which are critical to the library's overall success. Moreover, effective job performance encompasses the ability to produce high-quality work in substantial quantities, maintain positive interpersonal relationships, and operate effectively with minimal supervision. This performance is driven by a blend of personal attributes like abilities, competencies, motivation, and commitment coupled with essential skills like personal discipline, effective communication, ongoing organisational training, and self-development³. For academic libraries, it is important that management routinely evaluates and supports librarians' performance to enhance both library and institutional outcomes⁴.

The various aspects of job performance have been synthesised into an integrative model comprising eight key indicators. These include job-specific and non-job-specific task proficiency, the demonstration of effort through both written and oral communication, and the maintenance of personal discipline coupled with effective teamwork. In addition, the model highlights the importance of facilitating peer supervision or assuming leadership roles, as well as the capacity for sound management or administrative performance. These factors are suitable for assessing and measuring job performance across different disciplines, including librarianship⁵. Inefficiencies in service delivery, delays in providing prompt assistance, mismanagement of available resources, and a reduction in research output all serve as clear indicators of low level of job performance among librarians¹. These manifestations not only undermine the operational effectiveness of academic libraries

but also highlight the urgent need for interventions that will strengthen service provision, enhance resource management, and boost scholarly productivity.

Several indicators have been used to measure the performance of individuals in different work settings such as effectiveness, efficiency, innovativeness, and team work among others. However, these indicators can either be external or internal. External factors refer to those elements beyond the direct control of a management of higher institutions, and can include government funding, regulatory policies, technological advancements, and broader socio-economic conditions. For instance, limited external funding or unfavourable government policies may restrict a library's ability to procure the latest resources and technologies, thereby hampering service delivery and overall job performance. On the other hand, internal factors stem from the structure and practices of the institution. These include the library's organisational culture, management style, human resource policies, and the availability of training and development programmes. A supportive internal environment that is characterised by fair reward systems, clear communication channels, and effective leadership, can greatly increase a librarian's motivation and commitment. This, in turn, improves their capacity to deliver quality services, foster robust interpersonal relationships, and work efficiently with less supervision¹. Together, these external and internal components play a crucial role in determining librarians' job performance. While external factors shape the operational context, internal factors directly influence how librarians perform their duties. An awareness of these factors allows library management to design interventions that not only eliminate adverse external influences but also strengthen internal practices, thereby boosting overall organisational effectiveness.

2.1.2 Information Management Competence

Information management competence encompasses a broad range of skills and abilities, for the efficient organization of digital repositories to the proficient use of emerging information technologies. Librarians who demonstrate high levels of competence can more effectively manage collection development, ensure quick and accurate access to information, and support the research needs of their institutions. Research has shown that such competence is directly linked to enhanced service delivery and positive job performance outcomes, as it not only streamlines day-to-day operations, but also allows for strategic adaptation in the face of technological advancements⁶.

Librarians require and depend on information resources for effective and efficient performance of their roles. The required information is needed to assist them in every aspect of their professional responsibilities and decision making⁷. The information used by librarians for their daily routines are acquired from different sources including prints, electronic and human sources. Therefore, the librarians are confronted with an overload of information that needed to be appropriately selected, organised, processed, and preserved for present and future accessibility. Hence, to guarantee that effective and efficient information services are provided to the user community, the librarians in tertiary institutions must possess adequate knowledge and skills for effective information management. These knowledge and skills culminate into competencies for information management. Researchers have argued that librarians need to develop the necessary Information management (IM)

competencies to enable them meet the changing information need of users in this new digital information dispensation⁸.

Contextually, "competency encompasses all the abilities, skills, knowledge and behaviour employees use to perform tasks in a particular working environment"⁹. Similarly, competency relates to the "possession of required skills, knowledge, qualification or capacity" that is needed by an individual to effectively and efficiently accomplish a given task¹⁰. Both early and recent researchers have conceptualised competency in different dimensions, but terms like knowledge, skills, ability, attitude and behaviour are very common and synonymous to all these definitions. One of such definitions perceived competency as the knowledge, skills, abilities, traits and behaviors that enable people to perform a task within a specific function or job¹¹. Competency has been attributed to knowledge, skills, features and traits that promote the outstanding performance of an employee in a given task and are usually expressed in measurable terms^{12,13}. More precisely, competency is related to the various innate abilities of an individual such as knowledge, technical skills, and social/interpersonal skills that enable them to solve problems in complex situations and also add value to work¹⁴. Therefore, information management competence refers to the skills, knowledge, attitude or capacity needed by individual librarians to effectively and efficiently carry out the day-to-day routine of information management tasks.

The Association of Canadian Archivists' Competency Framework establishes a structured set of knowledge, skills, and aptitudes required for archival and information management professionals to perform effectively. The framework outlines core capabilities without prescribing specific technologies or standards. Finally, the framework outlines methods for acquiring and assessing competency. Professionals develop skills through formal

education, work experience, professional development, networking, and cultural knowledge. A five-level model ranging from novice to expert supports self-assessment, enabling individuals to gauge their proficiency, identify gaps, and plan growth¹⁵.

Competencies are defined as integrated combinations of knowledge, skills, and aptitudes that professionals apply to achieve recognized levels of performance information management. The framework groups competencies into eight domains. The Foundations and Principles domain covers archival theory, ethics, record characteristics (authenticity, reliability, usability), and emerging technologies. The Legislation domain requires understanding applicable laws on public records, privacy, accessibility, and intellectual property. Together, these domains ensure professionals ground their practice in theory, ethics, and legal requirements. Collections Development addresses appraisal theory, donor relations, selection policies, and monetary appraisal, guiding how records of enduring value are acquired.¹⁵ Together, these areas show that competencies range from theoretical and legal foundations to practical skills in acquiring, preserving, and providing access to records.

Collections Care and Stewardship focuses on preservation planning, risk management, environmental controls, and digital preservation workflows. This domain also emphasizes disaster response, migration practices, and Indigenous data sovereignty. Access and Discovery domain requires skills in arrangement and description, archival management systems, research techniques, and participatory description practices. It includes reference services, user-needs evaluation, digitization best practices, and assistive technologies. Outreach and Advocacy domain prepares professionals to promote archives through programming, social media, partnerships, and collaboration with Indigenous communities under reconciliation frameworks. The Administration domain covers project and resource planning, budgeting, strategic goal setting, impact evaluation, and leadership. It

emphasizes service-design based on user experience and mandates to sustain archival programs. Professional Development encourages ongoing training, identification of specialized skills, and engagement with evolving best practices and reconciliation processes¹⁵.

The ALSC framework positions competencies not as isolated tasks but as interconnected capabilities that drive user-centered, ethical, and sustainable information management for effective library services¹⁶. With reference to information management competency, the ALSC model demonstrates how domain-specific frameworks can inform metadata practices, digital literacy instruction, programme evaluation, and stakeholder engagement, which are major concerns for librarians across all specialisations. Its emphasis on continuous learning and alignment with professional values offers a template for developing competency models that support both traditional collections and evolving digital environments.

The NASIG framework defines a broad set of integrated skills that librarians need to manage content through its entire lifecycle. It begins with a deep understanding of acquisitions, licensing, metadata creation, cataloguing, and records management, reflecting how ERLs must bridge workflows across departments. Technology competency goes beyond a generalist's knowledge, encompassing networking, authentication protocols, link resolver and ERMS tools, digital preservation techniques, and emerging areas like data visualization and cloud computing. Electronic resources librarians are also expected to master research and assessment methods including collecting usage statistics, performing cost-benefit analyses, and applying bibliometrics, to inform acquisition and cancellation decisions. Communication skills are foregrounded, from vendor negotiations to clear, persuasive interactions with stakeholders. Supervisory and project-management abilities ensure teams deliver services on time, while a

commitment to continuous professional development keeps electronic resources librarians abreast of trends in licensing, scholarly communication, and metadata standards. Finally, personal qualities such as flexibility and tolerance for ambiguity make up a profile capable of navigating rapidly evolving e-resource environments¹⁷.

The Government Knowledge and Information Management (GKIM) Skills Framework was developed by the UK Government. The Framework organises competencies into a foundational set of generic skills and six specialised job families. The generic skills covering organisational requirements, information technology, and communication, are described across four attainment levels (Awareness, Practitioner, Working, and Expert), aligning to civil service grades. Role-specific families span Information Architecture (designing retrievable and protected information environments), Information Management (governance and lifecycle policy), Information Rights (data protection and FOI compliance), Knowledge Management (tacit-knowledge sharing and culture building), Library Management (collection development, cataloguing, and user services), and Records Management (retention schedules, digital preservation, and business continuity). Each skill is broken down into clear indicators of progression, and the online Comaea tool supports real-time self-assessment, gap analysis, performance management, and learning tracking. By mapping competencies to job specifications and career paths, the framework guides recruitment, professional development, and organisational capacity building¹⁸.

American Productivity and Quality Centre (APQC)'s model conceptualised knowledge management (KM) into four core competency categories namely: project and programme management; consulting and customer centricity; organisational change and influence; and digital and data fluency. Each competency is defined with a rationale for its importance to knowledge management and illustrated by real-world examples. The

framework serves as both a standalone checklist and a companion to APQC's gap-analysis template, enabling teams to identify weaknesses in planning, stakeholder engagement, change leadership, and data integration. Emphasising the intersection of strategy and execution, it reinforces that effective knowledge management practitioners must blend technical savvy with advisory skills, drive adoption of new processes, and leverage analytics to demonstrate impact¹⁹.

The ALA Core Competences of Librarianship delineates a foundational set of capabilities that all library and information professionals should possess. It frames competences as integrated combinations of knowledge, skills, and dispositions developed through accredited education, early career experiences, and ongoing professional growth. At the base of the framework lies what is referred to as "Gateway Knowledge." This includes mastery of the profession's ethics and values, an understanding of library history and its societal role, and familiarity with the legal landscape including copyright, privacy, open access, and disability rights. Competence in this regard also covers techniques for problem analysis, collaborative solution building, and clear communication in both traditional and electronic formats. The "Information Resources" and "Organization of Recorded Knowledge and Information" domains of the professional competencies guide how librarians handle materials throughout their lifecycles. Professionals are expected to evaluate, acquire, process, preserve, and de-select resources in any format, while applying descriptive, analytical, and classification standards. They must also recognise cultural biases that influence how collections are built and described, ensuring that metadata and cataloguing support discoverability, interoperability, and long-term stewardship²⁰.

In "Management and Administration" domain, the framework addresses planning, oversight, and leadership. Librarians should apply sound financial and human-resource

practices, design and evaluate programs, and lead change initiatives through project management principles. Building equitable partnerships (with consortia, community groups, and stakeholders) also forms a key part of ensuring that services and facilities meet diverse needs²⁰. “Reference and User Services” and “Research and Evidence-Based Practice” domains connect users to information and support data-driven decision-making. Competence in these areas means conducting reference interviews, teaching information-seeking strategies, and assessing community needs. It also entails engaging with multidisciplinary research, applying ethical methods in data analysis, and translating findings into improved services or policy recommendations. The final domains, that is, “Social Justice” and “Technological Knowledge and Skills” reflect the evolving landscape of libraries. Social justice competence calls on professionals to examine power and privilege, challenge exclusionary practices, and foster inclusive collections and programmes. Technological competence demands the selection, evaluation, and ethical application of tools that enhance access and delivery of library services, while remaining attentive to cultural and ethical impacts. These competences collectively chart a comprehensive profile for librarianship centered on responsible information management²⁰.

A nationwide survey of U.S. academic institutions identified the core knowledge and specialised skills that underpin information management competence in academic librarians. The study affirmed that traditional proficiencies such as resource evaluation, complex search strategies, metadata creation, and collection development remain indispensable foundations. It also identified a paradigm shift in information management competencies such that librarians increasingly require advanced data management capabilities (including data curation, preservation, and analysis), educational design skills to embed information literacy into curricula, and outcomes assessment techniques to

demonstrate impact on student learning and institutional goals. It was also reported that “soft” competencies like interpersonal communication, cultural responsiveness, and reflective pedagogical practice now compete purely technical abilities in librarianship’s evolving landscape. By advocating integration of both domain-specific and transferable skills into LIS curricula, the study emphasised adaptability and lifelong learning as hallmarks of information management excellence in the 21st-century academy²¹. These sets of competences demonstrated the need for librarians to remain effective stewards of information management in an increasingly complex landscape.

A critical review of competency modelling provides a comprehensive theoretical framework for understanding and operationalising competencies across professions such as librarianship. The study traced five dominant modelling paradigms including behavioural, business (core-competency), functional, educational, and situational, and highlights their respective strengths and pitfalls. It underscored that behavioural approaches, which profile exemplary performers through structured interviews and thematic coding, yield finely tuned, context-rich competencies; whereas generic, off-the-shelf models risk overlooking the idiosyncratic demands of specific roles²².

A US-based case study of academic reference and liaison librarians’ evolving information management role adopted the qualitative method revealing that today’s librarians and information professionals must build external partnerships (“connections”) with faculty and campus stakeholders, cultivate ongoing dialogues (“conversations”) through embedded instruction and outreach, and elevate the library’s profile (“visibility”) through digital scholarship platforms, social media, and scholarly communications initiatives. This expanded scope demands competencies in networking, project management, digital-publishing tools, advocacy, and ROI assessment for effective information management, blurring the lines between traditional reference and strategic campus engagement²³

A survey of Scandinavian public and research libraries painted a complementary picture of future-focused competencies for librarians' information management. The mixed-method study across Denmark, Norway, and Sweden found that librarians must become agile "information strategists," combining digital-infrastructure stewardship (linked open data, preservation platforms) with user-centric service design (UX research, co-creation workshops). The study highlighted growing needs for data-analytics literacy, organisational leadership to guide digital transformation, and entrepreneurial mindsets to forge community partnerships and diversify revenue streams. Scandinavian libraries' emphasis on open science and civic engagement further underscores the importance of intercultural communication and policy-advocacy skills in tomorrow's information management toolkit²⁴.

Competencies have been articulated as a blend of knowledge, skills, and mindsets, and how these elements collectively contribute to librarian effectiveness, institutional impact, and professional growth. Of particular relevance to information management competence is the emphasis on active learning and adaptation, curation and preservation, consultation and communication, and evaluation and assessment. These competency areas highlight librarians' roles in navigating ambiguity, leveraging information systems, managing scholarly data throughout its lifecycle, and applying rigorous assessment practices to improve services and learning outcomes. Furthermore, the competencies stress ethical and legal acumen, digital literacy, metadata creation, and collaboration across diverse institutional and research contexts. The inclusion of equity, diversity, and inclusion as a core competency also reflects an evolved understanding of information management as socially conscious and culturally responsive. Ultimately, the study contributes to the literature by offering a contemporary model of librarian competence that is aspirational, adaptable, and deeply attuned to the changing landscape of academic libraries, making it

a foundational reference for studies examining professional standards and strategic workforce planning in the field of information management²⁵.

Research on competencies for information specialists in emerging roles provided an important contribution to librarian competence by mapping out a comprehensive competency profile that bridges librarianship with related fields such as records management, archives, and knowledge management. Through an analytical synthesis of existing competency frameworks from professional associations and government agencies, the study identified five core competency groups namely collaboration, client service, and communication; organisational understanding and strategic alignment; programme and service delivery and management; technical competencies in records, information, and knowledge management; and personal qualities. This multidimensional approach reflects the evolving expectations placed on librarians, who are increasingly required to operate as versatile information specialists in complex organisational environments. The emphasis on hybrid roles and interdisciplinary skill sets underscores the necessity for librarians to cultivate adaptive expertise that transcends traditional boundaries, making it a valuable resource for both practitioners and educators seeking to align professional development with contemporary demands²⁶.

Complementing the above perspective, a study on new competencies in the digital era explores the transformative impact of digital technologies on the competencies required of library and archival professionals. The study highlighted the shift from static information stewardship to dynamic digital engagement, emphasizing skills such as digital curation, metadata management, user-centered design, and technological fluency. The authors advocate for a forward-looking competency framework that integrates digital literacy, innovation, and collaborative leadership, positioning librarians as proactive agents in digital transformation. By situating these competencies within the broader

context of public service and cultural preservation, the study reinforced the strategic role of librarians in navigating the digital landscape. These studies provide a robust foundation for understanding the evolving competence landscape in information management, offering both theoretical insights and practical guidance for librarians adapting to emerging roles in the digital age²⁷.

The Reference and User Services Association's professional competencies for reference and user services librarians offers a targeted model of the behaviours and skills that underpin exemplary reference and user services work. Built upon ALA's Core Competencies of Librarianship, it delineates seven broad areas ranging from accurately accessing recorded knowledge to planning and evaluating future services. Each area is broken down into precise, observable behaviours from applying confidentiality laws to designing learner-centered teaching sessions that can guide both self-assessment and organizational role definitions²⁸. The revised framework of skills, knowledge and ethics for the library and information services workforce articulates a national workforce blueprint for library and information professionals, emphasising adaptability within a rapidly evolving digital ecosystem to promote information management. It structures core capabilities into domains such as information management, digital technologies, leadership, community engagement, and cultural responsiveness. By mapping performance indicators and proficiency levels, the framework supports career planning, curriculum development, and role benchmarking across diverse LIS settings²⁹.

Special Libraries' competencies for information professionals underscores the strategic value of data, information, and knowledge as indispensable organisational assets. It took a holistic view at the information life cycle, defining core areas like information and knowledge services; systems and technology; resources; retrieval and analysis; organisation and preservation; and ethics, alongside essential enabling competencies such

as critical thinking and project management³⁰. Complementing these six core areas, the SLA framework identifies a suite of enabling competencies such as critical thinking, quantitative reasoning, adaptability, creativity, communication, networking, leadership, project management, instructional design, and business ethics that empower information professionals to navigate evolving contexts and drive strategic impact. These cross-cutting skills reflect a recognition that technical mastery alone is insufficient; success also depends on the ability to collaborate, influence, and learn continuously in an information-rich environment. This holistic approach underscores the information professional's role as a strategic partner in organisational decision-making and knowledge sharing, offering practitioners a shared language for articulate skill mapping and professional development that promotes information management³⁰.

Information management competence is described as the skills, knowledge, attitude or capacity needed by librarians to effectively and efficiently perform their everyday responsibility of information management⁸. The importance of information management competencies to the job performance of librarians in tertiary institutions cannot be underestimated especially considering the vast amount of information they work with on daily basis.

Interpersonal skills for librarians refer to the ability to communicate effectively, collaborate smoothly, and build positive relationships with library users, colleagues, and external stakeholders. This includes active listening during reference interviews, clear and courteous verbal and written communication, empathy when assisting students or staff, and teamwork in planning library programs or solving workflow issues. In the setting of Nigerian academic libraries, where librarians often serve diverse, multilingual user bases, strong interpersonal skills can enhance user

satisfaction, encourage repeat visits, and foster a welcoming, inclusive learning environment. Scholarly discourse frequently situates information management competence within broader information-literacy paradigms. For example, research has demonstrated how a social-software “information companion” intervention cultivated students’ personal information-management skills, yielding measurable shifts in attitudes, behavioural strategies, and motivation for lifelong learning³¹. In the 21st century, librarianship thus requires an integrated mastery of transversal literacies (such as digital, media, and technological) woven together with subject-specific expertise. This empowers librarians to foster collaborative inquiry, drive innovation in service delivery, and sustain dynamic information ecosystems in both academic and professional contexts³².

Declarative knowledge refers to a librarian’s understanding of what to do in the academic library setting. It is the factual and conceptual information that forms the foundation of the work of librarians and information specialists in academic libraries. This includes awareness of cataloguing standards (like AACR2 or RDA), classification systems (like Dewey Decimal or Library of Congress), and institutional policies, such as user access rights and copyright regulations. Procedural knowledge and skills, on the other hand, reflect the librarian’s ability to apply that knowledge, the how-to aspect. This includes hands-on capabilities like creating MARC records, conducting effective reference interviews, using integrated library systems (ILS), or training patrons on database searches. It’s the difference between knowing that resources need to be classified and actually being able to classify them accurately and efficiently.⁵

2.1.3 Overview of Motivational Factors

Motivation underpins librarians' engagement, persistence, and innovation, shaping how they steward information resources and support academic communities. Drawing on self-determination theory, motivational factors affecting librarians in tertiary institutions include intrinsic motivation, extrinsic motivation, autonomy, competence, and relatedness³³. Academic libraries function as critical repositories of knowledge, that is, institutions charged with the responsibility of generating, harnessing, disseminating, and preserving information for both local communities and the larger world. Researchers argued that achieving this mandate is majorly dependent on a high-performing workforce, as the success of a library and the institution rests solely on the caliber of its librarians' performance⁴. Motivated employees are more inclined to deliver superior service, indicating that high level of performance by librarians corresponds to a high level of motivation.

Intrinsic motivation refers to undertaking work for its own sake with reference to the enjoyment, intellectual challenge, or personal growth it brings. In the academic library, intrinsically motivated librarians proactively explore new information systems, experiment with emerging instructional strategies, and design creative outreach programmes simply because they find the work rewarding. Studies show that when librarians derive satisfaction from mastering complex cataloguing tasks or developing engaging user-education sessions, they display greater persistence in the face of institutional constraints and are more likely to champion innovative services³⁴. This internal drive cultivates resilience during heavy workloads and fosters a culture of continuous professional learning, as librarians seek out workshops, webinars, and peer-mentoring opportunities without external prodding.

In contrast, extrinsic motivation arises from factors external to the work itself such as salary, promotions, formal recognition, or other tangible rewards. Empirical research in Nigerian academic libraries has found that fair and competitive compensation packages, clear promotion pathways, and public acknowledgment significantly boost routine job performance, such as the timely processing of inter-library-loan requests and the maintenance of digital repositories³⁵. However, an overemphasis on external incentives can sometimes undermine creativity; librarians may become risk-averse, focusing narrowly on quantifiable outputs rather than investing discretionary effort in pilot projects or cross-departmental collaborations. Thus, while extrinsic rewards are essential for recruitment and retention, they must be balanced with opportunities that nurture librarians' intrinsic interests.

Autonomy is the perceived freedom to make work-related decisions, emerging as a pivotal predictor of job satisfaction and innovation among librarians. When librarians have latitude to redesign user-instruction modules, tailor reference services to specific faculty needs, or adjust their work schedules to match peak student usage hours, they feel more ownership over outcomes and demonstrate higher engagement³⁶. In practice, granting librarians autonomy might involve involving them in collection-development planning, allowing flexible service-delivery models, or enabling participation in governance committees. Such empowerment not only reduces burnout during high-pressure periods but also ignites creativity, as librarians are more willing to pilot unconventional service formats without fear of micromanagement.

Closely linked to autonomy is the need for competence, which is the sense of efficacy and mastery in one's professional role. Librarians who receive regular, substantive

feedback on their performance report higher confidence when facing novel challenges, such as integrating an institutional repository or negotiating e-resource licenses³⁷. Moreover, opportunities for targeted professional development such as training and workshops reinforce librarians' self-efficacy. When librarians feel capable of mastering emerging technologies and complex information-management protocols, they not only deliver more accurate and efficient services but also become advocates for continuous learning within their institutions.

Relatedness captures the extent to which librarians feel connected to colleagues, stakeholders, and the broader academic community. Research in Nigerian academic libraries highlights that strong social bonds which are manifested through mentorship programs, collaborative teaching with faculty, and informal best-practice exchanges, promote both job satisfaction and collective efficacy³⁸. When librarians trust that they can seek help during peak demand or share innovative ideas without judgment, they are more likely to engage in cross-unit activities. On the contrary, isolation or poorly supported teams can lead to stress and limit knowledge transfer, undermining the library's capacity to respond swiftly to changing user needs.

Optimal job performance among librarians depends on a balanced interaction of these motivational factors. Institutions that cultivate intrinsic interest, provide meaningful extrinsic rewards, empower librarians with autonomy, support their competence through feedback and training, and foster a supportive community will unlock the full potential of their information professionals, and consequently, promote innovation and sustain high-quality services. Academic libraries serve as hubs for knowledge dissemination, preservation, and community engagement. And, to fulfil this mandate,

the librarians require adequate motivation to enable them perform optimally. Motivated librarians are essential not only for maintaining daily operations of the academic library but also for advancing the broader educational and research missions of their institutions. Librarians are key agents in the cultivation of vibrant academic environments³⁹.

2.2 Theoretical Review

The theoretical review for this study covers three major theories including theory of job performance, competency-based theory, and self-determination theory (SDT). These theories are used in the study to underpin the dependent and independent variables namely job performance, information management competency, and motivational factors.

2.2.1 Theory of Job Performance

The theory of job performance was introduced by John Campbell in the early 1990s in his seminar work titled “modelling job performance in a population of jobs”. The theory provides a multidimensional approach that captures the complexity of library work. The theory emphasises three core elements in academic libraries, emphasising that each of the three elements is important for effective information management in an academic setting. Librarians in academic libraries in Nigeria are required to master both traditional library practices and contemporary digital technologies to meet up with the contemporary information management practices⁵.

John Campbell’s theory of job performance defines job performance as an individual-level construct encompassing three core dimensions namely task

performance (the execution of role-specific duties), contextual performance (behaviours that support the organizational environment, such as cooperation and initiative), and adaptive performance (the capacity to adjust to change). For libraries in tertiary institutions, task performance translates into accurate cataloguing, timely circulation services, and proficient information retrieval. Contextual performance emerges when librarians engage in teamwork to develop new user programmes or mentor student assistants. Adaptive performance is evident as staff learn and implement emerging technologies, digital repositories, remote access platforms, and virtual reference tools, to meet evolving academic needs⁴⁰.

The theory further posits that individual job performance is determined by three proximal factors namely: declarative knowledge (understanding of what to do), procedural knowledge and skill (knowing how to do it), and motivation (the will to do it). For academic librarians, declarative knowledge includes mastery of cataloguing standards (for instance, RDA, MARC) and awareness of information-literacy pedagogies. Procedural knowledge involves hands-on skills such as database management, metadata creation, and digital preservation workflows. Motivation reflects the librarians' intrinsic drive like professional commitment, service ethos, and extrinsic drivers like recognition, career progression, and workload incentives⁵. However, motivation as a sub-metric of job performance is being used as a major variable in this study. A study in Nigeria reviewed the motivational practices and job performance of staff in university libraries⁴¹.

Applying the job performance model underscores strategic implications for academic library management. First, continuous professional development programmes should

be tailored to strengthen declarative knowledge (through workshops on classification schemes) and procedural skills (via hands-on training in emerging library systems). Second, fostering a supportive culture such as regular feedback, peer recognition schemes, and clear career pathways, can amplify motivation, thereby enhancing both contextual and adaptive performance⁵. Lastly, performance management systems must assess all three Campbell dimensions, using balanced scorecards that capture not only transactional outputs (for instance, number of materials processed) but also collaborative initiatives and adaptability to technological change. In doing so, academic libraries in Nigeria can holistically elevate librarians' effectiveness to meet twenty-first century demands and expectations.

The following diagram Figure 2.1 represents the theory of job performance by John Campbell. The diagram shows the various submetrics of job performance as proposed by Campbell et al.

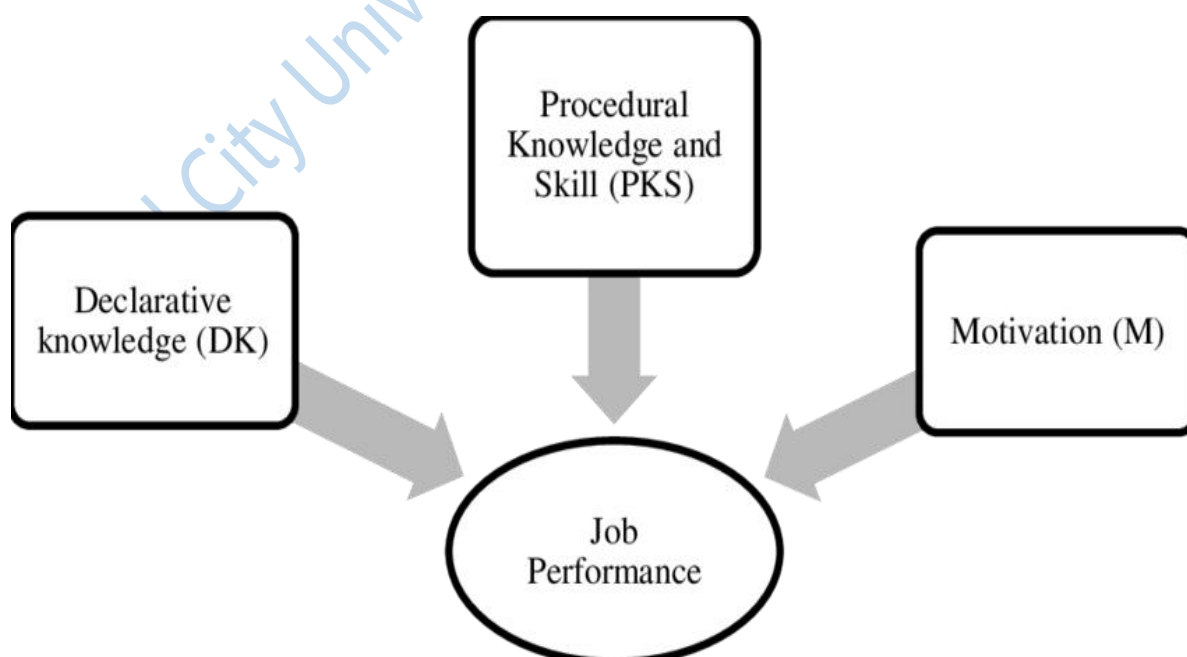


Fig. 2.1: Campbell's Determinants of Job Performance (Model)

2.2.2 Competency-Based Theory

Competency-Based Theory was proposed by Boyatzis in the early 1980s and it emphasised that the performance of an individual is mostly dependent on the specific competencies, or the combination of knowledge, skills, and qualities being possessed. Competency-based theory emphasizes that effective job performance is not solely determined by formal qualifications but by demonstrable, behaviour-linked capabilities such as skills, knowledge, traits, and motives. In organizational contexts, this theory has been widely applied to identify, develop, and evaluate employees' abilities in relation to strategic goals. Scholars argue that competency frameworks provide a structured way to align individual performance with organizational needs, ensuring that employees possess the integrated combinations of attributes required for success⁴². In library and information science, for example, competencies have been used to define professional standards, guide training, and assess readiness for evolving roles in digital and knowledge management environments. This highlights the theory's strength in bridging the gap between theoretical knowledge and practical application, making it a valuable tool for workforce development.

The theory is used to support information management competence of librarians in tertiary institution libraries in Oyo State. With reference to the theory, effective information management requires a variety of skill set that includes technical proficiency in digital and traditional library systems, critical thinking to manage and interpret information, as well as interpersonal skills for knowledge sharing⁴³. By applying Boyatzis's framework, institutions can clearly delineate and target these

competencies, thereby ensuring that librarians are well-equipped to handle modern information challenges, from digital cataloguing to user-centered service delivery. Furthermore, the competency-based theory provides an organised foundation for continuous professional development, matching individual growth with organizational goals. Academic libraries in Nigeria operate in environments where technological advances and evolving user needs necessitate regular updates to skill sets.

Information management competence, which is the ability to organize, retrieve, evaluate, and disseminate information effectively is a critical performance area in academic libraries in Nigeria. Through the competency-based theory, the IM competence can be broken down into clusters of observable behaviours and traits that distinguish high-performing librarians⁴³. For instance, librarians who demonstrate initiative in adopting digital cataloguing systems, show adaptability in managing hybrid collections, or exhibit interpersonal traits in user instruction sessions are displaying competencies that go beyond technical know-how.

The theory also underscores the importance of aligning individual competencies with organisational strategy⁴³. For Nigerian academic libraries, this means identifying core competencies such as digital literacy, metadata management, and user-centered service orientation and embedding them into recruitment, training, and performance appraisal systems. Doing so ensures that librarians are not only technically equipped but also behaviourally aligned with the evolving mission of academic libraries in a digital age. Ultimately, the theory provides a direction for transforming information management from a task-based function into a strategic asset. By focusing on competencies rather than credentials alone, academic libraries can build agile,

motivated teams capable of navigating the complexities of modern information ecosystems.

2.2.3 Self-Determination Theory (SDT)

Self-Determination Theory (SDT) was first proposed by Edward Deci and Richard Ryan in the mid 1980s. This emphasises the role of intrinsic motivation, which arises from internal drives rather than external pressures. The theory highlights three basic psychological needs namely autonomy (the need to feel in control of one's actions), competence (the need to feel effective and capable in tasks), and relatedness (the need to feel connected to others)⁴⁴.

Self-determination theory (SDT) is a theory of motivation that is based on the idea of needs. The theory proposes that understanding motivation requires taking into account three basic human needs namely: autonomy (the need to feel free of external constraints on behavior), competence (the need to feel capable or skilled), and relatedness (the need to feel connected or involved with others). The centrality of self-determination theory is that when people (such as librarians) feel that these basic needs are reasonably well met, they tend to perceive their actions and choices to be intrinsically motivated or "self-determined." In that case, they can turn their attention to a variety of activities that they find attractive or important, but that do not relate directly to their basic needs⁴⁴.

Based on extensive empirical research, the theorists identified three fundamental psychological needs that are germane to the optimal development and functioning namely competence, autonomy, and relatedness. These needs are seen as essential to

the adaptive organization of behaviour and supported by various individual adaptations, rather than being function-specific or modular add-ons, unlike some evolutionary perspectives⁴⁵.

A major part of supporting autonomy is to give individuals choices wherever possible⁴⁶. The choices that encourage the greatest feelings of self-control are those that concern relatively major issues or that have relatively significant consequences for researchers, such as whom to choose as partners for a major research group. But choices also encourage some feeling of self-control even when they are about relatively minor issues, such as how to organize your desk or what kind of folder to use for storing your papers. It is important, furthermore, to offer choices to all individuals, including those needing explicit directions in order to work successfully⁴⁶.

According to SDT, the most self-determined type of motivation is intrinsic and is characterized by participating in behaviours due to motivations relating to the inherent satisfaction and interest in the behaviour^{45,47}. The most self-determined type of extrinsic motivation is integrated regulation, which represents reasons for behaviours which are an essential part of a person's identity. Identified regulation, the third most self-determined type of motivation reflects personally important and valued causes of participating in activities (for instance, health). Following these autonomous types of motivation in the continuum are introjected and external regulations, which are considered to be controlling in nature. Introjected regulation characterizes behavior that is motivated by the desire to seek acceptance from others while external regulation illustrates being motivated by behaviour that is performed to comply with externally administered reward/punishment contingencies^{45,47}.

Central to the SDT is the concept of internalization. Internalization signifies the process in which less self-determined behavioural regulations become more self-determined. According to the theory, this development can be supported by the satisfaction of the basic psychological needs⁴⁸. In general, the theory posits that the tendency for internalization is natural for humans and based on the process of assimilating external values into personal values⁴⁹. However, based on the social environment and satisfaction of the basic needs, internalisation can lead to different degrees of self-determination (i.e., different quality of motivation)^{45,49} and further to different behavioural, cognitive, and affective consequences^{50,51}.

According to SDT, intrinsically motivating tasks are interesting, enjoyable, and spontaneously pursued by individuals. Such motivation is experienced as autonomous and self-determined⁴⁵. In contrast, extrinsically motivated tasks are pursued because of external contingencies, but can be experienced as controlling or autonomous depending on the extent to which the contingencies have been internalised by the individual. As such, SDT describes several different types of extrinsic motivation. External regulation is the least internalized form of extrinsic motivation with individuals pursuing tasks because of rewards or punishments present in the environment. Introjected regulation is the next form of extrinsic motivation, with individuals pursuing goals because they have internalized and come to self-administer the rewards and punishments for the goal. Often, individuals who experience introjected motivation pursue tasks because they would feel guilty if they did not. Identified regulation reflects a more internalized form of extrinsic motivation whereby individuals understand the value of the goal and pursue it based on that understanding, but they have not come to personally value the goal and the reasons

for its pursuit. Integrated regulation reflects the most complete internalization of an extrinsic goal whereby individuals have come to personally value the goal and experience it as important. The goal is not inherently interesting or fun (so it is not intrinsically motivating), but it is valued, important, and experienced as autonomously motivating⁴⁵

Researchers argued that some goals are more consistent with satisfying an individual's basic needs than others. In particular, striving for autonomous goals may lead to greater need satisfaction and better well-being, whereas striving for controlled goals may lead to the thwarting of one's needs and worse well-being⁴⁵. A key finding from research on SDT is that more autonomous forms of motivation are associated with better performance on interesting or complex tasks. However, differences between autonomous and controlled motivation are not observed for boring or mundane tasks⁵². Further, autonomous motivation is positively associated with well-being and job attitudes. Thus, both forms of motivation may lead individuals to perform a behavior, but autonomous motivation better satisfies psychological needs and leads to greater well-being compared to controlled motivation.

Extrinsic motivation emphasises a separate reward, for instance a grade, prestige, or a financial return. Not all forms of extrinsic motivation contrast so sharply with intrinsic motivation. For instance, a person who is not interested in learning mathematics may generate enough motivation to acquire the necessary mathematical competencies in order to fulfill his or her deepest desire to become a physician. To counteract this problem, self-determination theory provides for a continuum of motivation types, which is characterised by the increasing internalization of an initially extrinsic motive⁵³. At the lowest level on the scale, the motive for action is

purely external, for instance, compulsive force or a fully unrelated reward. At the highest level the reward is still not the inherent satisfaction provided by the activity itself, but this reward is optimally congruent with the goals that the person sets for him/herself as fully compatible with his/her identity. A state of amotivation exists at one extreme and a state of intrinsic motivation exists at the other to complete this one-dimensional scale of motivation⁵².

The study of Self-Determination Theory and How It Explains Motivation synthesised the foundational principles and applied dimensions of SDT. Central to the theory is the proposition that human motivation is most effectively understood through the satisfaction of three innate psychological needs namely: autonomy (the experience of volition and self-endorsement in one's actions), competence (a sense of mastery and efficacy), and relatedness (the feeling of connection and belonging with others). The study explored the distinctions between intrinsic and extrinsic motivation, highlighting SDT's unique contribution in depicting extrinsic motivation as existing on a continuum, from externally regulated behaviour to fully integrated regulation. It also illustrated the applicability of SDT across different disciplines such as education, work environments, and psychotherapy. For instance, in educational settings, instructors who create autonomy-supportive classrooms tend to foster greater engagement, resilience, and academic performance among students. In organizational contexts, the cultivation of supportive climates that address all three basic psychological needs has been correlated with enhanced employee well-being and productivity. The treatment of SDT is enriched by references to empirical studies, underlining its robustness and utility in both theoretical and practical perspectives⁵⁴.

SDT is used in this study to underpin the motivational factors that affect librarians' job performance in academic libraries. In academic library setting, fostering an environment where librarians feel supported to innovate, have control over their work, and experience meaningful connections with colleagues can significantly influence job satisfaction and performance. SDT offers a comprehensive approach for understanding how different motivational factors like intrinsic motivators (such as personal interest, a sense of belonging, and professional growth) interact with extrinsic factors (such as recognition and rewards) to enhance performance of librarians in academic libraries. The theory also helps explain variations in librarians' job performance from the perspective of organisational support, highlighting how a supportive work environment can elevate intrinsic drive⁴⁵.

According to the Self-Determination Theory (SDT), librarians can flourish when the innate psychological needs are satisfied namely: autonomy (feeling in control of one's actions), competence (feeling effective and skilled), and relatedness (feeling connected to others). In the tertiary institution libraries in Nigeria, where resources can be constrained with rigid hierarchies, SDT helps to understand why some librarians stay energised and others drift into disengagement. When librarians have latitude to design user-education sessions, curate special collections, or experiment with digital tools, they experience ownership over their work. In contrast, overly prescriptive task lists in which librarians must catalogue a certain number of books per week erode initiative and leave staff feeling like cogs in an industrial machine. Academic library managers can bolster autonomy by involving librarians in policy decisions or by allowing flexible scheduling that aligns with personal peak-performance hours⁴⁴.

The theory emphasizes that mastery drives motivation. Librarians who receive structured training in metadata standards, open-source software, or data-management best practices feel more confident, and that confidence translates into quicker, more accurate cataloguing, sharper information literacy instruction, and proactive troubleshooting of technical glitches. Conversely, skipping professional development because of tight budgets or understaffing undercuts librarians' sense of efficacy, leading them to adopt minimalist approaches rather than innovate. When librarians feel genuinely supported, through regular peer-to-peer learning circles, informal check-ins with supervisors, or cross-departmental project teams, they develop a sense of belonging that fuels discretionary effort. In many academic libraries, top-down management stifles collaboration; intentionally cultivating mentorship schemes, rotating staff through joint initiatives with faculty, or hosting social "library cafés" can repair that disconnect and strengthen team cohesion. SDT suggests that deep, lasting motivation emerges when librarians feel empowered, capable, and connected. Academic libraries in Nigeria that embed autonomy-supportive leadership, invest in continuous skill building, and foster genuine workplace camaraderie will not only experience increase in service quality and user satisfaction but also build a resilient workforce ready to navigate the ever-evolving information landscape⁴⁷.

Optimal work motivation hinges on the satisfaction of three fundamental psychological needs including autonomy, competence, and relatedness which, when fulfilled, yield superior performance and well-being. Self-Determination Theory (SDT) elaborates on classic expectancy–valence models by distinguishing intrinsic motivation (doing an activity for its inherent pleasure) from varied forms of extrinsic motivation that differ in the degree of autonomy they afford. In library settings, this translates into granting

librarians meaningful decision latitude over their services, offering mastery-enhancing feedback, and nurturing collegial support to foster deep engagement, innovation, and collaborative service delivery. Crucially, SDT cautions that overly controlling extrinsic rewards (for instance, rigid bonus schemes or prescriptive directives) can erode intrinsic drive, whereas rewards framed as informational feedback, contingent on high-quality performance and delivered in an autonomy-supportive climate, can sustain motivation without undermining librarians' sense of volition. This framework provides a roadmap for library managers to craft motivational interventions that align organisational goals with librarians' inner values and professional aspirations⁵⁵. Figure 2.2 represents the SDT

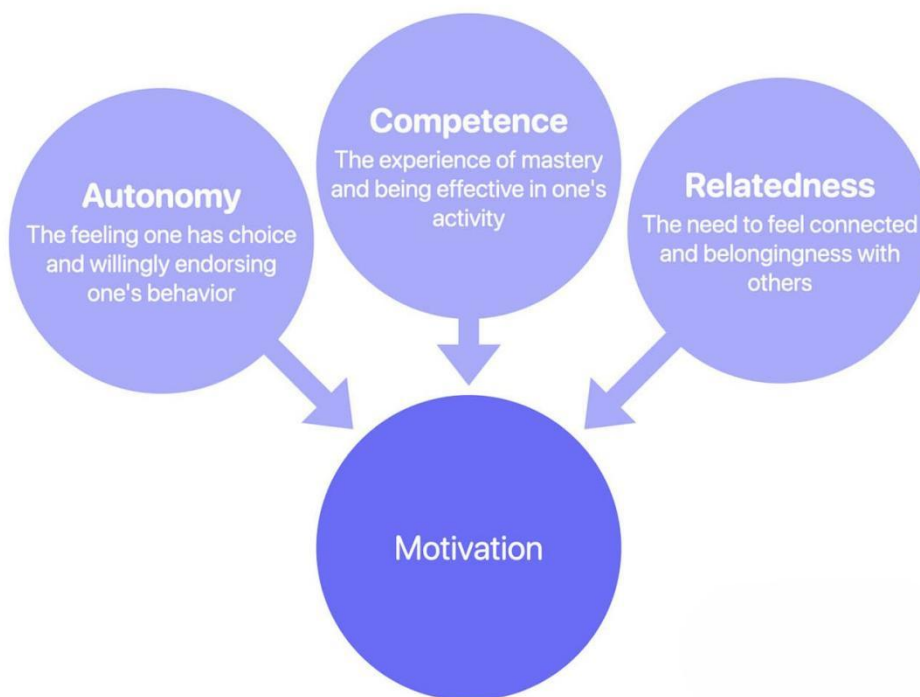


Figure 2.2: Self-Determination Theory

2.3 Empirical Review

This subsection reviews empirical literature on the relationship between the dependent and independent variables of the study.

2.3.1 Information Management Competence and Job Performance

The role of information management competence in librarians' job performance cannot be underestimated. A study on the job performance of librarians in universities in South-East Nigeria was carried out to evaluate how well librarians' work behaviours align with the goals of their organizations using the framework of an eight-factor model of job performance. The study is rooted in a cross-sectional survey design whereby a self-rating questionnaire was administered to 210 librarians across 21 universities within the region. The findings indicated a high self-perceived level of job performance. This finding is notable as it contrasts with previous research suggesting lower performance levels among similar professionals. The study recommended regular training and acquisition of new skills-set to ensure that librarians continue to meet the emerging and changing demands of their work environments¹.

In related research, a recent study provided empirical evidence on the relationship between professional competence and job performance among librarians at the National Open University of Nigeria (NOUN). It adopted a census approach with 54 librarians. The findings demonstrated that librarians exhibited high levels of competence and job performance, with a statistically significant positive correlation between the two variables. The research highlighted that competence in areas such as information retrieval, technology use, and professional development directly enhances librarians' ability to meet user needs and support institutional goals. However, the study also identified challenges such as budget constraints, inadequate training opportunities, and limited technological infrastructure, which hinder optimal performance in the context of open and distance learning⁵⁶. The implication of this

study is that librarians, as essential custodians of academic information resources, must possess a unique blend of technical skills and adaptability to efficiently manage digital collections and innovative library services.

The result of quantitative research on the job performance of academic librarians in federal university libraries in the North-West Nigeria demonstrated a high level of job performance among academic librarians in the selected federal university libraries, which was assessed through the declarative knowledge, motivation, and procedural knowledge. It was concluded that job performance contributed immensely to the effectiveness of academic librarians in the North-West region of Nigeria, while proactive measures should be taken to sustain and support the high level of job performance exhibited by academic librarians⁵⁷.

A comparative study examined the job performance of librarians and paraprofessional librarians in public libraries across South-South Nigeria. Using a descriptive survey design and total enumeration of 107 personnel, the study showed that while library services such as mobile libraries and adult literacy programs were largely absent, there was a significant difference in the extent of job performance between professional and paraprofessional staff. A key strength of the study lies in its comprehensive regional coverage and its mixed-method approach. The study identified systemic challenges like poor funding and inadequate staffing as some of the impediments to job performance among librarians⁵⁸.

Correlational research explored the relationship between demographic factors and perceived job performance among university library personnel in Southwest Nigeria. The study found statistically significant relationships between performance and

variables such as age, gender, academic qualification, designation, and years of experience. This implies that demographic factors are good predictors of job performance among librarians. The study recommended professional development to enhance the productivity of library staff⁵⁹.

Another related study focused on how demographic characteristics such as gender, marital status, and income influence task performance among library personnel in public universities in Southwestern Nigeria. Using a correlational survey design and a sample of 330 respondents, the study found that these demographic variables had both significant individual and joint influence on task performance. A notable contribution of this study is its emphasis on task-specific performance rather than general job performance, offering a more granular view of librarian productivity⁶⁰.

The study of factors inhibiting effective job performance among academic librarians in North Central Nigeria was conducted using mixed-method approach and anchored in Maslow's hierarchy of needs and task-technology fit theory. Major impediments to effective job performance were identified such as inadequate technological infrastructure, lack of motivation, and poor work environments. Recommendations for improvement include institutional investment in technology and staff development⁶¹.

Empirical research investigated the relationship between demographic variables and job performance among university librarians in South East Nigeria. Using a correlational design and a sample of 100 supervisory librarians, the study found that age, education, job position, and work experience significantly predicted both task-based and contextual performance, with education emerging as the strongest

predictor⁶². The study job performance of academic librarians in selected federal university libraries in North-West Nigeria employed a census-based survey of 221 librarians across three institutions. The study assessed job performance through declarative knowledge, procedural knowledge, and motivation, with results indicating a generally high-performance level. The study recommended sustaining high performance through proactive management⁵⁷. In contrast, another research explored the job performance of librarians in universities in South-East Nigeria using a cross-sectional survey design. The study sampled 210 librarians from 21 universities, with total enumeration approach. Anchored on the eight-factor model of job performance, the study found a high-performance level, challenging earlier assumptions of under-performance among Nigerian librarians¹.

A group of researchers investigated the influence of continuing professional development (CPD) and skills acquisition on librarian performance in Northern Nigeria, specifically in Minna and Ilorin. Their findings reiterated a significant correlation between CPD initiatives such as workshops, seminars, and in-service training, and enhanced performance metrics among librarians. The authors highlighted how access to structured training not only boosts librarians' self-efficacy but also equips them with modern ICT and reference management competencies vital for academic library environments. This study's implication for academic libraries in Nigeria is profound: for librarians to remain agile and responsive to evolving information needs, institutions must institutionalize regular CPD programs. Academic libraries, which often suffer from limited staffing and lean budgets, would benefit from advocating for targeted, low-cost training interventions that directly respond to librarians' skill gaps. Moreover, the study implicitly calls on library administrators to

view professional development as a strategic investment rather than an optional expenditure⁶³.

The above discourse was extended by focusing on public universities in Southern Nigeria, offering a more recent and comprehensive analysis of staff training and job performance. The research supports the notion that training, particularly induction and on-the-job learning significantly determines librarians' effectiveness, motivation, and ability to meet institutional goals. Notably, the study links training to competencies in information retrieval systems, digital literacy, and user-centered service delivery. For academic libraries, this research highlighted the need to adapt and localize training modules that address both foundational and advanced librarian duties. It reiterated that without systemic, needs-based training frameworks, many academic librarians may stagnate professionally, impairing the overall quality of library services. The authors' emphasis on institutional responsibility for sustainable training programmes is especially relevant given that academic libraries are often overlooked in national education funding strategies⁶⁴.

The personal knowledge and information management practices of researchers at the University of the Punjab in Pakistan was carried out using a survey research design. The study explored five dimensions of information management practices including information gathering and searching; organising, keeping, and securing data; selecting and evaluating the quality and relevance of information; spreading and sharing research information; as well as creating, analyzing, and presenting research results. The study showed that the researchers not only demonstrate high confidence in their information management abilities but also perceived themselves as gaining crucial information literacy skills in the process³².

Studies have explored the relationship between knowledge sharing behaviour and job performance among librarians in Nigerian universities, particularly in the South-West zone. The findings revealed a significant positive correlation between librarians' willingness to share professional knowledge, such as cataloguing techniques, reference services, and digital resource management, and their overall job performance. The study emphasized that knowledge sharing fosters collaboration, innovation, and continuous learning, which are essential for effective library service delivery. For academic libraries in Nigeria, this underscores the need to cultivate a culture of openness and structured knowledge exchange. Given that many academic libraries operate with limited resources, encouraging peer-to-peer learning and internal workshops could serve as cost-effective strategies to enhance staff competence and service quality³.

An examination of how information management practices correlate with service delivery in special libraries in Rivers State was carried out through a literature survey. The study highlighted a strong link between effective information management systems and improved user satisfaction and operational efficiency. The authors advocated for the adoption of standardised metadata, professional cataloguing, and robust digital storage systems. The implications for academic libraries are clear such that without structured information management frameworks, librarians may struggle to meet the dynamic needs of users in this information-driven economy. The study suggested that investing in basic information infrastructure and training in metadata standards could significantly elevate the performance of librarians in academic settings, even in resource-constrained environments⁶⁵.

A critical examination of how information management techniques, such as systematic filing, records appraisal, and digital archiving shape educational administrators' job performance in Rivers State tertiary institutions. Using a descriptive survey, the study reported that proficiency in these techniques correlates with timely decision-making and policy implementation. However, the study's reliance on self-reported measures and its exclusive focus on broad administrative roles limit its applicability to specialist contexts like librarianship. For librarians in tertiary institutions, who function at the nexus of user services and resource stewardship, these findings suggested that mastery of comparable techniques (for instance, electronic document management systems, metadata tagging, and institutional repository maintenance) could similarly enhance responsiveness to patron inquiries, streamline collection development processes, and increase the library's contribution to academic outcomes⁶⁶.

Investigation into the impact of information management competencies on job performance in state-owned university settings extends the discourse on IM competencies in areas such as data analytics, information policy formulation, and knowledge dissemination. By employing regression analysis, the study discovered that higher competency levels predict improvements in workflow efficiency and service quality. For academic libraries, this result underscores the imperative to develop competency frameworks tailored to librarianship such as integrating modules on analytical tools for usage statistics, policy for digital rights management, and strategic communication, to drive both individual performance and collective institutional impact⁶⁷.

Empirical study linking information management competencies to administrative roles performance among business-education administrators in Rivers State tertiary institutions through a mixed-methods approach reported that gaps in competencies, particularly in digital literacy and metadata standards, impede effective coordination of academic programmes and stakeholder engagement. The implication of the study for librarians in academic libraries is that as custodians of information flow, librarians must exhibit advanced competencies in areas like metadata schema design, digital preservation, and integrated library system (ILS) configuration. Embedding targeted training and continuous professional development in these areas can therefore be expected to elevate service delivery, support evidence-based collection decisions, enhance effective job performance and enhance the library's strategic role within academic environments⁸.

A survey of 165 reference librarians in Southwest Nigerian universities revealed that both verbal and nonverbal behaviours critically shape users' perceptions and satisfaction during reference interactions. The indiscriminate use of gestures, poor eye contact, and failure to acknowledge patrons were identified as persistent barriers to effective service, despite librarians' technical proficiency. For academic libraries in Nigeria, these findings imply an urgent need to embed structured interpersonal-skills modules within in-service training programmes. Exposing librarians to role-plays, simulated reference interviews, and peer-review feedback can sharpen their verbal clarity and nonverbal awareness, thereby fostering more engaging and error-free patron interactions³⁸.

Using a census of 301 librarians in South-South Nigerian universities, a correlational survey demonstrated a strong, positive relationship between interpersonal-

communication competencies and librarians' career progression. Statistical analyses revealed that librarians who scored highly on measures of active listening, empathy, and conflict resolution were more likely to secure promotions, participate in decision-making committees, and drive user-oriented innovations. The implication of this study to academic libraries suggests that elevating librarians' career trajectories and by extension their on-the-job performance, requires ongoing mentorship programmes, peer-coaching circles, and clear career-path frameworks that reward and reinforce strong interpersonal engagement with both colleagues and patrons⁶⁸.

Using a nationwide, cross-sectional survey, a group of researchers investigated the core skills and knowledge that undergird the evolving role of academic medical librarians in Iran. The survey developed a 60-item instrument distilled from a quarter-century of international literature. Items covered six areas namely reference and information services to management, technology, research methods, and personal attributes, and were rated on a five-point importance scale. Analysis of data revealed a clear stratification by educational level. Bachelor-prepared librarians ranked "general and personal competencies" (for instance, service commitment, adaptability) as paramount, followed closely by health-science reference skills. In contrast, master's-level respondents rated "management theory and techniques" above all, which was followed by reference services. Research methods emerged as a priority only for those with graduate training, while certain technology competencies (for instance, web-portal design) dropped below the importance threshold across both groups. The study concluded that these empirically confirmed competency sets offer a pragmatic blueprint for revising Iranian MLIS curricula to better align academic instruction with professional expectations⁴³.

2.3.2 Motivational Factors and Job Performance

Effective motivation plays a major role in job performance. A qualitative study investigated motivation and perceived job performance of librarians in selected universities in South-West, Nigeria. The study adopted survey design with a total enumeration method to sample 314 librarians from universities in South-West Nigeria. Findings demonstrated that a high level of perceived job performance among librarians in the selected libraries (= 4.42), with a moderate level of motivation among the librarians. The result further showed a positive relationship between motivation and perceived job performance, and thus encouraged the university library management to utilise different motivational strategies to improve the morale of the librarians for increased job performance⁶⁹.

Research on the influence of motivational factors on job performance of librarians was conducted through a survey research design with a population of 201 librarians from the nine university libraries in Ogun State, Nigeria. The study showed a moderate level of librarian's job performance. Compensation was found to be the most prevalent motivational factor, while there was a poor recognition of librarians in these institutions⁷⁰. Research on the role of motivation in librarians' job performance drew extensively from existing literature to highlight the different dimension of job performance. It perceived job performance as a set of behaviours aligned with organisational objectives, and is influenced by both intrinsic and extrinsic motivational factors. These include the presence of a supportive work environment, the use of a fair and impartial reward system, and initiatives aimed at empowering employees. Such motivational factors are considered as key drivers for boosting

librarians' ability to meet the demands of their roles and ultimately contribute to the overall goals of their institutions⁴¹.

A conceptual review addressed the impact of motivation as a catalyst for excellence in academic libraries. The study is grounded in the premise that well-motivated employees drive quality service delivery, which is critical in higher education settings where libraries support teaching, research, and community service. It underscored that libraries, as the core knowledge banks of academic institutions, must be both well-equipped and effectively managed to harness and preserve the intellectual assets of the institution. In stressing the need for robust motivational strategies whether through appropriate recognition, rewarding systems, or conducive working environments, the study called on library management to consider these factors as integral to sustaining academic excellence³⁹. Though the study primarily presents a conceptual narrative rather than empirical data, it contributes significantly to the literature on library management and organisational performance by linking librarian motivation to broader institutional outcomes. By advocating for a culture of continuous professional development and improved working conditions, the study provided a strategic framework for addressing common challenges faced by academic libraries in Nigeria.

A quantitative research set out to determine how motivational factors influence librarians' job performance in the six federal university libraries of North-East Nigeria, employing a census of 275 professionals. The study reported a moderate overall performance score alongside low motivation, with compensation rated highest and recognition lowest. Consequent upon the findings, the study called for enhanced incentives and managerial support for the librarians⁷¹.

The survey of academic libraries in Kwara State employed a total enumeration descriptive design to examine how various motivators influence library staff performance. With a 96.8 percent response rate from professional, paraprofessional, and nonprofessional cadres, the study revealed that job security and mentoring were the most potent extrinsic incentives, while opportunities to exercise one's abilities drove intrinsic motivation. On the contrary, poor welfare provisions and weak communication channels emerged as key demotivators. The findings suggested that academic libraries nationwide could boost frontline productivity by guaranteeing employment stability, instituting formal mentoring schemes, and streamlining internal communications, which are all potent measures that align staff engagement with organizational goals⁷².

A complementary investigation in Southwest Nigerian universities applied multiple regression to data from 176 library workers to demystify the roles of self-efficacy and job motivation in shaping performance. Librarians rated their task fulfillment highly, attributing it chiefly to fair compensation, recognition, promotion pathways, and benefits. Both self-belief in one's capabilities and motivational drivers individually predicted performance levels, though their combined effect fell short of statistical synergy. Barriers such as scant career-future training, underfunded development programmes, and an unsupportive organisational climate further constrained the outcomes. For academic libraries, these results underline the importance of fostering staff self-efficacy through targeted professional development, ensuring transparent reward systems, and cultivating an empowering work environment to sustain high levels of service delivery⁷³.

In the South-South region of Nigeria, an ex-post-facto study of 171 academic librarians demonstrated a clear, positive correlation between structured staff development initiatives like orientation and workshops, job rotation and mentorship, and measurable job performance. Regression analyses established that librarians who participated in these programmes reported greater efficiency, commitment, and service quality. The evidence from the study implies that academic libraries seeking to elevate their service standards should adopt comprehensive staff-development policies, including regular training cycles, career-pathway mapping, and peer-coaching, thereby transforming skill acquisition into sustained performance gains⁷⁴.

Empirical study examined how systematic training and development initiatives shape librarians' effectiveness by surveying all 102 professional staff across six federal university libraries in South-South Nigeria. The respondents identified participation in orientation sessions, computer-literacy exercises, in-service workshops, job rotations, seminars, mentorships, study leaves, and research fellowships. Analysis via mean scores and ANOVA demonstrated that these programmes positively influenced service quality, collection management, and user engagement, ultimately contributing to overall job performance. This suggest that academic libraries in Nigeria could likewise embed regular training cycles to enhance librarians' competencies, adaptability to emerging technologies, and alignment with institutional missions⁷⁵.

In Imo State, a census of 79 academic librarians explored the joint impact of working conditions and staff development on productivity, using a correlational design. The study found that adequate lighting, ergonomic workstations, reliable ICT infrastructure, and streamlined workflows significantly boosted task efficiency.

Concurrently, access to conferences, workshops, and formal development programmes correlated with higher service output and job satisfaction⁷⁶.

A survey of 275 librarians in North-East federal universities assessed motivational drivers and performance levels. With a 61 percent response rate, the study revealed only moderate job performance alongside low overall motivation. Compensation scored highest, yet recognition lagged, highlighting a disconnect between effort and acknowledgement. The result suggest that academic libraries can develop different incentive schemes to foster intrinsic motivation. Implementing clear performance-management and recognition frameworks could convert latent potential into sustained service excellence⁷¹.

A recent survey of 96 female librarians in Benue State quantitative method to explore how career-progression factors such as educational qualifications and professional development affect on-the-job effectiveness. Descriptive statistics and ANOVA confirmed that higher credentials and access to targeted training are strongly linked to improved task execution and user engagement. For academic libraries, the study restated the need to institutionalise gender-sensitive professional-growth pathways such as sponsored conference attendance, mentorship networks, and clear promotion criteria to harness the full potential of female staff and sustain service quality⁷⁷.

An investigation into organisational support in South-West libraries surveyed over 200 librarians to assess how institutional backing (from funding streams to managerial responsiveness) impacts productivity. Regression analyses revealed that streamlined access to resources, administrative encouragement for research, and prompt problem-resolution channels significantly boost librarians' output. Academic

libraries should therefore audit their support structures to create an enabling environment where librarians can translate motivation into measurable performance gains⁷⁸.

In the South-South region, a census of 762 university library personnel employed multiple regression to examine how work environment, staff development, and personal variables jointly predict job performance by using correlational design. Findings showed that ergonomic facilities, reliable ICT infrastructure, ongoing in-service training, and individual factors (for instance, educational level, experience) collectively account for 20.3 percent of performance variance. For Nigerian academic libraries, these results highlight that investment in physical infrastructure and continuous professional development can yield significant dividends in job performance, service delivery and operational efficiency⁷⁹.

A recent study investigated how motivation underpins job performance among public university librarians in Nigeria. Drawing on Herzberg's two-factor theory, the study differentiates hygiene elements (such as salary, working conditions) from true motivators (recognition, professional growth, and institutional support). Through survey data across five universities, the study found that librarians who perceive ample opportunities for skill development and receive formal acknowledgment of their achievements report higher levels of engagement, creativity, and service quality. The analysis underscores that while adequate working conditions prevent dissatisfaction, it is the presence of intrinsic drivers particularly professional autonomy and clear career pathways that most powerfully elevates librarians' performance⁸⁰. An extension of this study into the context of Pakistani academic libraries, blended motivational theory with behavioural science. The study examined how autonomy, behavioural reinforcement, and organisational

culture interact to shape librarians' productivity. Using a mixed-methods design, the authors revealed that granting librarians decision-making freedom coupled with supportive supervisory practices and purposeful feedback loops significantly boosts both efficiency and innovation in information services. Moreover, the study highlighted the role of positive reinforcement: when librarians' proactive behaviours are publicly recognised and linked to concrete rewards, task commitment and collaborative initiatives flourish⁸¹.

In a broader organisational study, researchers identified universal drivers of employee performance that resonate with the library sector. The empirical approach covers factors such as job design, training culture, autonomy, and work environment across multiple industries. They demonstrated that clearly defined roles, ongoing skill development programmes, and the empowerment of employees to shape their workflows collectively enhance job performance and productivity. Although not library-specific, their findings established a theoretical scaffold, showing that motivation emerges from a dynamic interplay between organisational infrastructure and individual psychological needs, a framework readily applicable to academic and public librarianship alike⁸². These studies collectively converge on three core themes namely autonomy, recognition, and institutional support. This body of work confirms the centrality of motivational strategies in library settings.

Pay and salary emerged as primary motivators among library professionals in the Kalyan Karnataka region, with job enrichment, clear promotion pathways, and ongoing education and training significantly boosting commitment, efficiency, and overall job satisfaction. The study also highlighted how resource shortages, communication gaps, and unclear career structures can demotivate staff, underscoring the indispensable role of administrators in crafting environments that foster intrinsic motivation and professional

growth⁸³. In another study, intrinsic and extrinsic motivational factors were found to exert strong positive effects on the job performance of higher education library staff, with transformational leadership styles significantly amplifying this relationship. When supervisors adopted participative decision-making and provided targeted feedback, librarians reported higher productivity, greater innovation in service delivery, and improved team collaboration. Conversely, more transactional or authoritarian leadership approaches weakened the motivation-performance link, suggesting that leadership style functions as a critical moderator in converting motivational initiatives into tangible performance gains⁸⁴

Emphasising the multifaceted nature of motivation, a structured questionnaire was administered across eight public university libraries to measure how both internal and external incentives shape librarians' effectiveness. The study distinguished between hygiene factors such as competitive salaries and safe work environments, and true motivators such as professional development opportunities, formal recognition, and autonomy over tasks. Regression analyses revealed that intrinsic drivers, notably professional autonomy and acknowledgment by supervisors, account for a larger share of performance variance than extrinsic rewards alone. Based on these findings, the author advocates for tailored reward schemes, ongoing skills training, and participative decision-making to foster sustained high performance among academic library personnel⁸⁵.

Adopting a quantitative survey design in six federal university libraries, empirical research measures job performance through task-specific and contextual metrics while parsing motivation into extrinsic and intrinsic components. With instrument reliability confirmed by Cronbach's alpha values between 0.83 and 0.92, data from 239 librarians demonstrate a significant predictive relationship: motivation explains 18.7% of job performance variance ($\text{Adj. } R^2 = 0.183$, $F(1, 237) = 54.415$, $p < 0.05$). Intrinsic

motivators such as sense of achievement, autonomy, and collegial appreciation yielded higher mean scores than extrinsic rewards like salary increments, underscoring the primacy of psychological fulfilment in driving librarian job performance and productivity. The authors recommend that library administrations cultivate supportive work environments, implement formal recognition mechanisms, and provide targeted training programs to amplify performance⁸⁶.

Surveying 243 librarians across thirty-three private universities, another empirical study identified five core motivation dimensions including self-actualization, social affiliation, self-esteem, physiological factors, and security, and examined their prevalence within library settings. Descriptive statistics showed uniformly high motivational levels (mean scores above 3.00 out of 4.00), with self-actualization emerging as the most potent driver ($X = 3.24$). Despite institutional differences, librarians consistently rate opportunities for personal growth and meaningful contribution above basic security needs, indicating a workforce deeply invested in intrinsic career fulfilment. The study concluded that regular, context-sensitive motivational interventions are essential for sustaining librarians' morale and recommended periodic assessment of motivational profiles to inform management strategies⁸⁷.

In a comprehensive analysis of motivational interventions documented in university library literature, a review of literature synthesised findings on reward systems, leadership practices, training initiatives, and organizational climate dynamics. It highlighted that different motivational practices ranging from participatory leadership and peer recognition programmes to structured promotion pathways and resource provision, consistently correlate with elevated staff engagement, reduced turnover intent, and enhanced service delivery metrics. Notably, the authors underscored the interplay

between intrinsic satisfaction (mastery, purpose) and extrinsic support (resources, equitable policies) as critical for holistic performance improvements⁴¹.

Exploring the potency of motivation as a catalyst for library personnel effectiveness, a mixed-method research deployed fact-finding interviews and questionnaires across three Nigerian universities. Two hypotheses, addressing the necessity of motivation for efficiency and the prevalence of financial incentives, were both confirmed. Findings revealed that without adequate motivation, inefficiency becomes entrenched, and that financial methods reign supreme among motivational tools. Nevertheless, a holistic reward system encompassing job enlargement, enrichment, promotions, awards, and non-monetary benefits emerged as critical for sustaining high performance among library personnel. The authors urged university libraries to institutionalise continuous motivational practices to drive personnel effectiveness⁸⁸. Reviewing existing scholarship on Nigerian academic libraries, a synthesis of literature identified seven core drivers of staff performance including work environment, motivation, training, timely salary disbursements, organisational politics, job satisfaction, and career advancement. By weaving empirical insights from diverse studies, the authors demonstrated how each element from a supportive work atmosphere to formal reward schemes shapes librarians' productivity and service quality. They pointed out that periodic assessment of motivational profiles and the design of context-sensitive interventions are key to unlocking sustained performance gains. Ultimately, the review recommended that library authorities should embed these evidence-based motivators into strategic planning to elevate academic library outcomes⁸⁹.

A mixed-respondent study of 180 professional and non-professional staff in six Nigerian university libraries explored how motivation and satisfaction correlate with performance. Findings indicated uniformly high motivation driven by regular pay and job security, yet

job satisfaction peaked only when staff maintained frequent peer interactions. Professional librarians reported significantly higher motivation than non-professionals, and correlation analyses confirmed that both motivation and satisfaction independently and jointly predict job performance. The authors advise targeted interventions to uplift non-professional staff's morale and foster peer-networking opportunities for broad-based performance gains⁹⁰.

Exploring the link between work motivation and workplace productivity among academic librarians in Punjab and Islamabad, this quantitative study deployed a structured questionnaire and applied descriptive and inferential statistics. Findings revealed that library professionals possess uniformly high levels of work motivation and that this motivation significantly predicts their productivity, independent of gender, rank, or institutional affiliation. Both intrinsic drivers such as professional pride and autonomy and extrinsic rewards like financial bonuses and formal recognition emerged as vital energisers that enable librarians to deliver higher-quality services. The authors argued that sustained motivational initiatives, encompassing clear career pathways, skill-building opportunities, and regular feedback, are essential for optimising librarians' performance and overall library effectiveness⁹¹.

Investigating how motivation and continuing professional development (CPD) jointly influence reference librarians' job performance and satisfaction in Pakistan, 123 professionals were surveyed across 79 university libraries. Using regression analyses grounded in an extended theory of motivation, the study demonstrated that intrinsic and extrinsic motivators supported by access to CPD activities exert a strong positive effect on both performance and job satisfaction. Key drivers include the expectation of tangible benefits, fulfilment of meta needs (self-actualization, esteem), and engaging work challenges. The research culminated in a theoretically informed framework that guides

human resource managers in designing integrated motivation and CPD programs to elevate librarians' commitment and service quality⁹².

Surveying 201 librarians from nine university libraries in Ogun State, Nigeria, descriptive examination of how various motivational factors shape job performance was conducted among librarians. Using a validated questionnaire and total enumeration sampling, the study discovered that overall job performance was moderate, while the extent of motivation was low. Compensation emerged as the most prevalent motivator, whereas formal recognition of librarians' contributions scores the lowest. The study underscores that insufficient motivational support undermines service quality and productivity, leading the authors to recommend that library management intensify both monetary and non-monetary incentives especially recognition programmes and professional development to boost librarians' morale and performance⁹³.

A conducive work environment exerts a powerful influence on both motivation and job satisfaction, which in turn affect productivity and service quality. Surveying 103 retailers in Klang Valley with instruments measuring physical workspace, social climate, and motivational orientations, the study found that high-quality facilities, clear communication channels, and structured recognition programmes significantly boost autonomous motivation while reducing amotivation. External regulation and environmental quality emerged as strong predictors of overall job satisfaction, demonstrating that workplace design and managerial practices can either enhance or inhibit employees' drive to excel. For academic librarians, these perspectives underscore the importance of ergonomic workspaces, inclusive decision-making processes, and transparent reward mechanisms to reinforce librarians' commitment, satisfaction, and ultimately their performance in information service delivery⁹⁴.

Investigating the role of leadership style on job performance in university libraries, 164 library staff reported varied adoption levels of transformational, transactional and laissez-faire approaches. Inferential analyses reveal that transformational and transactional styles exert a significant, positive influence on core performance outcomes enhancing task execution, innovation in service delivery and collaborative behaviour whereas laissez-faire leadership shows minimal impact. A combined regression model confirms that leaders who articulate clear vision and apply contingent rewards most effectively mobilise librarians' motivation for superior job performance. The study concludes by recommending that library administrations weave transformational and transactional leadership practices into manager training and evaluation systems to optimise staff effectiveness⁹⁵. A related empirical study demonstrated that perceived motivational ingredients such as promotion opportunities, compensation packages and a conducive work environment recorded high mean scores and coincide with equally elevated job performance ratings across task, adaptive and contextual dimensions. The positive, statistically significant relationship between motivation and performance highlights how both extrinsic rewards and supportive workplace conditions drive librarians' efficiency, adaptability and overall service quality. Based on these findings, the authors urged library leadership to institutionalise robust promotion frameworks, financial and non-financial incentives, and continuous workplace enhancements to sustain high performance in academic library settings⁹⁶.

2.4 Conceptual Model

The diagram in Figure 2.3 represents the conceptual model developed from the literature to guide this study.

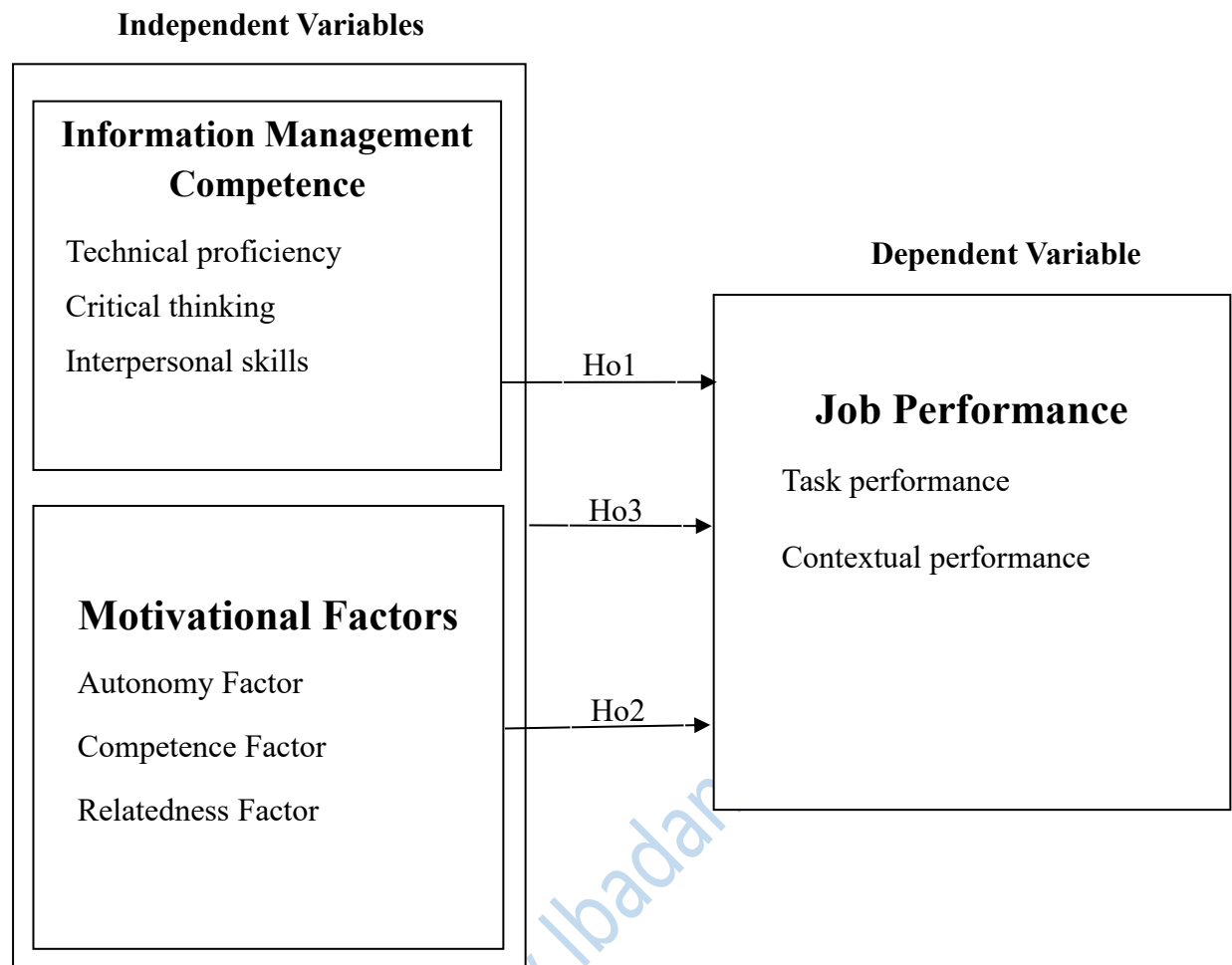


Fig. 2.3: Model on Information Management Competence, Motivational Factors and Job Performance

Source: Researcher's Conceptual Model, 2025

The conceptual model shown in Figure 2.3 depicts the relationship between the dependent and independent variables of the study. For this study, the dependent variable is job performance of librarians in tertiary institutions while the two independent variables are information management competence (IMC) and motivational factors (MF). Each of the independent variables is assumed to directly influence the dependent variable, that is, job performance of librarians. As shown in the Figure 2.3, information management competence with its sub-metrics has a direct relationship with job performance, which informs the first hypothesis (Ho1) that there

is no significant relationship between information management competence and job performance of librarians. Similarly, the arrow linking motivational factors to job performance shows a likely relationship leading to the second hypothesis (Ho2) that there is no significant relationship between motivational factors and job performance of librarians in academic libraries. These two dependent variables are assumed to provide a relative contribution to job performance. Lastly, the combination of all the two independent variables as shown by the arrow labeled Ho3 indicates a joint influence or contribution of these variables to job performance of librarians in tertiary institutions.

2.5 Summary of Reviewed Literature

A comprehensive review of related literature was carried out on the dependent and independent variables of this study. Preliminary literature search was conducted to source for relevant articles using different search techniques and electronic databases such as Google search, Google Scholar, African Journals Online (AJOL), Digital Commons and academic databases like science direct. The review was structured into conceptual review, where various concepts and variables relating to the study were generally explored with definitions from scholars' perspectives; theoretical review which looked at the various theories relating to each of the variables of the study. And the empirical review which looked at what other researchers have reported on each of the variables of the study.

Conceptual review was conducted for information management competence, motivational factors and librarians' job performance and their submetrics. Perceptions and definitions of the dependent and independent variables with their sub-metrics by

various scholars in the field of library science and related disciplines were extensively reviewed. This review was conducted to situate the present study within the context of previous research in library theory and practice.

The theoretical review section was dedicated to relevant theories to support the dependent and independent variables of the study. The Job Performance Theory by John Campbell was used to support the dependent variable (librarian's job performance), the Competence-Based Theory (CBT) was used to explain information management competence, while Self-Determination Theory (SDT) was used for motivational factors. As shown in the review, the Job Performance Theory offers a robust lens through which librarian's job performance can be examined. According to the theory, job performance of librarians in tertiary institutions can be assessed through declarative knowledge, procedural knowledge and skills, and motivation. The Competence-Based Theory identified various constructs through which the information management competence of librarians in tertiary institutions can be measured such as technical proficiency (relating to skills in the use of various library tools for job routines), critical thinking (for information retrieval and informed decision-making), and interpersonal skills (for communicating and relating with library users). Self-Determination Theory explains the various motivational factors affecting the job performance of librarians in terms of autonomy, competence and relatedness.

Empirical studies on librarian's job performance, information management competence and motivational factors affecting librarians job abound in the scientific and academic databases. Through the literature, it was discovered that a lot of research has been done on job performance in relation to librarians in tertiary

institutions including colleges, polytechnics and universities, and this was extensively explored and contextualised. Related studies on motivational factors and job performance showed that this area of study has been well researched. This area of research was very common in academic and university libraries which is the coverage of this study. A significant portion of this review was also dedicated to the relationship between information management competence and job performance of librarians indicating that librarians need the right skills and knowledge to function effectively in their given task.

Another significant part of this review is the conceptualisation of the entire research process using a model. This was presented with the aid of a diagram which highlights the dependent and independent variables, showing their related submetrics which were used to measure the variables. The conceptual framework also shows the possible relationship between the dependent and independent variables with the aid of arrows. This further helps to derive the hypotheses for the study.

Endnotes

1. O. A. Nwokike, and V. E. Unegbu. *Evaluating the Job Performance of Librarians in Universities in South-East, Nigeria*. **Library Philosophy and Practice (e-journal)**. 2536, 2019. <https://digitalcommons.unl.edu/libphilprac/2536>
2. M. O. Igbinoia & S.O. Popoola. *Organisational Culture and Emotional Intelligence as Predictors of Job Performance among Library Personnel in Edo State, Nigeria*. **Journal of Information Science Theory and Practice**, 4 (2), 2016, 34-52.
3. A. O. Odunewu, & Y. Haliso. *Knowledge sharing behaviour and librarians' job performance in Nigerian Universities*. **Library Philosophy and Practice (e-journal)**. 2019. 2396. <https://digitalcommons.unl.edu/libphilprac/2396>
4. V. E., Unegbu, Yemisi T. Babalola, and C. B. Basahuwa. *The Role of Motivation in Librarians' Job Performance in Public University Libraries*. **Journal of Management Information Systems & E-commerce** 7 (1), 2020, 1-12.
5. J. P. Campbell, R. A. McCloy, S. H. Oppler & C. E. Sager. *A Theory of Performance*. In Schmitt, N. & Borman, W. C. **Personnel Selection in Organisations** 1993. San Francisco: Jossey-Bass. 35–70
6. B. Agboola. *Impact of ICT on Information Retrieval System in Academic Libraries: The Experience of Federal University Gashua Library, Yobe State, Nigeria*. **Library Philosophy and Practice (e-journal)**. 2350. 2019. <https://digitalcommons.unl.edu/libphilprac/2350>
7. A. M. Abdulkarim. **Introduction to Information Management System: Foundation of Information Management System Reading Material, Federal College of Education (Tech.), Omoku**. Omoku. Basjos Print. 2019.
8. F. I. Ogolo and Agbagbue, A.O.S. *Business Education Administrators' Information Management Competencies and Administrative Roles Performance in Rivers State Tertiary Institutions*. **Nigerian Journal of Business Education (NIGJBED)** 7(1) 2020, 258-270
9. G. Kolibacova. *The Relationship Between Competency and Performance*. **ACTA Universitatis Agriculturae et Silviculture Mendellianae Brunensis**. 63 (138), 2014, 1315- 1338
10. P. Lotich. **12 Competencies Every Manager Should Master. Thriving Small Business**. 2019. Retrieved online from <http://thethrivingsmallbusiness.com/manager-competencies/>
11. Vichita, V. & Jintawee, T. *Competency Requirements for Effective Job Performance in the Thai Public Sector*. **Contemporary Management Research**, 3 (1), 2007, 45-70.

12. ARMA International. **Records and Information Management Core Competencies**. ARMA International, 2017.
13. A. I. Solomon. *Office Technology and Management Educators' Self Appraisal on Information and Communication Technology*. **International Journal of Advanced Academic Research**, 5 (5), 2019, 34-43.
14. Z. Ait-Haddouchane, S. Bakkali, S. Ajana, and K. Gassemi. *The Application of the Competency-Based Approach to Assess the Training and Employment Adequacy Problem*. **International Journal of Education (IJE)**, 5 (1), 2017:1-18.
15. Association of Canadian Archivists. **Competency Framework**. 2024. <https://archivists.ca/resources/Documents/2024-ACA%20Competency%20Framework.pdf>
16. Association for Library Service to Children (ALSC). **Competencies for Librarians Serving Children in Public Libraries**. 2020. <http://www.ala.org/alsc/edcareers/alsccorecomps>
17. North American Serials Interest Group (NASIG). **Core Competencies for Electronic Resources Librarians**. 2021. <https://www.nasig.org/Competencies-Eresources>
18. Government Knowledge and Information Management Network (UK). **Government Knowledge and Information Management (GKIM) Skills Framework**. 2022. https://assets.publishing.service.gov.uk/media/63ce61fd8fa8f53fe6b1b3e9/GKIM_Skills_Framework_-_static.docx
19. American Productivity & Quality Center (APQC). **Core Competencies for Knowledge Management Teams**. 2022 <https://www.apqc.org/resource-library/resource-listing/core-competencies-knowledge-management-teams>
20. American Library Association. **ALA's Core competencies of Librarianship**. 2023. https://www.ala.org/sites/default/files/educationcareers/content/2022%20ALA%20Core%20Competences%20of%20Librarianship_FINAL.pdf
21. L. Saunders. *Core Knowledge and Specialized Skills in Academic Libraries*. **C&RL Online**, 81(2), 2020. <https://crl.acrl.org/index.php/crl/article/view/24336/32167>
22. N. Megahed. *A Critical Review of the Literature and Practice of Competency Modelling*. **KnE Social Sciences**, 3(10), 2018: 104–126. <https://doi.org/10.18502/kss.v3i10.3106>
23. A. M. Johnson. *Connections, Conversations, and Visibility: How the Work of Academic Reference and Liaison Librarians is Evolving*. **Reference & User Services Quarterly**, 58(2), 2019: 91-102.

24. M. Deildok, A. Hjerpe, G. Smed, and T. Vind. *Future Library Competencies: Updates on Public and Research Libraries in Scandinavia*. **Scandinavian Library Quarterly**, 49 (3), 2016: 1-9. <http://slq.nu/wp-content/uploads/2016/09/SLQ-3.20161.pdf>
25. Canadian Association of Research Libraries. **Competencies for Librarians in Canadian Research Libraries**. 2020. <https://www.carl-abrc.ca/wp-content/uploads/2020/09/Competencies-Final-EN-1-2.pdf>
26. M. Fraser-Arnott. *Competencies for Information Specialists in Emerging Roles*. **Library Management** 38(1), 2017, 66.
27. C. Downey and S. Franklin. **New Competencies in the Digital Era**. Ottawa: Library and Archives Canada, 2017.
28. RUSA Task Force on Professional Competencies. *Professional competencies for reference and user services librarians*. **Reference & User Services Quarterly**. Sep 7, 2017, 1-10. <https://www.ala.org/sites/default/files/rusa/content/RUSA%20Professional%20Competencies%20Final%2008-31-2017.pdf>
29. Australian Library and Information Association (ALIA). **LIS Workforce Framework - ALIA Framework of Skills, Knowledge and Ethics for the Library and Information Services Workforce**. 2025. [https://www.alia.org.au/common/Uploaded%20files/ALIA-Docs/2025/Revised_Framework_July_2025\[7\].pdf](https://www.alia.org.au/common/Uploaded%20files/ALIA-Docs/2025/Revised_Framework_July_2025[7].pdf)
30. Special Libraries Association (SLA). **Competencies for Information Professionals**. 2016. <https://sla.org/page/competencies>
31. F. Truyen. *Personal Information Management: the Information Companion*. **Proceedings of EDULEARN10 Conference**, 5th-7th July 2010, Barcelona, Spain.
32. Q. U. A. Saleem, K. Ameen, and M. Ashiq. *Personal Knowledge and Information Management Practices of Life Sciences Research Students in Pakistan*. **Malaysian Journal of Library & Information Science**, 24 (2), 2021, 107-123. <https://doi.org/10.22452/mjlis.vol24no2.6> Page 107
33. E. L. Deci and R. M. Ryan. *The 'What' and 'Why' of Goal Pursuits: Human Needs and the Self-Determination of Behavior*. **Psychological Inquiry**, 11, 2000, 227-268. https://doi.org/10.1207/S15327965PLI1104_01
34. Black, S.; Allen, J. D. *Foster Intrinsic Motivation*. **The Reference Librarian**, 58(1), 2017, 91-105.
35. Haliso, Y. *Extrinsic Motivational Factors and Job Performance of Library Personnel in Universities and Institutes of Agriculture in Nigeria*. **Academia.edu**.. 2019

36. Barbakoff, A. *Libraries Build Autonomy: A Philosophical Perspective on the Social Role of Libraries and Librarians*. **Library Philosophy and Practice**. 2010.
37. Rajpurkar, S. S. *Changing Role of College Librarians in Autonomous Environment: A Study*. **SRELS Journal of Information and Knowledge Management**. 5, 2022.
38. O. A. Akinwoye. *Librarians' Use of Interpersonal Communication Skills for Effective Reference Services in Academic Libraries in Southwest Nigeria*. **International Journal of Research in Interdisciplinary Studies IJRIS**, 1(1), 2023, 3-15.
39. J. O. Adekunle and D. J. A. Ogunleye, *Motivating Librarians: A Catalyst for Excellence in Public University Libraries*. **Advance Journal of Management and Social Sciences** 7(4), 2023, 129–152, accessed online, <https://aspjournals.org/Journals/index.php/ajmss/article/view/510..>
40. J. P. Campbell, R. A. McCloy, S. H. Oppler & C. E. Sager. *A Theory of Performance*. In Schmitt, N. & Borman, W. C. **Personnel selection in organisations**, 1993. San Francisco: Jossey-Bass. 35–70
41. W. O. Anyim and M. Onyegbula. *Review of Motivational Practices and Job Performance of Staff in University Libraries*. **Library Philosophy and Practice (e-journal)**. 6522. 2021 <https://digitalcommons.unl.edu/libphilprac/6522>
42. J. L. Soutter. *Academic librarian competency as defined in the library and information science journal literature*. **Partnership: The Canadian Journal of Library and Information Practice and Research**, 6(2), 2011, 1–18. <https://journal.lib.uoguelph.ca/index.php/perj/article/view/1991>
43. P. Abotalebi and Mohammad-Hossein Biglu. *Identification of Competencies for Professional Staff Of Academic Medical Libraries in Iran*. **Open Access Library Journal** 4(6), 2017, 1-13. doi: <http://10.4236/oalib.1103657>
44. E. L. Deci and R. M. Ryan. **Intrinsic Motivation and Self-Determination in Human Behavior**. New York, NY: Plenum. 1985.
45. E. L. Deci and R. M. Ryan. *The 'What' and 'Why' of Goal Pursuits: Human Needs and the Self-Determination of Behavior*. **Psychological Inquiry**, 11, 2000, 227–268. https://doi.org/10.1207/S15327965PLI1104_01
46. R. M. Ryan and M. Lynch. *Motivation and Classroom Management'*, in R. Curren (ed.), **A Companion to the Philosophy of Education**, pp. 260-71. Malden, MA: Blackwell Publishing. 2003.

47. R. M. Ryan and E. L. Deci. **Self-Determination Theory: Basic Psychological Needs in Motivation Development and Wellness**. New York, NY: Guilford Press. 2017.
48. R. M. Ryan and J. P. Connell. *Perceived Locus of Causality and Internalization*. **Journal of Personality and Social Psychology**, 57, 1989, 749-761.
49. R. M. Ryan. *Agency and Organization: Intrinsic Motivation, Autonomy and the Self in Psychological Development*. In J. Jacobs (Ed.), **Nebraska Symposium on Motivation: Developmental Perspectives on Motivation**, 40 pp. 1–56. Lincoln, NE: University of Nebraska Press. 1993
50. R. J. Vallerand. *Toward a Hierarchical Model of Intrinsic and Extrinsic Motivation*. In M. P. Zanna (Ed.), **Advances in Experimental Social Psychology** (Vol. 29, pp. 271-360). San Diego, CA: Academic Press. 1997.
51. R. J. Vallerand. *Deci and Ryan's Self-determination Theory: a View From the Hierarchical Model of Intrinsic and Extrinsic Motivation*. **Psychological Inquiry** 11(4), 2000, 312-318.
52. R. Koestner and G. F. Losier. *Distinguishing Three Ways of Being Highly Motivated: A Closer Look at Introjection, Identification, and Intrinsic Motivation*. In E. L. Deci & R. M. Ryan (Eds.), **Handbook of Self-Determination Research** (pp. 101–121). Rochester, NY: University of Rochester Press. 2002
53. C. E. Ackerman. *Self-Determination Theory and How It Explains Motivation*. **Positive Psychology**, 33, 2018. <https://positivepsychology.com/self-determination-theory/>
54. R. M. Ryan, J. Kuhl, and E. L. Deci. *Nature and Autonomy: Organizational View of Social and Neurobiological Aspects of Self-Regulation in Behavior and Development*. **Development and Psychopathology**, 9, 1997, 701-728.
55. M. Gagné and E. L. Deci. *Self-Determination Theory and Work Motivation*. **Journal of Organizational Behavior**. 26(4), 2005, 331-362.
56. M. Y. Umar, & A. H. Abubakar. *Exploring the link between professional competence and job performance of librarians: A case study of the National Open University of Nigeria*. **Nigerian Journal of Library and Information Science**, 5(1), 2024, 45–56. <https://ndjlis.fuotuo.ke.edu.ng/index.php/ndjlis/article/download/86/62/128>
57. M. K. Sahabi, E. S. Unobe, & M. A. Abdullahi. *Job Performance of Academic Librarians in Selected Federal University Libraries in North-West, Nigeria*. **Samaru Journal of Information Studies** 23(2), 2023, 24-36.

58. E. A. Urhefe-Okotie, V. N. Okafor, and O. P. Ijiekhuamhen. *A Comparative Study of Library Services and Job Performance of Librarians and Paraprofessional Librarians in Public Libraries in South-South Nigeria*. **Performance Measurement and Metrics** 23(1), 2022, 1-12.
59. F. A. Adekunle, and D. O. Ikegune. *Demographic Factors as Correlate of Perceived Job Performance of University Libraries' Personnel in Southwest, Nigeria*. **Communicate: Journal of Library and Information Science** 26(2), 2024, 21-35.
60. W. J. Oyedipe and S. O. Popoola. *Demographic Characteristics as Factors Influencing Task Performance among Library Personnel in Public Universities, Southwestern Nigeria*. **Journal of Indian Library Association** 58(1), 2022, 107-121.
61. J. O. Kutu and O. Olabode. *Information Resources Availability, Utilisation and Job Performance of Academic Librarians in Selected University Libraries in North-Central Nigeria*. **Library Philosophy & Practice** 2020.
62. I. Ugwu., and M.E. Ugwu. *Demographic Variables and Job Performance of Librarians in University Libraries in South East Nigeria*. **Library Philosophy & Practice** 2017.
63. K, A Saka, G. U. Oyedum, and Isa Sali Song. *Influence of Continuing Professional Development and Skills Acquisition on Librarians' Performance in Two State Capitals in Northern Nigeria*. **Journal of Balkan Libraries Union** 4(1), 2016, 1-7.
64. S. O. Fabunmi, Chinyere N. Ikonne, and Ezinwanyi Madukoma. *Staff Training as Determinant of Job Performance of Librarians in Public Universities in Southern Nigeria*. **Communicate: Journal of Library and Information Science** 25(1), 2023, 3-20.
65. C. W. Eleto, B. E. Ahiauzu, and E. I. Obilor. *Information Management Practices as Correlate of Service Delivery in Special Libraries in Rivers State, Nigeria*. **Library Philosophy and Practice** 2024, 1-13.
66. E. O. Amadi and F. E. Akpelu, *Information Management Techniques and Educational Administrator's Job Performance in Tertiary Institutions in Rivers State*, **BW Academic Journal** 2022, 9.
67. H. Boma-Siaminabo, *Assessing the Impact of Information Management Competencies on Job Performance in State-Owned Universities in Rivers State*, **BW Academic Journal** 2022, 8.
68. A. C. Ekeruche, & Echedom, A. U. *Interpersonal Skills as Correlate of Career Development among Librarians in Academic Libraries in South-South Nigeria*. **Information Impact: J. of Information & Knowledge Management**, 14(1), 2023, 157-171.

69. A.O Simisaye, B. Ogunbanjo and A.B. Oshinaike. *Motivation and Perceived Job Performance for enhanced efficiency among Librarians in University Libraries, in South-West, Nigeria. Global Review of Library and Information Science (GRELIS)*, 20(1), 2024, 59-82
70. A. M. Sulaimon, H.O Okunnu, J.O. Monu and E.M. Ekeh. *Motivational Factors and Job Performance of Academic Librarians in University Libraries in Ogun State, Nigeria. International Journal of Library and Information Science Studies*, 8 (2), 2022, 1-16
71. S. O. Fabunmi, Chinyere N. Ikonne, and Ezinwanyi Madukoma. *Staff Training as Determinant of Job Performance of Librarians in Public Universities in Southern Nigeria. Communicate: Journal of Library and Information Science* 25(1), 2023, 3-20.
72. N. O. Abddulraheem, M. O. Abdulrazaq, S. R. Nuhu, A. K. O. Yusuf & I. O. Yahaya. *Motivation as A Determinants of Job Performance of Library Staff in Selected Academic Libraries in Kwara State. Inkunabula: Journal of Library Science and Islamic Information* 3(1), 2024, 26-41.
73. T. O. Oyetunji, I. I. Abdulwahab, & G. O. Eromosele. *Self-Efficacy and Job Motivation as Determinants of Performance of Library Staff in Southwest Universities, Nigeria. Insaniyat: Journal of Islam and Humanities* 9(1), 2024, 91-106.
74. F. O. Ogar, & W. O. Nkanu. *Staff development as a predictor of job performance of academic librarians in university libraries in South-South, Nigeria. Journal of Library Services and Technologies* 4(1), 2022, 29-42.
75. M. I. Anyaegbu & N. B. Wali. *Influence of Staff Training and Development on Librarians' Job Performance in Federal University Libraries in South-south Nigeria.* 2021.
76. A.U. Echedom, & A.P. Ezeogu. *Working Conditions, Staff training and Development Programmes as determinants of Librarians' Productivity in Academic Libraries in Imo State, Nigeria. UNIZIK Journal of Research in Library and Information Science*, 5(1), 2020, 42-53.
77. C. Tyopev, G. M. Nna-Etuk & T. M. Agbidye. *Female librarians' career progression and job performance in academic libraries in Benue State, Nigeria. International Journal of Applied Technologies in Library and Information Management* 10(3), 2024. 45-59.
78. K. O. Ogunbote, & V. E. Unegbu. *Influence of Organisational Support on Librarians' Productivity in Public Libraries in South-West, Nigeria. Tin-City Journal of Library, Archival and Information Science* 12(1), 2023, 40-55.

79. E, B, E, Eyo. *Work Environment, Staff Development and Personal Variables as Contributors to Job Performance of Library Personnel in Public Universities in South-South, Nigeria*. **Journal of Library Services and Technologies** 6(1), 2024, 15-25.
80. C. E. Afolabi, & O. S. Adeoye. *The Connection Between Motivation and Job Performance: a Study of Public University Librarians*. **Journal of Communication, Media Studies, and Digital Culture** 1(1), 2025, 19-33.
81. K. Shahzad, S. A. Khan, A. Iqbal, and O. Shabbir. *Effects of Motivational and Behavioral Factors on Job Productivity: An Empirical Investigation from Academic Librarians in Pakistan*. **Behavioral Sciences**. 13(1), 2023, 41.
82. A. D. Diamantidis, and P Chatzoglou. *Factors Affecting Employee Performance: An Empirical Approach*. **International journal of productivity and performance management**. 68(1), 2019, 171-93.
83. K. T. Kumar. *Factors Influencing the Motivation of Library Professionals: A Study of the Kalyan Karnataka region*. **International Journal of Information Dissemination and Technology**,14(3), 2024, 113-6.
84. H. A. Sanjrani, I. A. Abro, and M. R. Khaskeli. *Effects of Work Motivation on the Job Performance of Higher Education Library Staff: Moderating role of Leadership Style*. **Social Science Review Archives**, 3(3), 2025, 82-91.
85. A. O. Taiwo. *Inspiring Excellence: Unraveling the Influence of Motivation on Job Performance in Public University Libraries*. **Hollex Journal of marketing and Mass Communication**.10(3), 2022, 7-22.
86. A. Adeola, and R. O. Owolabi. *Motivation and Job Performance of Librarians in Nigerian Public Universities*. **PLASU Journal of Library, Archival & Information Science** 2 (2), 2025, 131-146.
https://www.plasujalis.com/published_manuscripts/vol-2-2-2025/PLASUJALIS-4292-30-68.pdf
87. S. A. Oguntayo, V. E. Unegbu, A. I. Kayode, F. Okocha, H. Dapo-Asaju, C. Adewumi, and R. O. Ibrahim. *Job Motivators Among Librarians in private University Libraries in South-West, Nigeria*. **Journal of Library Services and Technologies**.6(1), 2024, 148-158.
88. T. Dina, and G. O. Olowosoke. *The Effect of Motivation and Job Performance on Library Personnel Effectiveness in Universities Libraries in Nigeria*. **Library Philosophy and Practice (e-journal)**.2042, 2018, 1-28.
89. Y. A. Japheth Abdulazeez, E. A> Afolami, O. M. Ogunleye, O. A. Yusuf, J. O. Philip, and O. A. Ojo. *Factors Advancing Job Performance Among Staff in Nigerian*

Academic Libraries: A Review of Literature. The Catalyst Journal of Library and Information Literacy-CJLIL. 4(1), 2025, 124-33.

90. A. Tella, O. A. Ibinaiye. *Correlates of Staff Motivation, Satisfaction, and Job Performance of Library Staff in Selected Nigerian University libraries. International Information & Library Review.* 52(1), 2020, 32-49.
91. A. Hamid, and M. Younus. *Effect of Work Motivation on Academic Library Professionals' Workplace Productivity. Library Philosophy and Practice.* 2021, 1-26.
92. K. Shahzad, and S. A. Khan. *Impact of Motivation and Continuing Professional Development Upon Job Performance and Satisfaction Level of Reference Librarians in Pakistan: An Empirical Investigation. Global Knowledge, Memory and Communication.* 74(5/6), 2025, 1487-510.
93. A. M. Sulaimon, H. O. Okunnu, J. O. Monu and E. M. Ekeh. *Motivational Factors and Job Performance of Academic Librarians in University Libraries in Ogun State, Nigeria. International Journal of Library and Information Science Studies,* 8(2), 2022, 1-16.
94. N. N. Nizamuddin, and D. Mokhtar. *Working Environment, Employee Motivation and Job Satisfaction among Retailers in Klang Valley. International Journal of Academic Research in Business and Social Sciences,* 14(1), 2024, 2155-2165
95. G. O. Quadri, G. M. Obaseki, and D. O. Bakare. *Influence of Job Motivation on Effective Job Performance of Library Personnel in Universities. International Journal of Knowledge Content Development & Technology.* 14(4), 2024, 07-24.
96. G. O. Quadri, G. M. Obaseki, and D. O. Bakare. *Leadership Styles and Job Performance of Library Personnel in Oyo State University Libraries. MiddleBelt Journal of Library and Information Science.* 21, 2023, 11-27.

Chapter Three

Methodology

This chapter explains the methods, techniques and approaches that guide the conduct of this study. The research methodology for this study will describe the research design, the study population, sample size and sampling procedure, research instruments, validity and reliability of research instruments, method of data collection and analysis.

3.1 Research Design

The survey research design was adopted for this study. This method involves the "collection and analysis of data obtained from individuals, usually through questionnaires"¹. The survey design quantitatively describes patterns, attitudes, or perceptions within a population by analysing data collected from a representative sample. The survey design is grounded in the positivist paradigm, which relies on quantitative method of data collection². Survey research design represents one of the most frequently used quantitative research approaches in education and social research. The survey design aims to measure the qualities of a specific target population considering a part of that population named sample by using a designed instruction recognized as a questionnaire and adopting statistical methods³. This design allows the researcher to gather a large amount of data from a broad population. Survey research has been identified as one of the research methods used by social scientists to seek answers to research questions.

3.2 Population of the study

The population of this study consists of librarians in public tertiary institutions in Oyo State. This includes government-owned colleges, polytechnics and universities in Oyo State. These comprise of four universities, three colleges, and three polytechnics with a total of 110 librarians in 10 institutions. The population is presented in Table 3.1

3.1: Study Population

S/N	Name of Institution	Librarians
1	University of Ibadan, Ibadan	24
2	Ladoke Akintola University of Technology, Ogbomoso	20
3	Emmanuel Alayande University of Education	8
4	Abiola Ajimobi University, Ibadan	5
5	Oyo State College of Education, Lanlate	5
6	Oyo State College of Agriculture and Technology Igbo-Ora	5
7	Federal College of Education (Special), Oyo	21
8	The Polytechnic Ibadan, Ibadan	11
9	Adeseun Ogundoyin Polytechnic, Eruwa	5
10	The Oke Ogun Polytechnic, Saki	6
TOTAL		110

Source: Librarian's Office of each institution

3.3 Sample Size and Sampling Technique

The sample size of the study was 110. Sample can be described as a subset of a population, which is purposively or statistically selected by a researcher for investigation. The sample usually bear the characteristics of the general population and the result derived from the sample is usually generalised to the entire population. Thus, this study adopted a total enumeration technique where all participants were

used for the study. This is due to the small size of the study population. This method is also known as the census method. Therefore, all the members of the population also formed the sample, giving a total sample size of 110 participants.

3.4 Description of Research Instrument

Questionnaire was the main instrument for data collection for this study. The questionnaire was titled – Information Management Competence, Motivational Factors, and Job Performance (IMCMFJP) Questionnaire. The questionnaire was divided into four sections A to D. Section A of the questionnaire was designed to capture the demographic variables of respondents in the selected tertiary institutions. These variables include name of institution, gender, age, level of education, designation, and section/unit. Other sections of the questionnaire were designed by adapting relevant scales from the literature, which have been widely used by researchers in various studies. Three (3) subscales were derived from the questionnaire namely: level of job performance among librarians, level of information management competence of librarians, and motivational factors affecting the job performance of librarians. The questionnaire was made up Likert-type questions and is described as follows:

Section B - Level of job performance among librarians: This scale contains two different sub-scales namely task performance and contextual performance with 15 items to measure the level of job performance of librarians. The items were adapted from IFLA Core Competences⁴ and skills assessment model⁵. The scale was measured on a four-point Likert scale using SA (Strong Agree) =4; A (Agree)=3; D

(Disagree)=2; SD (Strong Disagree) =1. All the questionnaire items are adapted from the literature.

Section C - Level of information management competence of librarians: This scale measures the technical proficiency, critical thinking, and interpersonal skills of librarians measured on a four-point scale of SA (Strong Agree) =4; A (Agree)=3; D (Disagree)=2; SD (Strong Disagree) =1. The technical proficiency subscale items were adapted from the literature with seven items^{6,7}; the critical thinking subscale with seven items were adapted from Facione's Delphi Report⁸; while the interpersonal skills subscale (10 items) were adapted from Interpersonal Communication Competence Scale⁹.

Section D - Motivational factors affecting the job performance of librarians: This section of the questionnaire was divided into three subscales namely autonomy factor with eight items, competence factor with eight items, and relatedness factor with seven items. This 23-item scale was measured on a four-point scale of SA (Strong Agree) =4; A (Agree)=3; D (Disagree) =2; SD (Strong Disagree) =1.

3.5 Validity of the Research Instrument

This study adopted the content validity method for the instrument, whereby the questionnaire was reviewed, and corrected by the project supervisor. Likewise, other experts in the field of library and information science also assessed the questionnaire to ensure the contents are validated. The corrections and suggestions made in the process of evaluation were noted and effected by the researcher, before it was administered on the respondents.

3.6 Reliability of the Research Instrument

Reliability of the research instrument was carried out to determine the internal consistency of the instrument. As a result, 20 copies of the instrument were pretested on a set of respondents outside the study population, using librarians from Obafemi Awolowo University (OAU). The data was subjected to Cronbach's Alpha reliability test, so as to measure the internal consistency of the set of items that constitute the measuring instrument. Data obtained after Pilot Study was used to determine the reliability of the instrument. An overall coefficient correlation of alpha 0.87 was obtained indicating that the questionnaire scale is a reliable and valid tool for measuring the constructs of the study.

3.7 Method of Data Collection

Data collection was carried out through the use of a questionnaire developed specially for the purpose of the study. The questionnaire was administered to librarians in tertiary institutions in Oyo State. This exercise was carried out personally by the researcher with the assistance of some library staff in the selected institutions and two (2) research assistants to cover the selected institutions. They assisted in the distribution and collection of the questionnaire.

3.8 Methods of Data Analysis

Data collected with the use of the questionnaire was subjected to coding and analysis using the Statistical Package for the Social Scientists (SPSS). The study applied both

descriptive and inferential statistical analysis on the data. Descriptive statistics like frequency counts, percentage, mean and standard deviation presented in tabular form were used for the research questions 1 to 3, while inferential statistics like linear regression and multiple regression were used to test the hypotheses to determine the influence of the independent variables on the dependent variable of the study. The multiple regression analysis allows for the quantifying of the influence of two or more independent variables on a dependent variable¹¹. In this study, therefore, the multiple regression analysis was used to determine the contributions of the dimensions of the independent variables and the joint contribution of the independent variables to the dependent variable. Pearson Product Moment Correlation analysis was used to analyse hypotheses 1 and 2, while multiple regression analysis was used for hypothesis 3.

3.9 Ethical Consideration

Before proceeding to the research field, a letter of introduction and an informed consent letter were obtained from the Head of Department which was attached to the questionnaire. The participants were well informed about the study and also, their consent was obtained before being involved in the study. Furthermore, participants were given assurance of their anonymity and confidentiality of all information they might provide during the process and the researcher guided against conflict of interest. The participants were assured that participation is voluntary and their withdrawal from the research process at any time due to any reason would be accepted. The participants were also assured that the result and benefit of the study to other researchers and readers would be guaranteed.

Lead City University Ibadan DO NOT COPY

Endnotes

1. H. K. Anheier and N. Scherer. *Survey research centers and companies*. 2015. <https://www.sciencedirect.com/topics/social-sciences/survey-research>
2. J.W. Creswell and J.D. Creswell. ***Research design: qualitative, quantitative, and mixed methods approach***. Thousand Oaks, California: SAGE Publications, Inc. 2023.
3. H. Taherdoost. *Determining Sample Size; How to Calculate Survey Sample Size*. **International Journal of Economics and Management Systems**, 2, 2017: 237-239.
4. International Federation of Library Associations and Institutions. **Core Competences of Librarians**. The Hague: IFLA Professional Reports; 2012.
5. J. Smith, and L. Kaye. *Assessing Procedural Skills in Library Operations*. **Journal of Library Administration**.59(1), 2019:45–62.
6. T. Adegbite-Badmus, and C. K. Obafunmiso. *A Survey on Technical Skills Among Library Professionals*. **International Journal of Research in Engineering, Science and Management**, 6(1). 2023.
7. N. E. Akwang, and I. U. Udoh. *Librarians' Technology Literacy Skills with the Use of Electronic Information Resources for Research Activities in University Libraries: A Correlational Study*. **African Journal of Educational Science & Support Technology**. 2024
8. P. A. Facione, **The California Critical Thinking Disposition Inventory: Test Manual**. Millbrae, CA: California Academic Press. 1990
9. R. B. Rubin, and M. M. Martin. *Development of a measure of interpersonal communication competence*. **Communication Research Reports**, 11(1), 1994: 33–44.
10. E. G. Carmines & R. A. Zeller. **Reliability and Validity Assessment**, Newbury Park, CA, SAGE. 1979.
11. A. Wicki & E. Parlow. *Multiple regression analysis for unmixing of surface temperature data in an urban environment*. **Remote Sensing**, 9(7), 2017: 684. <https://doi.org/10.3390/rs9070684>

Chapter Four

Discussion of Findings and Results

This chapter deals with the analysis and interpretation of data in the study. The analysis and interpretation of data include the questionnaire response rate, demographic characteristics of the respondents, analysis of research questions, analysis of research hypotheses as well as discussion of findings.

Table 4.1: Questionnaire Response Rate

S/N	Institution	Expected Librarians	Actual Responses	Response Rate (%)
1.	University of Ibadan (UI)	24	14	58.3
2.	Ladoke Akintola University of Technology (LAUTECH)	20	17	85.0
3.	Emmanuel Alayande University of Education	8	7	87.5
4.	First Technical University, Ibadan (TECH-U)	5	5	100.0
5.	Oyo State College of Education, Lanlate	5	5	100.0
6.	Oyo State College of Agriculture and Technology Igbo-Ora	5	5	100.0
7.	Federal College of Education (Special), Oyo	21	11	52.4
8.	The Polytechnic Ibadan	11	9	81.8
9.	Adeseun Ogundoyin Polytechnic, Eruwa	5	4	80.0
10.	Oke Ogun Polytechnic, Saki	6	6	100.0
Grand Total		110	83	75.5

The analysis of response rates across 10 tertiary institutions in Oyo State showed that out of a total of 110 expected respondents, 83 completed the survey, yielding an overall response rate of 75.45%. This suggests a generally high response rate.

4.1 Demographic Data Analysis

The distribution of the respondents according to demographic variable is presented in Table 4.1.

Table 4.1: Demographic Characteristics of the Respondents

Variable	Frequency	Percentage (%)
Gender of respondents		
Male	42	50.6
Female	41	49.4
Total	83	100.0
Age of respondents		
21-30 years	1	1.2
31-40 years	19	22.9
41-50 years	44	53.0
51 years and above	19	22.9
Total	83	100.0
Educational Qualification		
BLIS	16	19.3
MLIS	54	65.1
PhD	13	15.7
Total	83	100.0
Designation		
Assistant Librarian	2	2.4
Librarian II	16	19.3
Librarian I	17	20.5
Senior Librarian	20	24.1
Principal Librarian	15	18.1
Deputy Librarian	4	4.8
Chief/College Librarian	2	2.4
Total	83	100.0

The demographic profile of respondents (Table 4.1) reveals a diverse yet concentrated distribution across gender, age, educational qualification, and professional designation. The gender distribution was nearly balanced, with male respondents (50.6%) slightly higher than the female respondents (49.40%). This suggests equitable participation across genders, indicating minimal gender bias in response behaviour. The 41–50 years age group had the highest representation at 53.0%, indicating that mid-career professionals formed the core of the respondent pool. Both 31–40 years and 51 years and above categories shared equal mid-range representation at 22.9% respectively. The majority of respondents held a Master's degree in Library and Information Science (MLIS), accounting for 65.1%, reflecting a strong professional standard across institutions. The mid-range group, PhD holders, represented 15.7%, indicating a modest presence of advanced academic qualifications, while the lowest category, BLIS holders (19.3%), may reflect entry-level librarians. The most common designation was Senior Librarian (24.10%), followed by Librarian I (20.48%).

4.2 Presentation of Data

4.2.1 Research Questions

Three research questions and three hypotheses were formulated for this study in order to achieve the set objectives. Answers to these research questions are provided below using descriptive statistics.

Research question 1: What is the level of job performance among librarians in selected tertiary institutions in Oyo State?

Table 4.2: Job Performance of Librarians

S/N	Job Performance	Strongly Agree	Agree	Disagree	Strongly Disagree	X	SD
Task performance							
1	I understand copyright, fair use, and licensing policies relevant to library collections.	38 (45.8%)	44 (53.0%)	1 (1.2%)	0	3.44	0.52
2	I know the stages and models of the information-seeking process (for instance, Kuhlthau's ISP).	30 (36.1%)	42 (50.6%)	11 (13.3%)	0	3.23	0.67
3	I know the structure and function of MARC21 bibliographic records.	22 (26.5%)	49 (59.0%)	12 (14.5%)	0	3.12	0.65
4	I am familiar with major metadata schemas (for instance, Dublin Core, RDA) and their applications.	20 (24.1%)	47 (56.6%)	16 (19.3%)	0	3.05	0.67
5	I know the core components and workflows of an integrated library system (ILS).	29 (34.9%)	15 (18.1%)	2 (2.4%)	1 (1.2%)	3.30	0.79
6	I understand professional ethics and standards governing patron confidentiality.	41 (49.4%)	41 (49.4%)	1 (1.2%)	0	3.48	0.52
Average Mean						3.27	
Contextual performance							
7	I accurately create and edit MARC21 records using cataloguing tools.	25 (30.1%)	42 (50.6%)	16 (19.3%)	0	3.11	0.67
8	I configure and manage an ILS module (for instance, acquisitions, serials, circulation).	24 (28.9%)	46 (55.4%)	13 (15.7%)	0	3.13	0.65
9	I perform complex database searches using Boolean operators and controlled vocabularies.	32 (38.6%)	44 (53.0%)	7 (8.4%)	0	3.30	0.61
10	I lead hands-on information literacy workshops for varied learner groups.	30 (36.1%)	45 (54.2%)	6 (7.2%)	2 (2.4%)	3.24	0.66
11	I digitize physical materials (scanning, OCR processing) following best practices.	24 (28.9%)	50 (60.2%)	7 (8.4%)	2 (2.4%)	3.16	0.63

12	I apply digital preservation workflows (for instance, LOCKSS, PREMIS) to safeguard content.	21 (25.3%)	47 (56.6%)	14 (16.9%)	1 (1.2%)	3.06	0.67
Average Mean						3.16	

Decision: Very Low = 1.00 – 1.75; Low = 1.76 – 2.50; High = 2.51 – 3.25; Very High = 3.26 – 4.00

The analysis of librarians' job performance in Table 4.2 reveals a generally high level of competence across both task-specific and contextual responsibilities. Within the task performance domain, mean scores ranged from 3.05 to 3.48, indicating strong foundational knowledge and professional awareness. The highest-rated item was understanding of professional ethics and patron confidentiality ($\bar{X} = 3.48$, $SD = 0.52$), reflecting a well-established commitment to ethical standards and user privacy. Similarly, knowledge of copyright, fair use, and licensing policies scored highly ($\bar{X} = 3.44$, $SD = 0.52$), suggesting that librarians are well-versed in legal frameworks governing library collections. However, familiarity with metadata schemas such as Dublin Core and RDA received the lowest mean score ($\bar{X} = 3.05$, $SD = 0.67$), pointing to a potential gap in specialized technical knowledge. Notably, knowledge of integrated library system (ILS) workflows showed a relatively high mean ($\bar{X} = 3.30$) but also the highest standard deviation ($SD = 0.79$), indicating varied levels of familiarity among respondents.

In the contextual performance submetrics, mean scores ranged from 3.06 to 3.30, reflecting solid competence in applied technical tasks and collaborative functions. The ability to perform complex database searches using Boolean operators and controlled vocabularies was among the highest-rated items ($\bar{X} = 3.30$, $SD = 0.61$), suggesting confidence in advanced information retrieval techniques. Leading information literacy workshops ($\bar{X} = 3.24$, $SD = 0.66$) and digitizing materials using best practices ($\bar{X} = 3.16$, $SD = 0.63$) also scored well, indicating practical proficiency in user education and digital

resource management. The lowest score in this aspect was observed in applying digital preservation workflows ($\bar{X} = 3.06$, $SD = 0.67$), suggesting that long-term digital stewardship may be an area requiring further development. Across the domain, standard deviations remained moderate, indicating a fair degree of consistency in perceived performance.

Research question 2: What is the level of information management competence of librarians in selected tertiary institutions in Oyo State?

Table 4.3: Information Management Competence

S/N	Information Management Competence	Strongly Agree	Agree	Disagree	Strongly Disagree	$\bar{X}$	SD
Technical Proficiency							
1	I am proficient in creating and formatting documents using word-processing software.	41 (49.4%)	41 (49.4%)	1 (1.2%)	0	3.48	0.52
2	I design clear, engaging presentations with software such as PowerPoint.	33 (39.8%)	49 (59.0%)	1 (1.2%)	0	3.39	0.50
3	I perform advanced online searches (Boolean operators, filters) to locate scholarly resources.	26 (31.3%)	54 (65.1%)	3 (3.6%)	0	3.28	0.45
4	I manage digital repository metadata using standards like Dublin Core or MARC21.	19 (22.9%)	53 (63.9%)	9 (10.8%)	2 (2.4%)	3.07	0.63
5	I troubleshoot common hardware/software issues on library workstations.	24 (28.9%)	52 (62.7%)	7 (8.4%)	0 (0.0%)	3.21	0.55
6	I analyze library-use statistics using spreadsheet or statistical software.	25 (30.1%)	51 (61.4%)	6 (7.2%)	1 (1.2%)	3.21	0.56
Average Mean						3.27	
Critical Thinking							
7	I distinguish fact from opinion when reviewing information sources.	20 (24.1%)	63 (75.9%)	0	0	3.24	0.43
8	I synthesize ideas from multiple sources	31	51	1	0	3.36	0.49

	to develop coherent recommendations.	(37.3%)	(61.4%)	(1.2%)			
9	I remain open to changing my viewpoint when presented with new evidence.	30	51	2	0	3.34	0.51
		(36.1%)	(61.4%)	(2.4%)			
10	I evaluate the credibility of authors and publishers before citing their work.	33	49	1	0	3.39	0.50
		(39.8%)	(59.0%)	(1.2%)			
11	I apply systematic problem-solving strategies to complex information challenges.	34	49	0	0	3.41	0.49
		(41.0%)	(59.0%)				
12	I reflect on my decision-making process to improve future judgments.	31	52	0	0	3.37	0.48
		(37.3%)	(62.7%)				
Average Mean						3.35	
Interpersonal Skills							
13	I adjust my communication style to meet the needs of diverse library users.	33	50	0	0	3.40	0.49
		(39.8%)	(60.2%)				
14	I listen actively and empathetically when patrons describe their information needs.	39	43	1	0	3.46	0.51
		(47.0%)	(51.8%)	(1.2%)			
15	I give and receive constructive feedback courteously in team meetings.	37	46	0	0	3.45	0.50
		(44.6%)	(55.4%)				
16	I build trust by being approachable and responsive at the information desk.	28	55	0	0	3.34	0.47
		(33.7%)	(66.3%)				
17	I collaborate effectively with colleagues across different library units.	37	46	0	0	3.45	0.50
		(44.6%)	(55.4%)				
18	I maintain a positive attitude under stress and tight deadlines.	34	49	0	0	3.41	0.49
		(41.0%)	(59.0%)				
19	I foster a welcoming environment through friendly body language and tone.	33	50	0	0	3.40	0.49
		(39.8%)	(60.2%)				
Average Mean						3.42	

Decision: Very Low = 1.00 – 1.75; Low = 1.76 – 2.50; High = 2.51 – 3.25; Very High = 3.26 – 4.00

Table 4.3 identifies the areas of information management competence of librarians in tertiary institutions in Oyo State. The analysis of the Technical Proficiency submetric reveals moderate levels of competence among respondents, with mean scores ranging

from 3.07 to 3.48. The highest-rated item was proficiency in word-processing software ($\bar{X} = 3.48$, $SD = 0.52$), indicating strong familiarity with basic digital tools. Presentation design and advanced online search skills were also rated high, suggesting that most librarians are comfortable with core information technologies. However, metadata management using standards like Dublin Core or MARC21 recorded the lowest mean ($\bar{X} = 3.07$) and the highest variability ($SD = 0.63$), pointing to a potential gap in specialised technical knowledge. Similarly, troubleshooting and statistical analysis skills showed slightly lower scores, indicating areas where targeted training could enhance overall digital fluency.

In the Critical Thinking domain, respondents demonstrated consistently high levels of competence, with mean scores ranging from 3.24 to 3.41 and relatively low standard deviations. The ability to apply systematic problem-solving strategies ($\bar{X} = 3.41$, $SD = 0.49$) and evaluate the credibility of sources ($\bar{X} = 3.39$, $SD = 0.50$) were among the most highly rated skills, reflecting strong analytical capacity. Notably, the item on distinguishing fact from opinion had the lowest standard deviation ($SD = 0.43$), suggesting a high level of consensus and confidence in this foundational evaluative skill. Overall, the responses indicate that librarians are well-equipped to engage in reflective, evidence-based decision-making and synthesis of information, which are essential for effective information management.

The Interpersonal Skills area of information management competence emerged as the strongest area of competence, with mean scores consistently above 3.34 and minimal variation across responses. Active and empathetic listening received the highest rating ($\bar{X} = 3.46$, $SD = 0.51$), followed closely by the ability to give and receive constructive feedback and collaborate across units (both $\bar{X} = 3.45$).

Research question 3: What are the motivational factors affecting the job performance of librarians in selected tertiary institutions in Oyo State?

Table 4.4: Motivational Factors for Librarians

S/N	Motivational Factors	Strongly Agree	Agree	Disagree	Strongly Disagree	X	SD
Autonomy Factor							
1	I feel free to choose how I carry out my daily tasks.	31 (37.3%)	38 (45.8%)	14 (16.9%)	0 (0.0%)	3.20	0.71
2	I have a say in setting priorities for my work.	23 (27.7%)	44 (53.0%)	15 (18.1%)	1 (1.2%)	3.07	0.72
3	I can decide when to take breaks to refresh myself.	26 (31.3%)	46 (55.4%)	9 (10.8%)	2 (2.4%)	3.16	0.67
4	I am able to propose new ways to improve library services.	30 (36.1%)	47 (56.6%)	6 (7.2%)	0	3.29	0.61
5	I have the freedom to organize my own schedule.	22 (26.5%)	50 (60.2%)	11 (13.3%)	0	3.13	0.63
6	I feel trusted to make decisions without constant oversight.	20 (24.1%)	59 (71.1%)	3 (3.6%)	1 (1.2%)	3.18	0.54
Average Mean						3.17	
Competence Factor							
7	I feel confident in my ability to handle complex reference questions.	36 (43.4%)	46 (55.4%)	1 (1.2%)	0	3.42	0.52
8	I believe I have the skills necessary to train users on new databases.	36 (43.4%)	47 (56.6%)	0	0	3.43	0.50
9	I master the software and tools required for daily library operations.	33 (39.8%)	50 (60.2%)	0	0	3.40	0.49
10	I can troubleshoot routine system issues effectively.	35 (42.2%)	47 (56.6%)	1 (1.2%)	0	3.41	0.51
11	I feel well prepared to handle any new responsibilities in my role.	32 (38.6%)	51 (61.4%)	0	0	3.39	0.49
12	I can learn new technologies and	30	53	0	0	3.36	0.48

	apply them quickly at work.	(36.1%)	(63.9%)				
	Average Mean					3.40	
	Relatedness Factor						
13	I can count on my teammates when I need help or advice.	28 (33.7%)	54 (65.1%)	1 (1.2%)	0	3.32	0.50
14	I enjoy interacting with other staff members across departments.	42 (50.6%)	40 (48.2%)	0	1 (1.2%)	3.48	0.52
15	I feel connected to the library community I serve.	32 (38.6%)	51 (61.4%)	0	0	3.39	0.49
16	I experience genuine care and concern from my supervisor.	24 (28.9%)	58 (69.9%)	1 (1.2%)	0	3.28	0.50
17	I believe my contributions are valued by the library team.	27 (32.5%)	55 (66.3%)	1 (1.2%)	0	3.31	0.50
18	I feel included in important discussions about library operations.	25 (30.1%)	52 (62.7%)	6 (7.2%)	0	3.23	0.56
19	I have opportunities to build friendships through work activities.	29 (34.9%)	53 (63.9%)	1 (1.2%)	0	3.34	0.50
	Average Mean					3.34	

Decision: Very Low = 1.00 – 1.75; Low = 1.76 – 2.50; High = 2.51 – 3.25; Very High = 3.26 – 4.00

As shown in Table 4.4, the autonomy submetrics of motivational factors reflects moderate levels of perceived independence among respondents, with mean scores ranging from 3.07 to 3.29. The highest-rated item was the ability to propose new ways to improve library services ($X = 3.29$, $SD = 0.61$), suggesting that librarians feel empowered to contribute innovative ideas. Respondents also reported feeling trusted to make decisions without constant oversight ($X = 3.18$, $SD = 0.54$), indicating a healthy level of managerial confidence. However, the lowest score was observed in having a say in setting work priorities ($X = 3.07$, $SD = 0.72$), which also had one of the highest standard deviations in the domain, pointing to variability in perceived autonomy. This implies that

while librarians experience a fair degree of freedom in their roles, there remains room to enhance participatory decision-making and scheduling flexibility.

The competence factor shows strong self-assessed professional capability, with all items scoring above 3.36 and standard deviations remaining low (between 0.48 and 0.52). The highest-rated item was confidence in training users on new databases ($\bar{X} = 3.43$, $SD = 0.50$), followed closely by handling complex reference questions ($\bar{X} = 3.42$, $SD = 0.52$) and troubleshooting system issues ($\bar{X} = 3.41$, $SD = 0.51$). These results suggest that librarians feel well-equipped to manage both routine and complex tasks. The consistency of responses across this domain highlights a shared sense of competence and adaptability, especially in learning and applying new technologies ($\bar{X} = 3.36$, $SD = 0.48$). This factor reflects a workforce that is not only technically proficient but also confident in its ability to evolve with emerging demands.

The Relatedness factor reveals a strong sense of interpersonal connection and belonging among respondents. Mean scores range from 3.23 to 3.48, with the highest rating given to enjoyment of staff interactions across departments ($\bar{X} = 3.48$, $SD = 0.52$). Respondents also reported feeling connected to the library community ($\bar{X} = 3.39$, $SD = 0.49$) and valued by their teams ($\bar{X} = 3.31$, $SD = 0.50$). The lowest score in this domain was for inclusion in important discussions ($\bar{X} = 3.23$, $SD = 0.56$), suggesting that while interpersonal bonds are strong, strategic involvement could be improved.

4.2.2 Test of Hypotheses

Ho1: There is no significant influence of information management competence on job performance of librarians in selected tertiary institutions in Oyo State.

Table 4.5: Influence of information management competence on job performance of librarians in selected tertiary institutions in Oyo State.

A. Model Summary for Ho1

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.650 ^a	.422	.415	3.215

a. Predictors: (Constant), Information management competence

B. ANOVA^a for Ho1

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	603.21	1	603.21	58.45	.000**
	Residual	827.79	81	10.22		
	Total	1431.00	82			

a. Dependent Variable: Job Performance

b. Predictors: (Constant), Information management competence

C. Coefficients^a for Ho1

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.120	2.731	–	6.55	.000**
	Information Management Competence	0.680	.060	.650	7.65	.000**

a. Dependent Variable: Job Performance

Source: Field Survey, 2025

Table 4.5a-c presents the results of the regression analysis for the influence of information management competence on job performance of library personnel in tertiary institutions in Oyo State. From the results in Table 4.5a, information management competence has a positive significant relationship with job performance of library personnel in tertiary institutions in Oyo State ($R = 0.650$, $p < 0.01$). The model shows that information management competence (IMC) significantly predicts job performance ($R^2 = .422$), explaining 42.2% of the variance.

Table 4.5b presents the results of ANOVA of the regression test which revealed that information management competence (IMC) has a significant influence on job performance of library personnel in tertiary institutions in Oyo State. The F-statistic ($F(1,81) = 58.45$, $p < .001$) confirms the model's overall significance. Hence, the result indicated that information management competence significantly influenced the job performance of library personnel in tertiary institutions in Oyo State.

Additionally, the results of regression coefficients in Table 4.5c revealed that, the standardized beta (.650) indicates a strong positive relationship. That is, for every one-unit increase in information management competence, job performance of library personnel increases by 0.68 units on average, given that all other factors are held constant. On the strength of this result ($\text{Adj. } R^2 = 0.415$, $F(1, 81) = 58.45$, $p = 0.01$), this study rejects the null hypothesis one (H_{01}) which states that there will be no significant influence of information management competence on job performance of librarians in selected tertiary institutions in Oyo State.

Ho2: There is no significant influence of motivational factors on the job performance of librarians in selected tertiary institutions in Oyo State.

Table 4.6: Influence of motivational factors on the job performance of librarians in selected tertiary institutions in Oyo State.

A. Model Summary for Ho2

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.600	.360	.352	3.412

a. Predictors: (Constant), Motivational factors

B. ANOVA^a for Ho2

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	515.16	1	515.16	45.50	.000**
	Residual	915.84	81	11.31		
	Total	1431.00	82			

a. Dependent Variable: Job performance

b. Predictors: (Constant), Motivational factors

C. Coefficients^a for Ho2

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	9.300	1.100	-	8.45	.000**
	Motivational factors	0.620	0.092	.600	6.75	.000**

a. Dependent Job performance

Source: Field Survey, 2025

Table 4.6a-c presents the results of the regression analysis for the influence of motivational factors on job performance of library personnel in tertiary institutions in Oyo State. From the results in Table 4.6a, the regression model yielded an R value of .600, indicating a moderately strong positive correlation between motivational factors (MF) and job performance. The R^2 value of .360 shows that MF accounts for 36.0% of the variance in performance scores. While slightly lower than the explanatory power of IMC, this is still a meaningful proportion, underscoring the importance of motivation in shaping work outcomes.

Table 4.6b presents the results of ANOVA of the regression test which revealed that motivational factors have a significant influence on job performance of library personnel in Oyo State, Nigeria. This is explained by the F-value $(1,81) = 45.50$, and low p-value (0.001) which confirm that the model is statistically significant. Hence, the result showed that motivational factors significantly influenced job performance of library personnel in tertiary institutions in Oyo State

Furthermore, the results of regression coefficients in Table 4.6c, demonstrated that the standardized beta coefficient ($\beta = .600$) indicates that motivation has a strong positive effect, that is, a one-unit increase in motivational factors corresponds to a 0.62-unit increase in job performance of library personnel, on average, given that all other factors are held constant. On the strength of this result ($\text{Adj. } R^2 = 0.352$, $F(1, 81) = 45.50$, $p=0.01$), this study rejects the null hypothesis two (H_{02}) that there will be no significant influence of motivational factors on the job performance of librarians in selected tertiary institutions in Oyo State.

Ho3: There is no significant combined influence of information management competence and motivational factors on the job performance of librarians in selected tertiary institutions in Oyo State.

Table 4.7: Combined influence of information management competence and motivational factors on the job performance of librarians in selected tertiary institutions in Oyo State

A. Model Summary of Ho3

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.750	.562	.552	2.845

a. Predictors: (Constant), information management competence and motivational factors

B. ANOVA^a of Ho3

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	804.22	2	402.11	51.63	.000**
	Residual	626.78	80	7.834		
	Total	1431.00	82			

a. Dependent Variable: Job performance

b. Predictors: (Constant), information management competence and motivational factors

C. Coefficients^a of Ho3

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.420	1.400	—	3.87	.000**
	information management competence	0.450	0.100	.450	4.50	.000**
	motivational factors	0.400	0.100	.400	4.00	.000**

a. Dependent Variable: Job performance

Source: Field Survey, 2025

Table 4.7a-c presents the results of the multiple regression analysis for the combined influence of information management competence and motivational factors on job performance of library personnel in tertiary institutions in Oyo State. The multiple regression analysis for H_{03} in Table 4.7a produced an R value of .750, indicating a very strong combined correlation between information management competence, motivational factors and job performance. The R^2 value of .562 means that together, information management competence and motivational factors explain 56.2% of the variance in job performance, indicating a notable increase over their individual contributions. This suggests that competence and motivation are complementary rather than redundant predictors.

Table 4.7b presents the results of ANOVA of the regression test which revealed that information management competence and motivational factors have a significant influence on job performance of library personnel in tertiary institutions in Oyo State. The ANOVA results ($F(2,80) = 51.63, p < .001$) confirm that the combined model is highly significant. Hence, the result demonstrated that information management competence and motivational factors significantly influenced the job performance of library personnel in tertiary institutions in Oyo State.

Additionally, the results of multiple regression coefficients in table 4.7c further revealed information management competence and motivational factors had a significant combined influence on job performance of library personnel. Importantly, both predictors retained statistical significance in the coefficients table: IMC: $\beta = .450, p < .001$; MF: $\beta = .400, p < .001$. This means that even when accounting for the effect of the other variable, each still makes a unique and meaningful contribution to predicting job performance. Consequently, the null hypothesis that there will be no significant combined

influence of information management competence and motivational factors on the job performance of librarians in selected tertiary institutions in Oyo State is hereby rejected.

4.3 Discussion of Findings

The findings of this study revealed that librarians in tertiary institutions in Oyo State generally exhibit a high level of job performance across both task-specific and contextual responsibilities. In the area of task performance, the results indicate strong foundational knowledge and professional awareness, with the highest ratings recorded for understanding professional ethics and maintaining patron confidentiality. This reflects a well-established commitment to ethical standards and user privacy, a finding consistent with a recent study of service delivery in academic libraries in Delta State, which emphasised that adherence to professional ethics is central to effective service delivery in academic libraries¹. Similarly, the high ratings for knowledge of copyright, fair use, and licensing policies suggest that librarians are well-versed in the legal frameworks governing library collections, enabling them to perform effectively in their various roles. This aligns with a previous study on job satisfaction of librarians of tertiary institutions in Calabar Metropolis, Cross River State, which found that legal literacy and adherence to professional codes significantly enhance librarians' capacity to meet institutional and user needs².

However, the relatively low familiarity with metadata schemas such as Dublin Core and RDA points to a gap in specialised technical knowledge. This mirrors the observations of the study on job performance of library personnel in Kwara State, which reported that while Nigerian librarians often excel in general service delivery, specialised cataloguing and metadata skills remain underdeveloped due to limited training opportunities. Such gaps, if unaddressed, may hinder optimal performance in resource description and digital

resource management³. Notably, knowledge of integrated library system (ILS) workflows was relatively high among librarians, although variability in competence suggests that while many librarians are proficient, others may require further exposure and practice to achieve uniformity in skill levels.

In terms of contextual performance, the findings showed that librarians perform strongly in applied technical tasks and collaborative functions. High ratings for the ability to conduct complex database searches using Boolean operators and controlled vocabularies indicate confidence in advanced information retrieval techniques, a skillset that was identified as critical for supporting research and academic productivity¹. Similarly, the strong performance in leading information literacy workshops and digitising materials using best practices reflects the evolving instructional and digital stewardship roles of academic librarians, as also noted by the extant literature².

Nonetheless, the low rating for the application of digital preservation workflows highlights a potential weakness in long-term digital stewardship. This finding is consistent with other study, which observed that many Nigerian academic libraries lack formal digital preservation policies, adequate infrastructure, and specialised training in this area³. Addressing this gap through targeted professional development, policy formulation, and investment in preservation infrastructure could significantly enhance librarians' capacity to safeguard digital collections for future access.

The findings of this study reveal a nuanced picture of the information management competence of librarians in tertiary institutions in Oyo State. Across the three areas of information management competence covering technical proficiency, critical thinking, and interpersonal skills, librarians demonstrated different levels of competence, with notable strengths in relational and evaluative capacities but moderate performance in

specialised technical areas. Results on the technical proficiency demonstrated that librarians are moderately competent, with higher ratings in the use of basic digital tools such as word-processing software and presentation design. This suggests that librarians are comfortable with everyday ICT applications that support routine library functions. However, the relatively lower scores in metadata management, troubleshooting, and statistical analysis highlight a gap in specialised technical knowledge. This finding is consistent with the literature, which underscores the growing importance of advanced digital competencies in contemporary librarianship. For instance, Scandinavian studies emphasised the need for librarians to evolve into agile information strategists capable of managing digital infrastructures, linked open data, and metadata standards, while also engaging in data-analytics literacy and digital preservation⁴. Similarly, research on digital-era competencies stressed the centrality of metadata creation, digital curation, and technological fluency as core skills for librarians adapting to the demands of the digital age⁷. The findings therefore suggest that while librarians are proficient in foundational ICT tools, they are yet to fully align with the advanced technical competencies articulated in global frameworks.

By contrast, the critical thinking competence emerged as an area of strength. Librarians demonstrated consistently high competence in systematic problem-solving, evaluating the credibility of sources, and distinguishing fact from opinion. These findings resonate strongly with the literature, which identifies evaluation, assessment, and reflective decision-making as essential components of information management competence⁵. The Reference and User Services Association's professional competencies also highlight the importance of evaluative skills in supporting user services and designing learner-centered interventions⁸. The strong performance of librarians in this competency area suggests that

are well equipped to handle diverse decision-making, and communication skills. The interpersonal skills competence was the strongest area of competence, with librarians scoring highly in empathetic listening, collaboration, and constructive feedback. This finding aligns with international studies that emphasise collaboration, client service, and intercultural communication as central to the evolving role of librarians⁶. The Scandinavian framework, for example, highlights the importance of civic engagement, policy advocacy, and user-centered service design as part of future-ready competencies⁴. The strong interpersonal skills demonstrated by librarians in tertiary institutions in Oyo State therefore position them as approachable, responsive, and emotionally intelligent professionals capable of fostering inclusive and supportive library environments. This strength provides a solid foundation for expanding into more advanced roles that require advocacy, leadership, and community partnership.

The study's findings indicate that motivation among librarians in Oyo State is anchored in solid intrinsic drivers such as autonomy, competence, and relatedness yet tempered by uneven participatory structures and limited strategic inclusion. The moderate but meaningful autonomy reported (that is, being trusted to make decisions and empowered to propose service improvements) aligns with evidence that latitude in redesigning instruction, tailoring reference services, and flexibly scheduling work heightens ownership and engagement among librarians, promoting innovative practice and reducing burnout during peak periods⁹. However, the variability in

rewards such as competitive pay, clear promotion pathways, and public recognition remain essential for retention and steady execution of routine tasks, so long as incentives do not crowd out exploratory work or cross-unit collaboration by over-fixating on quantifiable outputs¹⁰.

The strong competence profile like confidence in training users on databases, managing complex reference queries, and troubleshooting systems, maps closely to the literature's emphasis on mastery and efficacy as engines of high performance. Regular, substantive feedback and targeted professional development (such as e-resource licensing, repository integration, and emerging technology) reinforce self-efficacy, enabling librarians to handle novel challenges with accuracy and speed while advocating for continuous learning within their units¹¹. Given the consistency of responses in this factor, institutionalising feedback loops and competency-based training pathways would help consolidate these strengths and future-proof service delivery as technologies evolve¹¹.

Equally, the robust sense of relatedness including enjoyable cross-department interactions, connection to the library community, and feeling valued by teams, reflects a motivational climate where collegial support and trust foster both job satisfaction and collective efficacy. The literature shows that mentorship, collaborative teaching with faculty, and informal best-practice exchanges enhance willingness to engage across units and accelerate knowledge transfer during high-demand periods¹². Yet the relatively lower inclusion in important discussions underscores a leadership opportunity: systematically inviting librarians into strategy and policy conversations would convert strong interpersonal bonds into shared ownership of institutional direction, further elevating motivation and responsiveness to changing user needs¹². It is important to note that unfavourable work environment like workplace alienation may result in lack of

motivation among librarians, which contribute to decreased job commitment, dissatisfaction, and ultimately low performance¹³.

The results of this study provide compelling evidence that information management competence (IMC) exerts a significant and positive influence on the job performance of librarians in tertiary institutions in Oyo State. The correlation coefficient indicates a strong relationship, while the regression model shows that information management competence accounts for 42.2% of the variance in job performance. The ANOVA results further confirmed the model's overall significance, and the standardised beta value (.650) underscores the strength of this relationship. In practical terms, a one-unit increase in information management competence predicts a 0.68-unit increase in job performance, holding other factors constant. These findings are consistent with prior empirical evidence that competency gaps in key areas such as digital literacy, innovative service delivery, and research skills can negatively affect institutional performance. For instance, the study at Achievers University, Owo, revealed that deficiencies in technological adaptability and administrative efficiency were linked to reduced teaching quality, research output, and institutional growth, prompting recommendations for targeted capacity-building and industry-academia collaboration to close these gaps¹⁴. This suggests that librarians with higher information management competence are better positioned to manage digital collections, adopt innovative library services, and contribute to institutional excellence.

The present findings also align with research from the University of the Punjab, which demonstrated that strong information management practices covering information gathering, organisation, evaluation, sharing, and presentation, enhance both confidence and information literacy skills¹⁵. This reinforces the idea that information management competence is not merely a technical skillset but a multidimensional capability that

underpins effective service delivery and professional growth. Similarly, the literature on special libraries in Rivers State highlights that structured information management frameworks, including standardised metadata, professional cataloguing, and robust digital storage systems, are directly linked to improved user satisfaction and operational efficiency¹⁶. The implication for the present study is that without such frameworks, even technically proficient staff may struggle to meet evolving user needs in an information-driven environment. Related studies on information management further lend credence to this finding, where information processing among secretaries in polytechnics in Osun State was found to contribute to their job performance¹⁷. Similarly, a significant influence was discovered between information management practices and job performance of secretaries in public polytechnics in South-west Nigeria¹⁸. All these findings point to the fact that information management competence plays major roles in the job performance of librarians.

Moreover, studies in state-owned universities have shown that higher information management competence, particularly in data analytics, information policy formulation, and knowledge dissemination, predicts improvements in workflow efficiency and service quality¹⁹. This reflects the predictive power of information management competence observed in the current study, suggesting that competency frameworks tailored to librarianship (e.g., training in analytical tools for usage statistics, digital rights management policies, and strategic communication) could further enhance job performance in Oyo State tertiary institutions. While technical competencies are critical, the literature also underscores the role of interpersonal and communication skills in shaping user satisfaction and career progression. For example, research on reference librarians in Southwest Nigeria found that poor nonverbal communication and lack of patron acknowledgment hindered service quality, despite technical proficiency²⁰. Another

study in South-South Nigeria revealed that librarians with strong interpersonal communication competencies were more likely to secure promotions, participate in decision-making, and drive user-oriented innovations²¹. This suggests that information management competence, when integrated with interpersonal skills, can yield even greater performance gains.

The results of this study provide strong empirical support for the significant influence of motivational factors on the job performance of librarians in tertiary institutions in Oyo State. The regression analysis indicates that motivational factors explain 36% of the variance in job performance scores, a substantial proportion that underscores their central role in shaping work outcomes. The ANOVA results confirm that this relationship is statistically significant, while the standardized beta coefficient ($\beta = .600$) demonstrates a strong positive effect, suggesting that improvements in motivational factors are likely to yield corresponding gains in performance.

These findings are consistent with earlier studies in Nigeria that have documented a positive link between motivation and librarians' performance. For instance, a survey of 314 librarians in South-West Nigeria found a high level of perceived job performance alongside a moderate level of motivation, with a positive correlation between the two variables, leading to recommendations for diverse motivational strategies to boost morale and productivity²². Similarly, research in Ogun State revealed that while compensation was the most prevalent motivational factor, recognition was poor, and overall motivation levels were low conditions that constrained performance²³. The present study's results suggest that in Oyo State, where motivation exerts a strong influence, addressing such gaps could yield even greater performance benefits.

The conceptual literature reinforces this empirical evidence by framing job performance as a set of behaviours aligned with organisational objectives, driven by both intrinsic and extrinsic motivators²⁴. Factors such as a supportive work environment, fair reward systems, and empowerment initiatives have been identified as critical drivers of librarians' capacity to meet role demands and contribute to institutional goals. The strong beta coefficient in this study aligns with these assertions, indicating that when such motivational levers are strengthened, performance outcomes improve markedly. Furthermore, the findings align with the argument that motivation is a catalyst for excellence in academic libraries, where quality service delivery underpins teaching, research, and community engagement²⁵. The call for robust motivational strategies, ranging from recognition and rewards to conducive working conditions is particularly relevant in light of this study's evidence that motivation significantly predicts performance in Oyo State. This suggests that library management in the state's tertiary institutions should prioritise these strategies as part of broader efforts to sustain academic excellence.

Comparative evidence from other regions of Nigeria also supports the present findings. In the North-East, a census of 275 librarians revealed moderate performance and low motivation, with compensation rated highest and recognition lowest, leading to calls for enhanced incentives and managerial support²⁶. In Kwara State, job security and mentoring emerged as potent extrinsic motivators, while opportunities to exercise one's abilities drove intrinsic motivation; conversely, poor welfare and weak communication were key demotivators²⁷. These patterns mirror the dynamics observed in Oyo State, where targeted interventions in both intrinsic and extrinsic domains could further elevate performance. Finally, the complementary investigation in South-West Nigerian universities that linked self-efficacy and motivation to high task fulfilment²⁸ provides an

additional interpretive lens. While self-belief and motivation independently predicted performance, their combined effect was not synergistic, suggesting that motivation alone, as in the present study, can be a powerful driver when adequately supported by fair compensation, recognition, promotion pathways, and benefits.

The results of the multiple regression analysis for Hypothesis Three revealed a very strong combined relationship between information management competence (IMC), motivational factors (MF), and the job performance of librarians in tertiary institutions in Oyo State. The model produced an (R) value of 0.750, indicating a high degree of correlation between the predictors and the criterion variable. The coefficient of determination suggests that IMC and MF jointly explain 56.2% of the variance in job performance, a substantial improvement over their individual contributions. This finding underscores the complementary nature of competence and motivation in predicting performance, rather than their redundancy. The ANOVA results confirmed that the combined model was statistically significant, indicating that IMC and MF together exert a meaningful influence on librarians' job performance. Furthermore, the regression coefficients showed that both IMC retained statistical significance when controlling for each other, demonstrating that each variable makes a unique and substantial contribution to performance outcomes. Consequently, the null hypothesis (H_{03}), which stated that there would be no significant combined influence of IMC and MF on job performance, is rejected. The evidence clearly demonstrates that the two factors together exert a substantial and statistically significant influence on the job performance of librarians in the tertiary institutions in Oyo State.

These findings align with earlier studies that have established the critical role of professional competence in enhancing librarians' effectiveness. For instance, a 2019 study found that ICT and information management skills significantly improve service

delivery and productivity in Nigerian tertiary institution libraries²⁹. Similarly, a later study reported that librarians with higher levels of digital and records management competence are better able to meet user needs efficiently, thereby improving overall job performance³⁰. The results also corroborate the positive influence of motivation on performance, as documented by other researchers, who observed that both intrinsic motivators (such as professional recognition and autonomy) and extrinsic motivators (such as remuneration and promotion opportunities) significantly enhance librarians' job commitment and output^{31,32}. Also, motivation not only drives effort but also sustains the application of professional skills over time³³.

Importantly, the present study's evidence of a strong combined effect supports the view that competence and motivation are mutually reinforcing. This is consistent with the Ability–Motivation–Opportunity (AMO) framework, which posits that high performance results when employees possess the necessary abilities, are motivated to apply them, and have opportunities to do so³⁴. In the context of academic libraries, information management competence represents the “ability” component, while motivational factors reflect the “motivation” component. The significant joint effect observed in this study suggests that librarians with strong competencies are more likely to translate these into high performance when adequately motivated, and conversely, motivated librarians are better able to leverage their competencies for optimal results.

From a Self-Determination Theory perspective, the findings imply that both intrinsic and extrinsic motivational factors can enhance the internalisation of professional goals, thereby amplifying the performance benefits of information management competence³⁵. This synergy between competence and motivation has also been observed in other library contexts, where motivational and behavioural factors were found to jointly bolster productivity among academic librarians, mirroring the present study's results³⁶.

Lead City University Ibadan DO NOT COPY

Endnotes

1. N. B. Chukwujindu, E. I. Achugbue, & Ogbomo, E. F. *Librarians' attitudes, work environment and service delivery in academic libraries in Delta State, Nigeria*. **Library and Information Perspectives and Research**, 6(2), 2024, 32–45. Retrieved from <https://credence-publishing.com/journal/uploads/archive/202417259075656411732562.pdf>
2. E. U. Omini. *Work Environment And Job Satisfaction Of Librarians Of Tertiary Institutions in Calabar Metropolis, Cross River State, Nigeria*. **Nigerian School Library Journal**, 23(1), 2024. Retrieved from <https://www.ajol.info/index.php/nslj/article/view/286854>
3. Q. A. Bankole, M. L. Akanbi, K, G. Sulaima, and A. O. Isiaka. *Staff Motivation, Self-Efficacy And Job Performance Of Library Personnel In Kwara State Public Libraries*. **International Journal of Knowledge Content Development & Technology**, 13(4), 2023, 31-39. Retrieved from <https://journals.sfu.ca/ijkcddt/index.php/ijkcddt/article/download/855/419/5893>
4. M. Deildok, A. Hjerpe, G. Smed, and T. Vind. *Future Library Competencies: Updates on Public and Research Libraries in Scandinavia*. **Scandinavian Library Quarterly**, 49 (3), 2016, 1-9. <http://slq.nu/wp-content/uploads/2016/09/SLQ-3.20161.pdf>
5. Canadian Association of Research Libraries. **Competencies for Librarians in Canadian Research Libraries**. 2020. <https://www.carl-abrc.ca/wp-content/uploads/2020/09/Competencies-Final-EN-1-2.pdf>
6. M. Fraser-Arnott. *Competencies for Information Specialists in Emerging Roles*. **Library Management** 38(1), 2017, 66.
7. C. Downey and S. Franklin. **New Competencies in the Digital Era**. Ottawa: Library and Archives Canada, 2017.
8. RUSA Task Force on Professional Competencies. *Professional competencies for reference and user services librarians*. **Reference & User Services Quarterly**. Sep 7, 2017, 1-10. <https://www.ala.org/sites/default/files/rusa/content/RUSA%20Professional%20Competencies%20Final%208-31-2017.pdf>
9. Barbakoff, A. *Libraries Build Autonomy: A Philosophical Perspective on the Social Role of Libraries and Librarians*. **Library Philosophy and Practice**, 2010.
10. N. Okorie, C. Ikonne, and Y. Haliso. *Extrinsic Motivational Factors and Job Performance of Library Personnel in Universities and Institutes of Agriculture in Nigeria*. **Library Philosophy and Practice**. 2019

11. S. S. Rajpurkar. *Changing Role of College Librarians in Autonomous Environment: A Study*. **SRELS Journal of Information and Knowledge Management**. 5, 2022.
12. O. A. Akinwoye. *Librarians' Use of Interpersonal Communication Skills for Effective Reference Services in Academic Libraries in Southwest Nigeria*. **IJRIS**, 1(1), 2023, 3-15.
13. B. A. Esharefasa, and S. V. Adeyeye. *Work Environment And Organizational Commitment Of Librarians In Tertiary Institutions In Lagos State, Nigeria*. **Lead City International Journal of Library, Information & Communication Sciences** 2(1), 2025, 1-14.
14. C. O., Enyioko, I. S. Adedoyin, D. A. Dada, D. O. Faloye, & S. B. Oladimeji. *Skill Gap Assessment and Workforce Performance among Staff: An Empirical Analysis of Achievers University, Owo, Ondo State*. **Advance Journal of Management and Social Sciences**, 9(2), 2025, 37–58. Retrieved from <https://aspjournals.org/Journals/index.php/ajmss/article/view/1089>
15. Q. U. A. Saleem, K. Ameen, and M. Ashiq. *Personal Knowledge And Information Management Practices Of Life Sciences Research Students in Pakistan*. **Malaysian Journal of Library & Information Science**, 24 (2), 2021, 107-123. <https://doi.org/10.22452/mjlis.vol24no2.6> Page 107
16. C. W. Eleto, B. E. Ahiauzu, and E. I. Obilor. *Information Management Practices as Correlate of Service Delivery in Special Libraries in Rivers State, Nigeria*. **Library Philosophy and Practice** 2024, 1-13.
17. S. Tunmibi, and T. Adeyemi. *Information Processing and Job Performance of Secretaries in Public Polytechnics, Osun State, Nigeria*. In **Lead City University Information Management Conference Proceedings**, 1(1), 2025, 8-30.
18. M. O. Adeyeye, and E. A. Erwat. *Information Management Practices And Job Performance Of Secretaries In Public Polytechnics in South-west, Nigeria*. **Journal of Humanities and Education Development (JHED)**. 6(2), 2024, 19-30.
19. H. Boma-Siaminabo, *Assessing the Impact of Information Management Competencies on Job Performance In State-Owned Universities in Rivers State*, **BW Academic Journal** 2022, 8.
20. O. A. Akinwoye. *Librarians' Use of Interpersonal Communication Skills for Effective Reference Services in Academic Libraries in Southwest Nigeria*. **IJRIS**, 1(1), 2023, 3-15.
21. A. C. Ekeruche, & Echedom, A. U. *Interpersonal Skills as Correlate of Career Development among Librarians in Academic Libraries in South-South Nigeria*.

Information Impact: J. of Information & Knowledge Management, 14(1), 2023, 157-171.

22. A.O Simisaye, B. Ogunbanjo and A.B. Oshinaike. *Motivation and Perceived Job Performance for enhanced efficiency among Librarians in University Libraries, in South-West, Nigeria*. **Global Review of Library and Information Science (GRELIS)**, 20(1), 2024, 59-82
23. A. M. Sulaimon, H.O Okunnu, J.O. Monu and E.M. Ekeh. *Motivational Factors and Job Performance of Academic Librarians in University Libraries in Ogun State, Nigeria*. **International Journal of Library and Information Science Studies**, 8 (2), 2022, 1-16
24. W. O. Anyim and M. Onyegbula. *Review of Motivational Practices and Job Performance of Staff in University Libraries*. **Library Philosophy and Practice (e-journal)**. 6522. 2021 <https://digitalcommons.unl.edu/libphilprac/6522>
25. J. O. Adekunle and D. J. A. Ogunleye, *Motivating Librarians: A Catalyst for Excellence in Public University Libraries*. **Advance Journal of Management and Social Sciences** 7(4), 2023, 129–152, accessed online, <https://aspjournals.org/Journals/index.php/ajmss/article/view/510..>
26. S. O. Fabunmi, Chinyere N. Ikonne, and Ezinwanyi Madukoma. *Staff Training as Determinant of Job Performance of Librarians in Public Universities in Southern Nigeria*. **Communicate: Journal of Library and Information Science** 25(1), 2023, 3-20.
27. N. O. Abdullaheem, M. O. Abdulrazaq, S. R. Nuhu, A. K. O. Yusuf & I. O. Yahaya. *Motivation as A Determinants of Job Performance of Library Staff in Selected Academic Libraries in Kwara State*. **Inkunabula: Journal of Library Science and Islamic Information** 3(1), 2024, 26-41.
28. T. O. Oyetunji, I. I. Abdulwahab, & G. O. Eromosele. *Self-Efficacy and Job Motivation as Determinants of Performance of Library Staff in Southwest Universities, Nigeria*. **Insaniyat: Journal of Islam and Humanities** 9(1), 2024, 91-106.
29. O. J. Sani, & A. Musa. *Influence of ICT Competencies on Job Performance Among Library Personnel in Tertiary Institutions in Lokoja, Kogi State, Nigeria*. **Samaru Journal of Information Studies** 19(1), 2019, 62-76.
30. G.O. Oyovwe-Tinuoye, S.U. Omeluzor, and I.O. Patrick *Influence of ICT Skills On Job Performance of Librarians in University Libraries of South-South, Nigeria*. **Information Development**, 37(3), 2021, 345-358.

31. C. N. Ikonne. *Motivational Factors and Job Performance Of Librarians in Federal University Libraries in North-East Nigeria*. **Library Philosophy and Practice**. 2019.
32. G.O. Quadri, G.M. Obaseki, and D.O. Bakare. *Influence of Job Motivation on Effective Job Performance of Library Personnel in Universities*. **International Journal of Knowledge Content Development & Technology**, 14(4), 2024, 07-24.
33. V. E. Unegbu, & Babalola, Y. T. *The Role Of Motivation In Librarians' Job Performance in Public University Libraries*. **Journal of Management Information Science and Economics**, 7(1), 2020, 1-12.
34. E. Appelbaum, T. Bailey, P. Berg, & Kalleberg, A. L. **Manufacturing advantage: Why high-performance work systems pay off**. Cornell University Press.2000
35. E. L. Deci & R. M. Ryan. *The “What” And “Why” of Goal Pursuits: Human Needs and the Self-Determination of Behavior*. **Psychological Inquiry**, 11(4), 2000, 227–268.
36. K. Shahzad, S. A. Khan, A. Iqbal, & Shabbir, O. *Effects of Motivational And Behavioral Factors On Job Productivity: An Empirical Investigation From Academic Librarians in Pakistan*. **Behavioral Sciences**, 13(1), 2023, 41.

Chapter Five

Conclusion

This chapter presents the summary deduced from the findings of the study as reported in the preceding chapter, conclusion of the study and make practical recommendations for improvement. It also offers some contributions to knowledge and suggestions for further study.

5.1 Summary of Findings

The main objective of this study was to investigate the influence of information management competence and motivational factors on library personnel in tertiary institutions in Oyo State. Major findings of the study are summarised as follows:

There was a moderate to high job performance among librarians in tertiary institutions in Oyo State. Highest performance ratings were recorded in ethical awareness and patron confidentiality and understanding of copyright and licensing policies. Lower performance was observed in specialized technical areas such as metadata schema application and digital preservation workflows. Alos, the knowledge of ILS workflows showed relatively high mean scores but the greatest variability, indicating uneven exposure and experience. The study demonstrated a high level of information management competence among librarians in the tertiary institutions in Oyo State. Librarians reported high competence in critical thinking and interpersonal skills, with means above 3.30 and low variability. Skills such as handling complex reference questions and training users on new databases were particularly strong. Technical proficiency in specialized areas (metadata, preservation) was more variable, reflecting gaps in advanced technical training. The study established strong motivational factors among librarians. Relatedness and perceived competence were strong across the sample, with librarians reporting enjoyment of

collaboration and feeling connected to their communities. Autonomy was less consistent, with the lowest score for having a say in setting work priorities, suggesting limited involvement in strategic decision-making.

The simple regression analysis showed that information management competence significantly predicts job performance, indicating that 42.2% of the variance in performance is explained by competence levels, with higher competence strongly associated with better performance. Motivational factors significantly predict job performance. This means that 36% of the variance in performance is explained by motivation, with higher motivation linked to higher performance. Multiple regression analysis revealed that information management competence and motivational factors together explained 56.2% of the variance in job performance ($R^2 = .562$, $p < .001$). Both predictors remained significant in the combined model (IMC $\beta = .450$, MF $\beta = .400$), indicating that competence and motivation each make unique and complementary contributions to performance.

5.2 Conclusion

This study was conducted to examine the influence of information management competence and motivational factors on job performance of librarians in tertiary institutions in Oyo State. The study also assessed the individual and combined influence of information management competence and motivation on job performance. The findings reveal that librarians generally demonstrate moderate to high job performance, particularly in ethical awareness, user-facing services, and instructional roles, while performance in specialised technical areas such as metadata application, integrated library system (ILS) administration, and digital preservation is more variable.

Information management competence emerged as a strong predictor of job performance, explaining a substantial proportion of variance. Librarians reported high confidence in critical thinking, user training, and interpersonal skills, but lower proficiency in specialised technical competencies. Motivational factors, especially relatedness and perceived competence, were also significant predictors of performance, with autonomy showing more variability across institutions. The combined model demonstrated that competence and motivation together explain over half of the variance in job performance, underscoring their complementary roles. The study established that technical mastery and a supportive motivational climate are both essential for optimal librarian performance.

5.3 Recommendations

Based on these findings, the following recommendations are proposed:

1. For enhanced information management competence among librarians, libraries in tertiary institutions in Oyo State and Nigeria at large should organise regular, role-specific training workshops on metadata standards (for instance, Dublin Core, RDA), digital preservation workflows (for instance, LOCKSS, PREMIS), and advanced ILS configuration.
2. In order to enhance the autonomy of librarians in Nigerian tertiary institutions, there is need to introduce participatory decision-making structures, such as librarian representation on strategic committees, to increase involvement in setting priorities and policies. Library leaders should also allow greater flexibility in scheduling and task organisation to strengthen perceived autonomy among librarians.

3. Considering the importance of motivation in job performance, libraries need to implement recognition and reward systems for innovative service delivery and technical problem-solving and improved job performance.
4. Library should build an environment that fosters cross-departmental collaboration and mentorship programmes to sustain high relatedness among librarians, and consequently enhancing higher performance and productivity.
5. Investing in up-to-date ICT infrastructure and software tools in academic libraries will enable librarians to apply newly acquired technical skills effectively and improve their productivity.
6. In order to increase the motivation of librarians in Nigerian tertiary institutions, there is need for regular institutional support in terms of improved working conditions with modern facilities, as well as provision of adequate funding for library resources to enhance information management.

5.4 Suggestions for Further Studies

Based on the scope, methodology, and findings of this study, the following suggestions are proposed for future research:

1. This study focused on selected tertiary institutions in Oyo State. Future studies could expand to cover multiple states or geopolitical zones in Nigeria to allow for comparative analysis and to identify regional variations in information management competence, motivational factors, and job performance.
2. While this study examined information management competence and motivational factors, other variables such as leadership style, organisational

culture, ICT infrastructure adequacy, workload, and funding levels could be investigated to provide a more comprehensive model of librarian performance.

3. A longitudinal approach could be adopted to track changes in competence, motivation, and performance over time, especially before and after targeted interventions such as training programs or policy reforms. This would help establish causal relationships more clearly. Also, with the rapid adoption of artificial intelligence, machine learning, and digital preservation tools in library services, future studies could examine how these technologies influence both competence requirements and job performance among librarians.

Bibliography

Books

- Abdulkarim, A. M. **Introduction to information management system: foundation of information management system reading material, Federal College of Education (Tech.), Omoku.** Omoku. Basjos Print. 2019.
- ARMA International. **Records and information management core competencies.** ARMA International, 2017.
- Boyatzis, R. E. **The competent manager: A model for effective performance.** John Wiley & Sons. 1982
- Carmines, E. G. & R. A. Zeller. **Reliability and Validity Assessment,** Newbury Park, CA, SAGE. 1979.
- Creswell, J. W. and J.D. Creswell. **Research design: qualitative, quantitative, and mixed methods approach.** Thousand Oaks, California: SAGE Publications, Inc. 2023.
- Deci, E. L. and R. M. Ryan. **Intrinsic motivation and self-determination in human behavior.** New York, NY: Plenum. 1985.
- Downey, C. and Franklin, S. **New Competencies in the Digital Era.** Ottawa: Library and Archives Canada, 2017.
- Downey, C. and S. Franklin. **New Competencies in the Digital Era.** Ottawa: Library and Archives Canada, 2017.
- Facione, P. A. **The California Critical Thinking Disposition Inventory: Test Manual.** Millbrae, CA: California Academic Press. 1990
- International Federation of Library Associations and Institutions. **Core Competences of Librarians.** The Hague: IFLA Professional Reports; 2012.
- Ryan, R. M. and E. L. Deci. **Self-determination theory: Basic psychological needs in motivation development and wellness.** New York, NY: Guilford Press. 2017.
- Ryan, R. M. and M. Lynch. *Motivation and classroom management'*, in R. Curren (ed.), **A Companion to the Philosophy of Education**, pp. 260-71. Malden, MA: Blackwell Publishing. 2003.

Book Chapters

- Campbell, J. P., McCloy, R. A., Oppler, S. H. & C. E. Sager. *A theory of performance*. In Schmitt, N. & Borman, W. C. **Personnel selection in organisations** (1993). San Francisco: Jossey-Bass. 35–70
- Campbell, J. P., McCloy, R. A., Oppler, S. H. & C. E. Sager. *A theory of performance*. In Schmitt, N. & Borman, W. C. **Personnel selection in organisations** (1993). San Francisco: Jossey-Bass. 35–70
- da L. Antunes, M. & Morais, T. M. *Desenvolvimento de competências em literacia de informação e pensamento crítico*. In **Encontro BAD ao Sul**. (2017)
- Koestner, R. and G. F. Losier. *Distinguishing three ways of being highly motivated: A closer look at introjection, identification, and intrinsic motivation*. In E. L. Deci & R. M. Ryan (Eds.), **Handbook of self-determination research** (pp. 101–121). Rochester, NY: University of Rochester Press. 2002
- Motowidlo, S. J., & Keil, H. J. *Job performance*. In N. W. Schmitt, S. Highhouse, & I. B. Weiner (Eds.), **Handbook of psychology: Industrial and organizational psychology** (2nd ed., pp. 82–103). John Wiley & Sons. 2013.
- Ryan, R. M. *Agency and organization: Intrinsic motivation, autonomy and the self in psychological development*. In J. Jacobs (Ed.), **Nebraska symposium on motivation: Developmental perspectives on motivation**, 40 pp. 1–56). Lincoln, NE: University of Nebraska Press. 1993
- Vallerand, R. J. *Toward a hierarchical model of intrinsic and extrinsic motivation*. In M. P. Zanna (Ed.), **Advances in experimental social psychology** (Vol. 29, pp. 271–360). San Diego, CA: Academic Press. 1997.

Websites

- Ackerman, C. E. *Self-determination theory and how it explains motivation*. **Positive Psychology**, 33, 2018. <https://positivepsychology.com/self-determination-theory/>
- American Library Association. **ALA's Core competencies of Librarianship**. 2023. https://www.ala.org/sites/default/files/educationcareers/content/2022%20ALA%20Core%20Competences%20of%20Librarianship_FINAL.pdf
- American Productivity & Quality Center (APQC). **Core Competencies for Knowledge Management Teams**. 2022 <https://www.apqc.org/resource-library/resource-listing/core-competencies-knowledge-management-teams>
- Anheier, H. K. and N. Scherer. *Survey research centers and companies*. 2015. <https://www.sciencedirect.com/topics/social-sciences/survey-research>

- Association for Library Service to Children (ALSC). **Competencies for Librarians Serving Children in Public Libraries.** 2020. <http://www.ala.org/alsc/edcareers/alsccorecomps>
- Association of Canadian Archivists. **Competency Framework.** 2024. <https://archivists.ca/resources/Documents/2024-ACA%20Competency%20Framework.pdf>
- Australian Library and Information Association (ALIA). **LIS Workforce Framework - ALIA Framework of Skills, Knowledge and Ethics for the Library and Information Services Workforce.** 2025. [https://www.alia.org.au/common/Uploaded%20files/ALIA-Docs/2025/Revised_Framework_July_2025\[7\].pdf](https://www.alia.org.au/common/Uploaded%20files/ALIA-Docs/2025/Revised_Framework_July_2025[7].pdf)
- Canadian Association of Research Libraries. **Competencies for Librarians in Canadian Research Libraries.** 2020. <https://www.carl-abrc.ca/wp-content/uploads/2020/09/Competencies-Final-EN-1-2.pdf>
- Canadian Association of Research Libraries. **Competencies for Librarians in Canadian Research Libraries.** 2020. <https://www.carl-abrc.ca/wp-content/uploads/2020/09/Competencies-Final-EN-1-2.pdf>
- Government Knowledge and Information Management Network (UK). **Government Knowledge and Information Management (GKIM) Skills Framework.** 2022. https://assets.publishing.service.gov.uk/media/63ce61fd8fa8f53fe6b1b3e9/GKIM_Skills_Framework_-_static.docx
- Hays, L. *Critical Thinking and the Role of Special Librarians.* **Lucidea Blog.** 2024. lucidea.com/blog/critical-thinking-and-special-libraries/
- Lotich, P. **12 competencies every manager should master.** *Thriving small business.* 2019. Retrieved online from <http://thethrivingsmallbusiness.com/manager-competencies/>
- Mardanov, I. *Intrinsic and extrinsic motivation, organizational context, employee contentment, job satisfaction, performance and intention to stay.* 2024. Available from: <https://www.emerald.com/insight/content/doi/10.1108/EBHRM-02-2020-0018/full/html>.
- North American Serials Interest Group (NASIG). **Core Competencies for Electronic Resources Librarians.** 2021. <https://www.nasig.org/Competencies-Eresources>
- RUSA Task Force on Professional Competencies. *Professional competencies for reference and user services librarians.* **Reference & User Services Quarterly.** Sep 7, 2017: 1-10.

<https://www.ala.org/sites/default/files/rusa/content/RUSA%20Professional%20Competencies%20Final%208-31-2017.pdf>

Saunders. L. *Core Knowledge and Specialized Skills in Academic Libraries*. **C&RL Online**, 81(2), 2020. <https://crl.acrl.org/index.php/crl/article/view/24336/32167>

Special Libraries Association (SLA). **Competencies for Information Professionals**. 2016. <https://sla.org/page/competencies>

Conference Proceedings

Truyen, F. *Personal information management: the information companion*. **Proceedings of EDULEARN10 Conference**, 5th-7th July 2010, Barcelona, Spain.

Tunmibi, S., and T. Adeyemi. *Information Processing and Job Performance of Secretaries in Public Polytechnics, Osun State, Nigeria*. In **Lead City University Information Management Conference Proceedings**, 1(1), 2025: 8-30.

Journals

Abddulraheem, N. O., Abdulrazaq, M. O., Nuhu, S. R., Yusuf A. K. O. & I. O. Yahaya. *Motivation as A Determinants of Job Performance of Library Staff in Selected Academic Libraries in Kwara State*. **Inkunabula: Journal of Library Science and Islamic Information** 3(1), 2024: 26-41.

Abotalebi, P. and Mohammad-Hossein Biglu. *Identification of competencies for professional staff of academic medical libraries in Iran*. **Open Access Library Journal** 4(6), 2017: 1-13. doi: <http://10.4236/oalib.1103657>

Adegbite-Badmus, T. and C. K. Obafunmiso. *A Survey on Technical Skills Among Library Professionals*. **International Journal of Research in Engineering, Science and Management**, 6(1). 2023.

Adekunle J. O. and D. J. A. Ogunleye, *Motivating Librarians: A Catalyst for Excellence in Public University Libraries*. **Advance Journal of Management and Social Sciences** 7(4), 2023: 129–152, accessed online, <https://aspjournals.org/Journals/index.php/ajmss/article/view/510..>

Adekunle, F. A. and D. O. Ikegune. *Demographic factors as correlate of perceived job performance of university libraries' personnel in southwest, Nigeria*. **Communicate: Journal of Library and Information Science** 26(2), 2024: 21-35.

- Adekunle, J. O. and D. J. A. Ogunleye, *Motivating Librarians: A Catalyst for Excellence in Public University Libraries*. **Advance Journal of Management and Social Sciences** 7(4), 2023: 129–152, accessed online, <https://aspjournals.org/Journals/index.php/ajmss/article/view/510..>
- Adeola, A., Owolabi. R. O. *Motivation and job performance of librarians in Nigerian public universities*. **PLASU Journal of Library, Archival & Information Science** 2 (2), 2025, 131-146. https://www.plasujalis.com/published_manuscripts/vol-2-2-2025/PLASUJALIS-4292-30-68.pdf
- Adeyeye M.O., and Erwat, E.A. *Information management practices and job performance of secretaries in public polytechnics in South-west, Nigeria*. **Journal of Humanities and Education Development (JHED)**. 6(2), 2024: 19-30.
- Afolabi, C. E. & O. S. Adeoye. *The Connection Between Motivation and Job Performance: a Study of Public University Librarians*. **Journal of Communication, Media Studies, and Digital Culture** 1(1), 2025: 19-33.
- Agboola, B. *Impact of ICT on information retrieval system in academic libraries: The experience of Federal University Gashua Library, Yobe State, Nigeria*. **Library Philosophy and Practice** (e-journal). 2350. 2019. <https://digitalcommons.unl.edu/libphilprac/2350>
- Agboola, B. *Impact of ICT on information retrieval system in academic libraries: The experience of Federal University Gashua Library, Yobe State, Nigeria*. **Library Philosophy and Practice** (e-journal). 2350. (2019). <https://digitalcommons.unl.edu/libphilprac/2350>
- Ait-Haddouchane, Z., Bakkali, S., Ajana, S. and K. Gassemi. *The application of the competency-based approach to assess the training and employment adequacy problem*. **International Journal of Education (IJE)**, 5 (1), 2017:1-18.
- Akinwoye, O. A. *Librarians' Use of Interpersonal Communication Skills for Effective Reference Services in Academic Libraries in Southwest Nigeria*. **IJRIS**, 1(1), 2023: 3-15.
- Akwang, N. E. and I. U. Udoh. *Librarians' Technology Literacy Skills with the Use of Electronic Information Resources for Research Activities in University Libraries: A Correlational Study*. **African Journal of Educational Science & Support Technology**. 2024
- Alqarni, S., Hamsan, H., Rasdi, R. M., & Rahman, H. A. *A systematic literature review on job performance in diverse organizations from 2010 to 2023*. **International**

Journal of Academic Research in Business and Social Sciences, 13(18), 2023, 1–20. <https://doi.org/10.6007/IJARBSS/v13-i18/19960>

Amadi, E. O. and F. E. Akpelu, *Information Management Techniques and Educational Administrator's Job Performance in Tertiary Institutions in Rivers State*, **BW Academic Journal** (2022): 9.

Anyaegbu M. I. & N. B. Wali. *Influence of staff training and development on librarians' job performance in Federal University libraries in South-south Nigeria*. **NAU Journal of Library and Information Science**, 2021.

Anyim, W. O. and M. Onyegbula. *Review of Motivational Practices and Job Performance of Staff in University Libraries*. **Library Philosophy and Practice (e-journal)**. 6522. 2021 <https://digitalcommons.unl.edu/libphilprac/6522>

Appelbaum, E., Bailey, T., Berg, P., & Kalleberg, A. L. **Manufacturing advantage: Why high-performance work systems pay off**. Cornell University Press.2000

Ashikuzzaman, M. *Skills and Knowledge Required for Library Professionals in ICT-based Library*. **Library & Information Science Education Network**. (2014)

Bankole, Q. A., Akanbi, M. L., Sulaima, K. G., and Isiaka, A. O. *Staff motivation, self-efficacy and job performance of library personnel in Kwara State public libraries*. **International Journal of Knowledge Content Development & Technology**, 13(4), 2023: 31-39. Retrieved from <https://journals.sfu.ca/ijkcdt/index.php/ijkcdt/article/download/855/419/5893>

Barbakoff, A. *Libraries Build Autonomy: A Philosophical Perspective on the Social Role of Libraries and Librarians*. **Library Philosophy and Practice**. (2010)

Black, S.; Allen, J. D. *Foster Intrinsic Motivation*. **The Reference Librarian**, 58(1), 2017: 91–105.

Boma-Siaminabo, H. *Assessing the Impact of Information Management Competencies on Job Performance In State-Owned Universities in Rivers State*, **BW Academic Journal** (2022): 8.

Chukwujindu, N. B., Achugbue, E. I., & Ogbomo, E. F. *Librarians' attitudes, work environment and service delivery in academic libraries in Delta State, Nigeria*. **Library and Information Perspectives and Research**, 6(2), 2024: 32–45. Retrieved from <https://credence-publishing.com/journal/uploads/archive/202417259075656411732562.pdf>

Deci, E. L. and R. M. Ryan. *The 'what' and 'why' of goal pursuits: Human needs and the self-determination of behavior*. **Psychological Inquiry**, 11, 2000: 227–268. https://doi.org/10.1207/S15327965PLI1104_01

- Deildok, M. Hjerpe, A., Smed, G. and T. Vind. *Future Library Competencies: Updates on Public and Research Libraries in Scandinavia*. **Scandinavian Library Quarterly**, 49 (3), 2016: 1-9. <http://slq.nu/wp-content/uploads/2016/09/SLQ-3.20161.pdf>
- Diamantidis, A. D. and P Chatzoglou. *Factors affecting employee performance: an empirical approach*. **International journal of productivity and performance management**. 68(1), 2019: 171-93.
- Dina, T. and G. O. Olowosoke. *The effect of motivation and job performance on library personnel effectiveness in universities libraries in Nigeria*. **Library Philosophy and Practice (e-journal)**.2042, 2018: 1-28.
- Echedom, A.U. and Ezeogu, A.P. *Working Conditions, Staff training and Development Programmes as determinants of Librarians' Productivity in Academic Libraries in Imo State, Nigeria*. **UNIZIK Journal of Research in Library and Information Science**, 5(1), 2020, 42-53.
- Ekeruche, A. C. & Echedom, A. U. *Interpersonal Skills as Correlate of Career Development among Librarians in Academic Libraries in South-South Nigeria*. **Information Impact: J. of Information & Knowledge Management**, 14(1), (2023): 157-171.
- Eleto, C. W., Ahiauzu, B. E. and E. I. Obilor. *Information Management Practices as Correlate of Service Delivery in Special Libraries in Rivers State, Nigeria*. **Library Philosophy and Practice** 2024: 1-13.
- Enyioko, C. O., Adedoyin, I. S., Dada, D. A., Faloye, D. O. & Oladimeji, S. B. *Skill Gap Assessment and Workforce Performance among Staff: An Empirical Analysis of Achievers University, Owo, Ondo State*. **Advance Journal of Management and Social Sciences**, 9(2), 2025: 37–58. Retrieved from <https://aspjournals.org/Journals/index.php/ajmss/article/view/1089>
- Esharefasa, B. A. and Adeyeye, S. V. *Work environment and organizational commitment of librarians in tertiary institutions in Lagos State, Nigeria*. **Lead City International Journal of Library, Information & Communication Sciences** 2(1), 2025: 1-14.
- Eyo, E, B, E, *Work environment, staff development and personal variables as contributors to job performance of library personnel in public universities in South-South, Nigeria*. **Journal of Library Services and Technologies** 6(1), 2024: 15-25.

- Fabunmi, S. O., Ikonne, C. N. and Ezinwanyi Madukoma. *Staff Training as Determinant of Job Performance of Librarians in Public Universities in Southern Nigeria. Communicate: Journal of Library and Information Science* 25(1), 2023: 3-20.
- Fraser-Arnott. M. *Competencies for Information Specialists in Emerging Roles. Library Management* 38(1), 2017: 66.
- Gagné, M. and E. L. Deci. *Self-determination theory and work motivation. Journal of Organizational behavior.* 26(4), 2005: 331-362.
- Gliem, J. A. & R. R. Gliem. *Calculating, Interpreting, and Reporting Cronbach's Alpha Reliability Coefficient for Likert-Type Scales. Midwest Research to Practice Conference in Adult, Continuing, and Community Education*, Columbus, 82-88. 2003.
- Hamid, A. and M. Younus. *Effect of work motivation on academic library professionals' workplace productivity. Library Philosophy and Practice.* 2021 Jul 1;2021:1-26.
- Igbinovia, M. O. & S.O. Popoola. *Organisational culture and emotional intelligence as predictors of job performance among library personnel in Edo State, Nigeria. Journal of Information Science Theory and Practice*, 4 (2), 2016: 34-52.
- Ikonne. C. N. *Motivational factors and job performance of librarians in federal university libraries in North-East Nigeria. Library Philosophy and Practice.* (2019).
- Japheth Abdulazeez, Y. A., Afolami, E. A., Ogunleye, O. M., Yusuf, O. A., Philip, J. O. and O. A. Ojo. *Factors advancing job performance among staff in Nigerian academic libraries: a review of literature. The Catalyst Journal of Library and Information Literacy-CJLIL.* 4(1), 2025: 124-33.
- Johnson, A. M. *Connections, Conversations, and Visibility: How the Work of Academic Reference and Liaison Librarians is Evolving. Reference & User Services Quarterly*, 58(2), 2019: 91-102.
- Kolibacova, G. *The relationship between competency and performance. ACTA Universitatis Agriculturae et Silviculture Mendellianae Brunensis.* 63 (138), 2014: 1315- 1338
- Kumar, K. T. *Factors influencing the motivation of library professionals: A study of the Kalyan Karnataka region. International Journal of Information Dissemination and Technology*, 14(3), 2024: 113-6.
- Kutu, J. O. and O. Olabode. *Information resources availability, utilisation and job performance of academic librarians in selected university libraries in North-Central Nigeria. Library Philosophy & Practice* (2020).

- Megahed, N. *A Critical Review of the Literature and Practice of Competency Modelling. KnE Social Sciences*, 3(10), 2018: 104–126.
<https://doi.org/10.18502/kss.v3i10.3106>
- Nizamuddin, N. N. and D. Mokhtar. *Working Environment, Employee Motivation and Job Satisfaction among Retailers in Klang Valley. International Journal of Academic Research in Business and Social Sciences*, 14(1), 2024, 2155-2165
- Nwokike, O. A. and V. E. Unegbu. *Evaluating the Job Performance of Librarians in Universities in South-East, Nigeria. Library Philosophy and Practice (e-journal)*. 2536, 2019. <https://digitalcommons.unl.edu/libphilprac/2536>
- Nwokike, O.A. and V. E. Unegbu. *Evaluating the Job Performance of Librarians in Universities in South-East, Nigeria. Library Philosophy and Practice* 2019.
- Odukah, M. E. *Factors influencing staff motivation among employees: a case study of equator bottlers (coca cola) Kenya. Journal of Human Resource and Sustainability Studies*. 4, 2016: 68-79.
<http://www.scirp.org/journal/jhrsshttp://dx.doi.org/10.4236/jrss.2016.42008> (30).
- Odunewu, A. O. & Y. Haliso. *Knowledge sharing behaviour and librarians' job performance in Nigerian Universities. Library Philosophy and Practice (e-journal)*. (2019). 2396. <https://digitalcommons.unl.edu/libphilprac/2396>
- Ogar, F. O. & W. O. Nkanu. *Staff development as a predictor of job performance of academic librarians in university libraries in South-South, Nigeria. Journal of Library Services and Technologies* 4(1), 2022: 29-42.
- Ogolo, F. I., and Agbagbue, A.O.S. *Business Education Administrators' Information Management Competencies and Administrative Roles Performance in Rivers State Tertiary Institutions. Nigerian Journal of Business Education (NIGJBED)* 7 (1) 2020, 258-270
- Ogunbote, K. O. & V. E. Unegbu. *Influence of Organisational support on librarians' Productivity in public libraries in South-West, Nigeria. Tin-City Journal of Library, Archival and Information Science* 12(1), 2023: 40-55.
- Oguntayo, S. A., Unegbu, V. E., Kayode, A. I., Okocha, F., Dapo-Asaju, H., Adewumi, C. and R. O. Ibrahim. *Job motivators among librarians in private university libraries in South-West, Nigeria. Journal of Library Services and Technologies*.6(1), 2024: 148-158.
- Okorie, N., Ikonne, C. and Haliso, Y. *Extrinsic Motivational Factors and Job Performance of Library Personnel in Universities and Institutes of Agriculture in Nigeria. Library Philosophy and Practice*. 2019

- Omini, E. U. *Work environment and job satisfaction of librarians of tertiary institutions in Calabar Metropolis, Cross River State, Nigeria*. **Nigerian School Library Journal**, 23(1), 2024. Retrieved from <https://www.ajol.info/index.php/nslj/article/view/286854>
- Oyedipe, W. J. and S. O. Popoola. *Demographic Characteristics as Factors Influencing Task Performance among Library Personnel in Public Universities, Southwestern Nigeria*. **Journal of Indian Library Association** 58(1), 2022: 107-121.
- Oyetunji, T. O., Abdulwahab, I. I. & G. O. Eromosele. *Self-Efficacy and Job Motivation as Determinants of Performance of Library Staff in Southwest Universities, Nigeria*. **Insaniyat: Journal of Islam and Humanities** 9(1), 2024: 91-106.
- Oyovwe-Tinuoye, G.O., Omeluzor, S.U. and I.O. Patrick *Influence of ICT skills on job performance of librarians in university libraries of South-South, Nigeria*. **Information Development**, 37(3), 2021: 345-358.
- Quadri, G. O., Obaseki, G. M. and D. O. Bakare. *Influence of Job Motivation on Effective Job Performance of Library Personnel in Universities*. **International Journal of Knowledge Content Development & Technology**. 14(4), 2024: 07-24.
- Quadri, G. O., Obaseki, G. M. and D. O. Bakare. *Leadership styles and job performance of library personnel in Oyo State University Libraries*. **MiddleBelt Journal of Library and Information Science**. 21, 2023: 11-27.
- Rajpurkar, S. S. *Changing Role of College Librarians in Autonomous Environment: A Study*. **SRELS Journal of Information and Knowledge Management**. 5, 2022.
- Rubin, R. B. and M. M. Martin. *Development of a measure of interpersonal communication competence*. **Communication Research Reports**, 11(1), 1994: 33-44.
- RUSA Task Force on Professional Competencies. *Professional competencies for reference and user services librarians*. **Reference & User Services Quarterly**. Sep 7, 2017: 1-10.
<https://www.ala.org/sites/default/files/rusa/content/RUSA%20Professional%20Competencies%20Final%208-31-2017.pdf>
- Ryan, R. M. and J. P. Connell. *Perceived locus of causality and internalization*. **Journal of Personality and Social Psychology**, 57, 1989: 749-761.
- Ryan, R. M., Kuhl, J. and E. L. Deci. *Nature and autonomy: Organizational view of social and neurobiological aspects of selfregulation in behavior and development*. **Development and Psychopathology**, 9, 1997: 701-728.

- Sahabi, M. K., Unobe, E. S. & M. A. Abdullahi. *Job performance of academic librarians in selected federal university libraries in North-West, Nigeria*. **Samaru Journal of Information Studies** 23(2), 2023: 24-36.
- Saidin, K., Wan, P., & Halim, W. F. S. W. A. *A synthesis towards the construct of job performance: Dimensions and theoretical approaches*. **Pakistan Journal of Life and Social Sciences**, 22(2), 2024, 300–312. <https://doi.org/10.57239/PJLSS-2024-22.2.0022>
- Saka, K, A , Oyedum, G. U. and Isa Sali Song. *Influence of continuing professional development and skills acquisition on librarians' performance in two state capitals in Northern Nigeria*. **Journal of Balkan Libraries Union** 4(1), 2016: 1-7.
- Saleem, Q.U.A., Ameen, K. and M. Ashiq. *Personal knowledge and information management practices of life sciences research students in Pakistan*. **Malaysian Journal of Library & Information Science**, 24 (2), 2021: 107-123. <https://doi.org/10.22452/mjlis.vol24no2.6> Page 107
- Sani, O. J. & A. Musa. *Influence of ICT competencies on job performance among library personnel in tertiary institutions in Lokoja, Kogi State, Nigeria*. **Samaru Journal of Information Studies** 19(1), 2019: 62-76.
- Sanjrani, H. A., Abro, I. A. and M. R. Khaskeli. *Effects of Work Motivation on the Job Performance of Higher Education Library Staff: Moderating role of Leadership Style*. **Social Science Review Archives**, 3(3), 2025: 82-91.
- Shahzad, K. and S. A. Khan. *Impact of motivation and continuing professional development upon job performance and satisfaction level of reference librarians in Pakistan: an empirical investigation*. **Global Knowledge, Memory and Communication**. 74(5/6), 2025: 1487-510.
- Shahzad, K., Khan, S. A., Iqbal, A. and O. Shabbir. *Effects of motivational and behavioral factors on job productivity: an empirical investigation from academic librarians in Pakistan*. **Behavioral Sciences**. 13(1), 2023: 41.
- Shahzad, K., Khan, S. A., Iqbal, A., & Shabbir, O. *Effects of motivational and behavioral factors on job productivity: An empirical investigation from academic librarians in Pakistan*. **Behavioral Sciences**, 13(1), 2023: 41.
- Shivani. L. *Skills and Competencies required by Library Professionals in the Digital Era*. **IJAEM**. (2022)
- Simisaye, A. O., Ogunbanjo, B. and A.B. Oshinaike. *Motivation and Perceived Job Performance for enhanced efficiency among Librarians in University Libraries, in*

- South-West, Nigeria. **Global Review of Library and Information Science (GRELIS)**, 20(1), 2024, 59-82
- Smith, J. and L. Kaye. *Assessing Procedural Skills in Library Operations*. **Journal of Library Administration**.59(1), 2019:45–62.
- Solomon, A. I. *Office technology and management educators' self-appraisal on information and communication technology*. **International Journal of Advanced Academic Research**, 5 (5), 2019: 34-43.
- Soutter, J. L. *Academic librarian competency as defined in the library and information science journal literature*. **Partnership: The Canadian Journal of Library and Information Practice and Research**, 6(2), 2011, 1–18.
<https://journal.lib.uoguelph.ca/index.php/perj/article/view/1991>
- Sulaimon, A. M., Okunnu, H. O., Monu, J. O. and E. M. Ekeh. *Motivational Factors and Job Performance of Academic Librarians in University Libraries in Ogun State, Nigeria*. **International Journal of Library and Information Science Studies**, 8(2), 2022: 1-16.
- Taherdoost, H. *Determining Sample Size; How to Calculate Survey Sample Size*. **International Journal of Economics and Management Systems**, 2, 2017: 237-239.
- Taiwo, A. O. *Inspiring excellence: unraveling the influence of motivation on job performance in public university libraries*. **Hollex Journal of marketing and Mass Communication**.10(3), 2022: 7-22.
- Tella, A., Ibinaiye, O. A. *Correlates of staff motivation, satisfaction, and job performance of library staff in selected Nigerian University libraries*. **International Information & Library Review**. 52(1), 2020: 32-49.
- Tyopev, A., Nna-Etuk, G. M. & T. M. Agbidye. *Female librarians' career progression and job performance in academic libraries in Benue State, Nigeria*. **International Journal of Applied Technologies in Library and Information Management** 10(3), 2024: 45-59.
- Ugwu, I. and M. E. Ugwu. *Demographic Variables and Job Performance of Librarians in University Libraries in South East Nigeria*. **Library Philosophy & Practice** 2017.
- Umar, M. Y., & Abubakar, A. H. *Exploring the link between professional competence and job performance of librarians: A case study of the National Open University of Nigeria*. **Nigerian Journal of Library and Information Science**, 5(1), 2024, 45–56. <https://ndjlis.fuotuo.ke.edu.ng/index.php/ndjlis/article/download/86/62/128>

- Unegbu, V. E., Babalola, Y. T. and C. B. Basahuwa. *The role of motivation in librarians' job performance in public university libraries*. **Journal of Management Information Systems & E-commerce** 7 (1), 2020: 1-12.
- Urhefe-Okotie, E. A., Okafor, V. N. and O. P. Ijiekhuamhen. *A comparative study of library services and job performance of librarians and paraprofessional librarians in public libraries in South-South Nigeria*. **Performance Measurement and Metrics** 23(1), 2022: 1-12.
- Vallerand, R. J. *Deci and Ryan's self-determination theory: A view from the hierarchical model of intrinsic and extrinsic motivation*. **Psychological inquiry** 11(4), 2000: 312-318.
- Van den Broeck, A., Vansteenkiste, M., De Witte, H. and W. Lens. *Capturing autonomy, competence, and relatedness at work: Construction and initial validation of the Work-related Basic Need Satisfaction scale*. **Journal of Occupational and Organizational Psychology**, 83(4), 2010: 981–1002.
- Vichita, V. & Jintawee, T. *Competency requirements for effective job performance in the Thai public sector*. **Contemporary Management Research**, 3 (1), 2007: 45-70.
- Wicki, A. & E. Parlow. *Multiple regression analysis for unmixing of surface temperature data in an urban environment*. **Remote Sensing**, 9(7), 2017: 684.
<https://doi.org/10.3390/rs9070684>

APPENDIX A

Questionnaire

**Department of Library and Information Science,
Faculty of Communication and Information Science,
Lead City University, Ibadan, Oyo State, Nigeria**

Dear Respondents,

I am a master student of library and information science in the Lead City University, Ibadan, Oyo State. I am carrying out research on the Information Management Competence, Motivational Factors, and Job Performance of Librarians in Oyo State. Participation in this survey is voluntary and all information provided will be used strictly for academic purposes and will be treated with utmost confidentiality.

Thank you.

SECTION A: DEMOGRAPHIC INFORMATION

Instruction: Kindly fill or tick (✓) the appropriate answers in the spaces provided.

1. Name of Institution: _____
2. Gender: Male [☐] Female [☐]
3. Age (in years): 21-30 [☐] 31-40 [☐] 41-50 [☐] 51 yrs and above [☐]
4. Designation: _____
5. Section/Unit: _____
6. Educational Qualification: BLIS [☐] Master [☐] PhD [☐]

SECTION B: Information Management Competence Scale

7. Kindly indicate your level of information management competence. Please use the following rating scale for your response: **SA (Strong Agree) =4; A(Agree)=3; D(Disagree)=2; SD (Strong Disagree) =1;**

S/N	Information Management Competence	SA	A	D	SD
Technical Proficiency					
1	I can efficiently use library management systems (for instance, DSpace, Koha) to organize digital collections.				
2	I am proficient in creating and formatting documents using word-processing software.				
3	I design clear, engaging presentations with software such as PowerPoint.				
4	I perform advanced online searches (Boolean operators, filters) to locate scholarly resources.				
5	I manage digital repository metadata using standards like Dublin Core or MARC21.				
6	I troubleshoot common hardware/software issues on library workstations.				
7	I employ digital preservation tools (for instance, LOCKSS, PREMIS) to safeguard electronic assets.				
8	I analyze library-use statistics using spreadsheet or statistical software.				
9	I update and maintain our library website using a content-management system.				
Critical Thinking					
10	I distinguish fact from opinion when reviewing information sources.				
11	I ask probing questions to clarify ambiguous or incomplete data.				
12	I synthesize ideas from multiple sources to develop coherent recommendations.				
13	I remain open to changing my viewpoint when presented with new evidence.				
14	I evaluate the credibility of authors and publishers before citing their work.				
15	I apply systematic problem-solving strategies to complex information challenges.				

16	I reflect on my decision-making process to improve future judgments.				
	Interpersonal Skills				
17	I adjust my communication style to meet the needs of diverse library users.				
18	I listen actively and empathetically when patrons describe their information needs.				
19	I convey complex concepts in clear, jargon-free language.				
20	I give and receive constructive feedback courteously in team meetings.				
21	I build trust by being approachable and responsive at the information desk.				
22	I collaborate effectively with colleagues across different library units.				
23	I manage conflicts professionally when opinions differ on a project.				
24	I show patience and respect when training users on new technologies.				
25	I maintain a positive attitude under stress and tight deadlines.				
26	I foster a welcoming environment through friendly body language and tone.				

SECTION C: Motivational Factors for Librarians

8. Kindly indicate which of the following motivational factors do you experience.

Kindly use the following rating scale for your response: **Very Readily Available=4,**

Readily Available=3, Not Readily Available=2, Not Available=1

S/N	Motivational Factors	SA	A	D	SD
	Autonomy Factor				
1	I feel free to choose how I carry out my daily tasks.				
2	I have a say in setting priorities for my work.				
3	I can decide when to take breaks to refresh myself.				

4	I am able to propose new ways to improve library services.				
5	I can influence the policies that affect my job.				
6	I have the freedom to organize my own schedule.				
7	I feel trusted to make decisions without constant oversight.				
8	I can choose which professional development activities to pursue.				
Competence Factor					
9	I feel confident in my ability to handle complex reference questions.				
19	I am able to meet the technical demands of managing digital collections.				
11	I believe I have the skills necessary to train users on new databases.				
12	I master the software and tools required for daily library operations.				
13	I can troubleshoot routine system issues effectively.				
14	I receive feedback that helps me improve my professional capabilities.				
15	I feel well prepared to handle any new responsibilities in my role.				
16	I can learn new technologies and apply them quickly at work.				
Relatedness Factor					
17	I can count on my teammates when I need help or advice.				
18	I enjoy interacting with other staff members across departments.				
19	I feel connected to the library community I serve.				
20	I experience genuine care and concern from my supervisor.				
21	I believe my contributions are valued by the library team.				
22	I feel included in important discussions about library operations.				
23	I have opportunities to build friendships through work activities.				

Section D – Job Performance of Librarians

9. Kindly indicate your level of job performance by using the following rating scale for your response: **SA (Strong Agree)=4; A(Agree)=3; D(Disagree)=2; SD (Strong Disagree) =1;**

S/N	Job Performance Scale	SA	A	D	SD
Task performance					
1	I understand copyright, fair use, and licensing policies relevant to library collections.				
2	I know the stages and models of the information-seeking process (for instance, Kuhlthau's ISP).				
3	I know the structure and function of MARC21 bibliographic records.				
4	I am familiar with major metadata schemas (for instance, Dublin Core, RDA) and their applications.				
5	I understand copyright, fair use, and licensing policies relevant to library collections.				
6	I know the core components and workflows of an integrated library system (ILS).				
7	I understand professional ethics and standards governing patron confidentiality.				
Contextual performance					
8	I accurately create and edit MARC21 records using cataloguing tools.				
9	I configure and manage an ILS module (for instance, acquisitions, serials, circulation).				
10	I perform complex database searches using Boolean operators and controlled vocabularies.				
11	I lead hands-on information literacy workshops for varied learner groups.				
12	I digitize physical materials (scanning, OCR processing) following best practices.				

13	I troubleshoot user-side software and hardware issues at public workstations.				
14	I develop and update library web pages using CMS platforms (for instance, Drupal, WordPress).				
15	I apply digital preservation workflows (for instance, LOCKSS, PREMIS) to safeguard content.				

Thank you for your cooperation.

Lead City University Ibadan DO NOT COPY

APPENDIX B

Personal Data

NAME: OGUNYEMI, Funmilayo Bimpe
DATE OF BIRTH: July 31,1984
NATIONALITY: Nigerian
MARITAL STATUS: Married
EMAIL ADDRESS: fogunyemi84@gmail.com
PHONE NUMBER: 07087217373
PRESENT POSTER ADDRESS: C/O PMB 001, Oyo State College of
Education, Lanlate

EDUCATIONAL INSTITUTION ATTENDED WITH DATES:

St John Anglican Primary School, Eruwa 1990-1995
Eruwa High School, New Eruwa 1996-2001
Ipapo Community Secondary Grammar School, Ipapo 2004
The Polytechnic Ibadan, Eruwa Campus 2006-2009
The Polytechnic Ibadan, Eruwa Campus 2011
University of Ibadan, Ibadan 2010-2016
Lead City University, Ibadan 2024 till date

ACADEMIC/PROFESSIONAL QUALIFICATIONS WITH DATES

Primary School Leaving Certificate 1995
Senior Secondary School Certificate 2001
National Examination Council 2004
National Diploma Certificate in Business Studies 2010
Certificate in Desktop Publishing 2011
Bachelor Degree in Library and Information Science 2016
Master in Library and Information Science In View

WORKING EXPERIENCE:

Oyo State College of Education Lanlate. 2015 till date

RESEARCH AND PUBLICATION:

- Adejumo, F B. (2009):The Role of Commercial Bank in Financing Small Scale Industrial Development in Nigeria. An Unpublished National Diploma Project of the Department of Business Studies, Polytechnic, Ibadan.
- Adejumo , F B. (2016) Role Libraries in Secondary School Education. An Unpublished BLIS Project Submitted to the Department of Library Archival and information Studies, University of Ibadan, Ibadan.

ATTENDANCE AT WORKSHOPS/LEARNED CONFERENCES:

- Attended Maximizing Efficiency and Effective at Work held by Fedmat Success Links Enterprises, Akobo, Ibadan & Emmanuel Alayande College of Education Lanlate Campus, Oyo State - 17 December, 2008.
- A Day Training Workshop on Skill Improvement for Senior Administrative Officer, Executive Officers, Library Officers, Accountants, Auditors, Store Officers, Technical Officers, Secretaries and Typists, Clerical Officers and Drivers at Emmanuel Alayande College of Education, Oyo, Lanlate Campus by Toyen Future Consultants - 30 June, 2011.
- Participated at a conference themed: “Library Management, Index and Documentation” at Bezer Hall, Ota, Ogun State by Nigerian Institute of Public Relations – 19th – 22nd December, 2022.
- Participated at a seminar themed: “Realistic Approaches for Improving Service Delivering in Oyo State College of Education, Lanlate” - 30th July, 2024.
- Participated at the 2025 mini-workshop organized by the Association of Nigerian Colleges of Education Professional Administrators (ANCOEPA), Oyo State College of Education, Lanlate Branch on the theme: “Redefining the Fundamentals of Administration through Job Ethics” - 13 February, 2025.

NAMES AND ADDRESSES OF REFEREES

1. Mr. Busari I.T.
College Librarian,
Oyo State College of Education,
Lanlate.
09036914178
2. Dr. Bakare-Farungase O.D
Lecturer,
Lead City University,
Ibadan
08066365376

APPENDIX C

The University Compliance Certification

This is to certify that this thesis is written by Funmilayo Bimpe OGUNYEMI with Matric No LCU/PG/006172 in the Department of Information Management, Lead City University, Ibadan, in full compliance with the approved university format and style.

Signature

Date

Lead City University Ibadan DO NOT COPY

Lcu Library

Document Details

Submission ID

trn:oid::1:3343883446

Submission Date

Sep 18, 2025, 9:55 PM GMT+1

Download Date

Sep 18, 2025, 10:40 PM GMT+1

File Name

Funmilayo_Bimpe_Ogunyemi_MLIS.docx

File Size

254.5 KB

126 Pages

29,449 Words

188,565 Characters

Page 1 of 134 - Cover Page Submission ID trn:oid::1:3343883446

Page 1 of 134 - Cover Page Submission ID trn:oid::1:3343883446

19% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

Filtered from the Report

Bibliography

Quoted Text

Small Matches (less than 15 words)

Match Groups

149 Not Cited or Quoted 19%

Matches with neither in-text citation nor quotation marks

1 Missing Quotations 0%

Matches that are still very similar to source material

0 Missing Citation 0%

Matches that have quotation marks, but no in-text citation

0 Cited and Quoted 0%

Matches with in-text citation present, but no quotation marks

Top Sources

15% Internet sources

9% Publications

11% Submitted works (Student Papers)

Integrity Flags

0 Integrity Flags for Review

No suspicious text manipulations found.

Our system's algorithms look deeply at a document for any inconsistencies that would set it apart from a normal submission. If we notice something strange, we flag it for you to review.

A Flag is not necessarily an indicator of a problem. However, we'd recommend you focus your attention there for further review.