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Combined Correlational Effects of Motivation, Emotional Intelligence and Human Capital Development on Job Satisfaction of Librarians in Nigerian Public University Libraries

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ABSTRACT

This study investigated the combined correlational effects of motivation, emotional intelligence and human capital development on the job satisfaction of librarians in Nigerian public universities. A correlational survey research design was adopted. The study population consisted of 1,254 librarians in public university libraries in Nigeria, from which 923 were selected using simple random sampling. The research instrument used was a self-developed questionnaire. A response rate of 67.2% was achieved. Data were analysed using descriptive (percentage, mean, average mean and standard deviation) and inferential (ANOVA) statistics. The study revealed significant relationship among the combined contributions of motivation, emotional intelligence and human capital development on job satisfaction of librarians in public university libraries in Nigeria. It was concluded that contrary to general belief, job satisfaction level of librarians in public university libraries was high. It recommended that university library management should continue to promote values such as improved job satisfaction of its workforce.

Key words: Emotional Intelligence, Human Capital Development, Job Satisfaction, Librarians, Motivation, Public University Libraries.

INTRODUCTION

Job satisfaction plays a crucial role in determining the optimum job performance of workers and sustains growth of the organization. According to Somvir and Kaushik (2012), job refers to occupational act that is carried out by an individual or group of individuals in return for a reward, while satisfaction refers to the way one feels about events, rewards, people, relation and amount of mental gladness on the job. Job could also be defined as work for which one receives regular payment or appreciation. Hence, job satisfaction according to Yaya (2016) can be seen as the level of positive attitude that an employee displays when performing his/her duties in the organization and the rate at which his/her basic needs are met by the employers. Besides, it is an emotional response to a job situation which cannot be seen, but only be inferred. It is simply conceptualized as the level at which people feel about their job and

different aspects of it. It means a positive attitude that an individual has from what he does to earn a living.

Thus, it is interesting to note that if librarians are well catered for by the university authorities in the area of giving them due recognition for a job well done, put in place a good leadership style for the administration of the university library coupled with a career development opportunity for librarians to enhance development of their managerial skills, and conducive work environment as well as improved remunerations (good salaries and wages); their level of job satisfaction will be greatly improved from what is presently existing in most Nigerian public universities.

Motivation according to Datta and Datta (2013, p. 56), can be defined as “those factors that energize, direct, and sustain human behaviour towards a particular course of action. It indicates the intention of achieving a goal, leading to goal-directed behaviour”. Motivation is simply regarded as those factors which drive people in putting real effort and energy into what they do. Also, it is an essential factor that affects the job satisfaction and productivity of employees in any organization. The researcher in this study conceptualizes employee motivation as those factors which energize, direct, and sustain human behaviour. It is the drive and stimulation which enables individuals to perform their work in an organization. It indicates the intention of achieving a goal, leading to goal-directed behaviour. For these goals to be adequately achieved, they are positively connected to employees’ feelings and emotions which have to be controlled in order to achieve a desired goal for the organization.

Emotional Intelligence (EI) on the other hand is one of the most important concepts introduced to psychology and management in the last century. Thorndike (1920) cited in Shooshtarian, Ameh and Aminilari (2013, p. 30) who proposed the concept of social intelligence defined it as "the ability to understand and manage men and women, boys and girls to act wisely in human relationships". The concept of emotional intelligence (EI) was introduced in 1990 by Mayer and Salovey. They defined EI as the ability to monitor one’s own and other’s feelings and emotions, to discriminate between them, and to use the information to guide one’s thinking and actions (Mayer & Salovey, 1990). Emotion of employees plays a significant role in organizational life and it needs to be well managed in order to enhance job satisfaction of its workforce. In this study, EI can be conceptualized to mean the ability to identify, know, assess and control one’s emotion and use this knowledge to manage other people’s feelings and emotions in the organization and in the entire human society. The EI traits could be acquired through training and capacity building of staff in the organization.

Human capital development (HCD) according to Akintayo (2011), is a key element in improving a firm’s assets and employees in order to increase productivity as well as sustain competitive advantage. Therefore, to sustain competitiveness in the organization, human capital becomes an instrument used to increase productivity and enhanced job satisfaction of the workforce. HCD encompasses a wide range of subjects such as health care, nutrition, population control, education, character, ethics, personality, training, career development and creativity of people in the organization or in the society. It can be generally believed that human resources are the most dynamic of all organization’s resources. It is the human element that

commands, directs, organizes, controls and maximizes other factors of production. Thus, in this study the researchers shall be concerned about training and career development of librarians in the public university libraries in Nigeria. It is important for every worker in the organization to be trained periodically so as to enhance his or her job satisfaction as well enhance productivity in the organization.

In Nigeria, as at the time of conducting this study in 2016 there were eighty-one (81) public universities (National University Commission, 2015). The list comprises of forty-one (41) Federal universities and forty (40) State owned universities. Each of these public universities have a library manned by a University Librarian working together with other professional librarians to provide relevant educational resources to support the curricula of the university programmes.

LITERATURE REVIEW

There abound positive relationships between employees' job satisfaction and other organizational variables such as motivation, emotional intelligence and human capital development. Some researchers such as Chuks-Ibe & Ozioko, 2014; Noor, Khan & Naseem, 2015, among other scholars that cut across many disciplines have written countless articles concerning the job satisfaction of their various areas of specialization. Job satisfaction is important to librarianship as it is to those professions (Murray, 1999). Librarians like other faculty members in the university, should be made to enjoy job satisfaction factors that would enable them to be more productive in the university library. As such, librarians and other information professionals of all types should remember that the organizational psychology that affects all other fields also applies to them. It is imperative to note that those factors that affect the library user as an individual can also affect his or her job performance as a service provider.

Employee motivation and job satisfaction cannot be isolated; they complement each other and respond to different organizational variables like productivity and working conditions (Ayub & Rafif, 2011; Kian, Yusoff & Rajah, 2014). Employee motivation and job satisfaction depend on people's insight and behaviour at the work place which is driven by a set of intrinsic, extrinsic needs and by their view of numerous job-related and organization related attitudes. In Nigeria today, there are some organizations that are competing with the services being rendered by the academic libraries and if urgent steps are not taken these organizations may send librarians out of their laudable profession (Yaya, Achonna & Osisanwo, 2014). This calls for urgent need to find out different innovative ways on how to motivate librarians so as to enhance their productivity in the university library. Motivating competent employees is imperative to excellent service delivery in libraries; only satisfied and motivated employees can facilitate the library users in a more excellent way (Warraich & Ameen, 2010). In the same vein, Ahmed et al (2010) opined that motivational factors play an important role in increasing employee job satisfaction.

Similarly, to job satisfaction, motivation could be classified into two: intrinsic and extrinsic. Intrinsic motivation consists those in-built factors of an individual worker that energize him or her to carry out a given task in the organization. These include: positive recognition, personal

skills and experience, higher degrees acquired to enhance effective service delivery, among others. On the other hand, extrinsic motivation entails those factors or facilities provided by the employer that enable workers in the organization to exert their energy in performing a given task. These include: job security, training and career development, job status, job enrichment, reasonable salaries and wages, conducive work environment, fair employee treatment, good leadership styles, good working condition, among others.

Emotional intelligence (EI) is an essential trait which every librarian must possess in order to serve his/her institution and clientele better. If possessed this attribute, he/she will be more satisfied as library users will be adequately served; also, while discharging the needed services to various information seekers who visit the library daily for their information needs. Masrek, Abdullah-Sani and Jamaludin (2012) affirmed this assertion and noted that EI skills are essential in determining not only employee job commitment and job satisfaction, but also the level of employee productivity in the organization. It is a known fact that librarians on daily basis relate with different categories of library users that have diverse feelings and emotions. Thus, it is expected of every librarian to possess some measurements of emotional intelligence competencies (EICs) that would enable him or her to adequately meet the information needs of library users. These EICs could be acquired through constant training and continuous career development on the part of librarians in order to make their services more relevant in this information age.

Results of different research studies conducted by some scholars from different subject field of knowledge shown that there is significant positive relationship between job satisfaction and emotional intelligence; and people (employees) with less workplace stress enjoy a higher level of job satisfaction (Cekmecelioglu et al, 2012; Mousavi et al, 2012; Emdady & Bagheri, 2013; Shooshtarian et al, 2013; Masrek , Osman, Khamis & Paiman, 2014; Khugsha, Rawat & Chaubey, 2014; Orhan & Dincer, 2014; Quang, Khuong & Le, 2015). Various researchers have come to the conclusion that people with higher emotional intelligence are at a favourable level of life satisfaction, while job satisfaction is a small portion of the larger concept of life satisfaction. However, EI skills could be acquired by human capital development programmes of the organization, this would boost the morale and enhance the capacity of each trained staff of the organization.

Several eminent researchers and scholars have revealed in their studies that there is close relationship between job satisfaction and human capital (resource) development of manpower in the organization. These authors believe that effective HRM results in better job satisfaction level improving the organizational performance (Appelbaum, Bailey, Berg & Kalleberg, 2000). Sirca, Babnik and Breznik (2012) opined that “the role of human resource (HR) management practices in job satisfaction is rooted in the purpose of the HR function” (p. 978). It implies that training and career development are embedded in the human resource functions of any organization which must be vigorously pursued by the management in order to enhance job satisfaction of her workforce. The most referred relationship between job satisfaction and human capital development was revealed in the definition of job satisfaction given by Locke in 1976 as cited by Niazi (2014), “job satisfaction as a pleasing or positive emotional state resulting from the evaluation of a person’s job” (p. 27), while Bibi, Lanrong and Haseeb (2012)

revealed in their study that “the high quality of employees through human capital development leads to positive societal changes and they are also important and essential for the personal, academic and professional development of the organization” (p. 16). Therefore, employees pursue their professional development for improving their subjective knowledge and for enhancing their abilities to face the challenges that would directly affect their level of job satisfaction and organizational output (productivity). Hence, employees needed to undergo different capacity building programmes periodically in order to sustain their level of job satisfaction on one hand as well as increasing their productivity as required of them by their employers.

Problem Statement

It was revealed in the research of Babalola and Nwalo (2013) that the level of job satisfaction of library personnel is low, although it was shown that their research productivity is relatively high (Okonedo, Popoola, Emmanuel and Bamigboye, 2015). While most of the studies were directed towards library use, library structure, library collections and its services, few if any have been carried out from the perspective of personal welfare of employees. In other words, studies have not been directed at investigating the relationships between welfare and personal issues such as employee motivation, emotional intelligence and human capital development on one side and job satisfaction and productivity on the other side. The aim of this research is to find out the relationships among these variables; specifically, the extent to which motivation, emotional intelligence and human capital development influence the job satisfaction of librarians in university libraries in Nigeria.

Objective of the Study

The major goal of this study is to investigate the combined correlational effects of motivation, emotional intelligence and human capital development on job satisfaction of librarians in public University libraries in Nigeria. While the specific objectives are to:

1. find out the level of job satisfaction of librarians in public university libraries in Nigeria;
2. ascertain the level of motivation of librarians in public university libraries in Nigeria;
3. assess the level of emotional intelligence of librarians in public university libraries in Nigeria;
4. examine the level of human capital development of librarians in public university libraries in Nigeria; and,
5. investigate the combined effects of motivation, emotional intelligence and human capital development on job satisfaction of librarians in public university libraries in Nigeria.

Research Questions

1. What is the level of job satisfaction of librarians in public university libraries in Nigeria?
2. What is the level of motivation of librarians in public university libraries in Nigeria?

3. What is the level of emotional intelligence of librarians in public university libraries in Nigeria?
4. What is the level of human capital development of librarians in public University libraries in Nigeria?

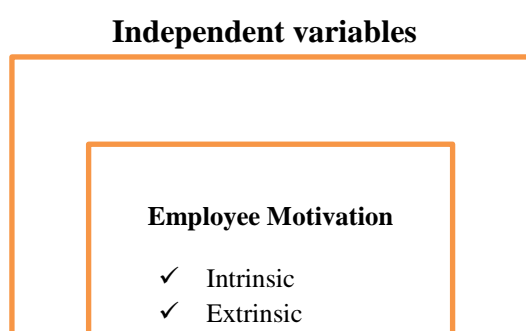
Hypothesis

H₀: There are no combined effects of motivation, emotional intelligence and human capital development on job satisfaction of librarians in public university libraries in Nigeria.

Scope of the Study

The study is limited to librarians in the public (that is, federal and state) universities in Nigeria, while private universities and other third level institutions were excluded. The study examined all the four emotional intelligence (EI) components as well as twenty-six (26) EI competencies that relate to job satisfaction and productivity of librarians while those EI competencies of other library personnel were excluded. Also, the study was concerned with training and career development of librarians in the public university libraries in Nigeria while other aspects of human capital development were excluded from the study.

Conceptual Model for the Study



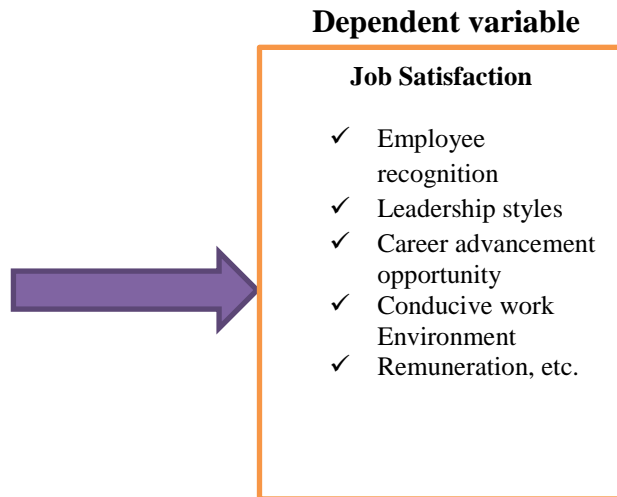


Figure 1: Conceptual model for the Study

Source: The Researchers

Discussion of the Conceptual Model

The conceptual framework for this study is built on the theories and literatures reviewed. The model is broadly divided into two parts: Independent and Dependent variables. The independent variable compartment consists of three enclosed cells: Employee motivation, Emotional intelligence and Human capital development; while the dependent variable box houses Job satisfaction of librarians in the university library. It can be revealed from the above model that the combined motivation, emotional intelligence and human capital development will have a positive effect on the job satisfaction of librarians in the public university libraries.

Job satisfaction of workers in the organization especially librarians in the university library is very crucial as it enhances their effective job performance. Job satisfaction factors like motivational factors can be intrinsic or extrinsic in nature; these would positively affect librarians' job performance in the university library. They consist of recognition, leadership

styles, career advancement opportunity, and conducive work environment among others that are discussed in the study. It could be noted here that when a librarian is fairly and adequately motivated, he/she would be happy carrying out his/her duties and thereby increase his level of job performance in the entire university community. Zelenski, Murphy and Jenkins (2008), Tam and Rigsbee (2013), and Addady (2015) affirmed that a happy worker is a productive worker while Leviticus (2014) posited that an unhappy worker is an unproductive one. Ajila (1997) noted that “extrinsically motivated person will be committed to the extent that he can gain or receive external rewards for his or her job” (p.2).

Emotional intelligence box consists of four components: self-awareness, self-management, social-awareness and relationship management. Each of these components contains some number of emotional intelligence competencies that are expected of every employee to possess in order to be more effective while discharging their duties in the organization. Therefore, twenty six emotional intelligence competencies are adapted from Goleman (1998), Goleman (2002) and Ziv (2014), and analyzed in relationship to productivity of librarians. It is imperative for every librarian to have full knowledge of his or her emotion, know how to manage it and that of other people (library clientele and colleagues) in order to render effective services to the information seekers. This knowledge as confirmed by Goleman (1995); Azuka and Kurumeh (2015) are not innate talents, but rather learned capabilities could be obtained through education, training and career development at school, conferences, workshops, seminars and at workplace. They must be worked on and developed to achieve outstanding performance at workplace.

Moreover, training of librarians’ emotional intelligence at school or in workplace offers a viable and valuable solution to perceive individual, organization (university library) and the entire university community needs. It serves as panacea for manifest problems in personal relations and at workplace. Also, it would enhance the productivity of librarians in the university library. In support of this submission, Goleman (1998) sees emotional intelligence (EI) as a set of learned skills that may translate directly into success in various social domains like workplace.

Hunan capital development according to Akintayo (2011) is a key element in improving a firm’s human assets and employees in order to increase productivity as well as sustain competitive advantages. It encompasses a wide range of subjects but in this study, this researcher shall be concerned about training and career development of librarians. Training and career development are generally acknowledged as essential ingredients that promote the efficiency and effectiveness of employees in any organization especially in the university library however literature shows that most employees are not well trained most especially in this era of information communication technology (ICT), this has greatly affected their levels of job performance.

Methodology

The researchers adopted correlational research design for the study. This was supported by Cheng (2016) who posited that the adopted design could be used to describe the relationship between two or more variables. Out of a total population of 1,254 librarians working in 81 public universities (Federal & State) in Nigeria, a sample size of 923 respondents were selected using simple random sampling technique from 54 public universities that spread across four geopolitical zones in Nigeria. Only 620 copies were retrieved. This gives 67.2% return rate of the administered research instrument for the study. Self-developed questionnaire was used for the study comprising four sections: A, B, C and D. Section A consists the level of job satisfaction, section B comprises of level of motivation, while section C entails measurement of librarians' Emotional Intelligence, and section D measures the respondents' human capital development. Items in the instrument were gathered from the literature reviewed for the study. The questionnaire validation was subjected to the scrutiny of experts in the areas of the variables studied, they gave it both face and content validity; also, it has a reliability coefficient of 0.77 for Motivation, 0.91 for Emotional Intelligence, 0.88 for Human Capital Development and 0.78 for Job Satisfaction. The instrument which had a four Likert type scale had items reflecting the various variables treated in the study. Data collected for this study was analysed using Statistical Package for Social Science (SPSS), 22.0 latest versions. Research questions were analysed using descriptive statistics, while the hypothesis was tested using Analysis of Variance (ANOVA).

Data Analysis and Results Based Research Questions and Hypothesis

Research Question 1: What is the degree of job satisfaction of librarians in public

University Libraries in Nigeria?

Table 1: Degree of job satisfaction of the respondents

S/N	STATEMENT	VHD (%)	HD (%)	LD (%)	NA (%)	M	SD	AM
a.	Employee recognition							
i.	My opinion on work issues is respected	385 (62.1)	171 (27.6)	60 (9.7)	4 (0.6)	3.51	0.695	3.48
ii.	I am allowed to use my initiative on the job	355 (57.3)	206 (33.2)	53 (8.5)	6 (1)	3.47	0.692	
iii.	I am well respected	343 (55.3)	220 (35.5)	50 (8.1)	7 (1.1)	3.45	0.691	
b.	Good leadership styles							
i.	My immediate boss is caring and considerate	296 (47.7)	246 (39.7)	66 (10.6)	12 (1.9)	3.33	.0.743	3.33
ii.	My immediate boss is interested in my career progress	282 (45.5)	279 (45)	41 (6.6)	18 (2.9)	3.33	0.727	
iii.	Leadership style is generally democratic in my library	294 (47.4)	240 (38.7)	78 (12.6)	8 (1.3)	3.32	0.741	
c.	Employee promotion opportunities							
i.	My promotion boosts the level of my job performance	308 (49.7)	224 (36.1)	60 (9.7)	28 (4.5)	3.31	0.824	3.25
ii.	My promotion corresponds with the level of my input in the library	279 (45)	230 (37.1)	85 (13.7)	26 (4.2)	3.23	0.839	
iii.	My boss recommends me for promotion regularly	262 (42.3)	271 (43.7)	53 (8.5)	34 (5.5)	3.23	0.823	

iv.	My promotion is regular	258 (41.6)	249 (40.2)	99 (16)	14 (2.3)	3.21	0.789		
d.	Remuneration								
i.	My present designation in the library corresponds with my current salary.	315 (50.8)	212 (34.2)	67 (10.8)	26 (4.2)	3.32	0.828	3.21	
ii.	I get salary increment as at when due.	319 (51.5)	199 (32.1)	60 (9.7)	42 (6.8)	3.28	0.897		
iii.	My salary is regular and it is been paid as at when due	277 (47.7)	258 (41.6)	63 (10.2)	22 (3.5)	3.27	0.785		
iv.	My salary corresponds with the level of my input in the library	295 (47.6)	217 (35)	68 (11)	40 (6.5)	3.24	0.888		
v.	The allowances paid to me are the same with other faculty staff of the university	309 (49.8)	191 (30.8)	74 (11.9)	46 (7.4)	3.23	0.929		
vi.	My salary is enough to meet all my basic needs.	241 (38.9)	255 (41.1)	75 (12.1)	49 (7.9)	3.11	0.903		
vii.	Some allowances are paid to other academic members without paying such to librarians in my university.	263 (42.4)	199 (32.1)	82 (13.2)	76 (12.3)	3.05	1.023		
e.	Conducive work environment								
i.	I have the resources I used to work effectively	271 (43.7)	251 (40.5)	89 (14.4)	9 (1.5)	3.26	0.755	3.20	
ii.	I am happy to go to work everyday	272 (43.9)	233 (37)	88 (14.4)	27 (4.4)	3.21	0.844		
iii.	My office is air-conditioned	291 (46.9)	186 (30)	101 (16.3)	42 (6.8)	3.17	0.936		
iv.	My work mates are friendly	275 (44.4)	216 (34.8)	69 (11.1)	60 (9.7)	3.14	0.961		
f.	Career advancement opportunities								
i.	I am sponsored by the library to local conferences/workshops	291 (46.9)	199 (32.1)	110 (17.7)	20 (3.2)	3.23	0.852	3.13	
ii.	I am allowed to attend conferences/workshops	280 (45.2)	227 (36.6)	80 (12.9)	33 (5.3)	3.22	0.865		
iii.	My boss encourages and seats with me to plan my career development	256 (41.3)	172 (27.7)	161 (26)	31 (5)	3.05	0.933		
iv.	I am sponsored by the library to international conferences	248 (40)	196 (31.6)	101 (16.3)	75 (12.1)	3.00	1.024		

Source: Field Survey

Legend: VHD = Very High Degree, HD = High Degree, LD = Low Degree, NA = Not At All, M = Mean, SD = Standard Deviation; AM = Average Mean

It could be deduced from Table 1 that librarians in Nigerian Universities considered their degree of job satisfaction to be high judging by the average mean score of 3.13 on the scale of 4. They considered their being recognised by the authorities as well as the good leadership styles that were practised as the most important reasons for their job satisfaction in the university system. Each had average mean scores of 3.48 and 3.33 respectively. Specifically, librarians were satisfied with their job as their opinions on work related issues were respected (mean = 3.51), followed by the revelation that most librarians working in the university libraries were allowed to use their initiatives on some complex jobs (mean = 3.47). Also, it was revealed that their immediate boss showed keen interest in their career development efforts (mean = 3.33) so as to improve their productivity.

Other degrees of satisfaction enjoyed by librarians in the university libraries were their promotion opportunities (average mean = 3.25), remuneration (average mean = 3.21),

conducive work environment (average mean = 3.20) as well as career advancement opportunities (average mean = 3.13). Specifically, promotions privileges that librarians enjoyed in their various university libraries boosted their level of their job performance (mean = 3.31), among other details.

Research Question 2: What is the level of motivation of librarians in public university libraries in Nigeria?

Table 2: Level of employee motivation of the respondents

S/N	STATEMENT	VHD (%)	HD (%)	LD (%)	NA (%)	M	STD	AM
a.	Intrinsic Motivators							
i.	The higher degrees I acquired energize me to be more effective in the library work	347 (56)	206 (33.2)	59 (9.5)	8 (1.3)	3.44	0.718	3.36
ii.	My job skills enhance my productivity in this information age	316 (51)	257 (41.5)	47 (7.6)	-	3.43	0.631	
iii.	My work experience enhance my effective job performance	302 (48.7)	283 (45.6)	35 (5.6)	-	3.43	0.599	
iv.	I am being treated in caring and considerate manner by my boss	305 (49.2)	240 (38.7)	70 (11.3)	5 (0.8)	3.36	0.711	
v.	Positive recognition	286 (46.1)	373 (44)	52 (8.4)	9(1.5)	3.35	0.695	
vi.	Higher responsibility	283 (45.6)	270 (43.5)	61 (9.8)	6 (1)	3.34	0.693	
vii.	I have a sense of challenge and achievement	293 (47.3)	256 (41.3)	32 (5.2)	39 (39)	3.30	0.831	
viii.	Opportunity to use my ability	302 (48.7)	222 (35.8)	41 (6.6)	55 (8.9)	3.24	0.922	
b.	Extrinsic Motivators							
i.	Job security	368 (59.4)	176 (28.4)	72 (11.6)	4 (0.6)	3.46	0.721	3.27
ii.	Provision of healthy work environment enhances my productivity in the library	336 (54.2)	203 (32.7)	64 (10.3)	17 (2.7)	3.38	0.780	
iii.	Non-recognition of the value of information affects the annual library budget and my productivity.	334 (53.9)	193 (31.1)	79 (12.7)	14 (2.3)	3.37	0.790	
iv.	Job enrichment	305 (49.2)	237 (38.2)	59 (9.5)	19 (3.1)	3.34	0.773	
v.	Training and career development	297 (47.9)	236 (38.1)	70 (11.3)	17 (2.7)	3.31	0.718	
vi.	Availability of operational tools and equipment enhance my productivity in the library.	255 (41.1)	307 (49.5)	53 (8.5)	5 (0.8)	3.31	0.659	
vii.	Payment of reasonable salaries and wages	285 (46)	259 (41.8)	53 (8.5)	23 (3.7)	3.30	0.778	
viii.	Office social environment (i.e. peaceful, loving, friendly and trusting)	274 (44.2)	260 (41.9)	70 (11.3)	16 (2.6)	3.28	0.763	
ix.	Fair employee treatment	267 (43.1)	271 (43.7)	73 (11.8)	9 (1.5)	3.28	0.726	
x.	Effective implementation of government laws and policies enhances my productivity as a librarian	291 (46.9)	231 (37.3)	73 (11.8)	25 (4)	3.27	0.822	
xi.	Organizational leadership styles	281 (45.3)	240 (38.7)	77 (12.5)	22 (3.5)	3.26	0.804	

xii.	Job status	257 (41.5)	292 (47.1)	48 (7.7)	23 (7.7)	3.26	0.756
xiii.	Office physical environment (i.e. clean, provision of air condition, fan, good offices, furniture and fittings)	259 (41.8)	277 (44.7)	73 (11.8)	11 (1.8)	3.26	0.733
xiv.	Increase in the level of comfort that I enjoy while performing my duties in the library enhances my productivity.	250 (40.3)	287 (46.3)	75 (12.1)	8 (1.3)	3.26	0.715
xv.	Security of lives and properties in the university community enhances my productivity in the university library	292 (47.2)	210 (33.9)	81 (13.1)	37 (6)	3.22	0.890
xvi.	Effective job design put in place by my employer enhances my job performance in the library	250 (40.3)	276 (44.5)	68 (11)	26 (4.2)	3.21	0.799
xvii.	Good working conditions	250 (40.3)	267 (43.1)	85 (13.7)	18 (2.9)	3.21	0.784
xviii.	Poor management has a negative impact on my productivity in the library	250 (40.3)	274 (44.2)	65 (10.5)	31 (5)	3.20	0.818
Xvix	Career advancement/development opportunity	242 (39)	266 (42.9)	105 (16.9)	7 (1.1)	3.20	0.753
Xx	Negative attitude exhibited by most library users affects my productivity.	256 (41.3)	247 (39.8)	96 (15.5)	21 (3.4)	3.19	0.817
Xxi	Un-conducive work environment provided by my employer affects my productivity.	237 (38.2)	283 (45.6)	79 (12.7)	21 (3.4)	3.19	0.782

Source: Field Survey

Legend: VHD = Very High Degree, HD = High Degree, LD Low

Degree, NA = Not at All; M = Mean, STD = Standard Deviation;

AM = Average Mean

Table 2 showed that librarians in Nigerian Universities considered their level of motivation to be very high judging by the average mean score of 3.27 on the scale of 4. Intrinsic motivation appears to have a higher average mean score of 3.36 than extrinsic motivation that has the average mean score of 3.27. It shows that intrinsic motivation is happening more than extrinsic in Nigerian university libraries. It means that librarians were not happy about those motivational factors that affect their fundamental human needs, among other details shown in the table.

Research Question 3: What is the level of emotional intelligence of librarians in public university libraries in Nigeria?

Table 3: Level of emotional intelligence of the respondents

S/N	STATEMENT	VGE (%)	GE (%)	ME (%)	NE (%)	MEAN	SD	AM
a.	Relationship management							
i.	Positive impact on others	367 (59.2)	205 (33.1)	36 (5.8)	12 (1.9)	3.50	0.695	

ii.	Collaboration and cooperation	339 (54.7)	258 (41.6)	11 (1.8)	12 (1.9)	3.49	0.634	3.44	
iii.	Conflict management	348 (56.1)	220 (35.5)	51 (8.2)	1 (0.2)	3.48	0.651		
iv	Communication	343 (55.3)	243 (39.2)	25 (4)	9 (1.5)	3.48	0.647		
v.	Building bonds	329 (53.1)	253 (40.8)	34 (5.5)	4 (0.6)	3.46	0.631		
vi.	Influence i.e. Influencing others	337 (54.4)	226 (36.5)	40 (6.5)	17 (2.7)	3.42	0.734		
vii.	Developing others	331 (53.4)	216 (34.8)	61 (9.8)	12 (1.9)	3.40	0.744		
vii.	Change catalyst	312 (50.3)	245 (39.5)	52 (8.4)	11 (1.8)	3.38	0.715		
ix.	Teamwork	298 (48.1)	245 (39.5)	71 (11.5)	6 (1)	3.35	0.717		
b.	Self-awareness								3.42
i.	Self-confidence/esteem	341 (55)	242 (39)	25 (4)	12 (1.9)	3.47	0.668		
ii.	Accurate self-assessment/evaluation	356 (57.4)	195 (31.5)	56 (9)	13 (2.1)	3.44	0.744		
iii.	Emotional self-awareness	324 (52.3)	210 (33.9)	65 (10.5)	21 (3.4)	3.35	0.801		
c.	Self-management								3.42
i.	Growth orientation	328 (52.9)	259 (41.8)	28 (4.5)	5 (0.8)	3.47	0.623		
ii.	Innovation	349 (56.8)	221 (35.6)	32 (5.2)	18 (2.9)	3.45	0.725		
iii.	Trustworthiness	343 (55.3)	231 (37.3)	26 (4.2)	20 (3.2)	3.45	0.725		
iv.	Optimism/positivism	340 (54.8)	219 (35.3)	56 (9)	5 (0.8)	3.44	0.690		
v	Initiative	335 (54)	224 (36.1)	52 (8.4)	9 (1.5)	3.43	0.707		
vi.	Conscientiousness	325 (52.4)	226 (36.5)	55 (8.9)	14 (2.3)	3.39	0.743		
vii.	Self-control	332 (53.5)	213 (34.4)	60 (9.7)	15 (2.4)	3.39	0.740		
viii.	Adaptability	308 (49.7)	262 (42.3)	35 (5.6)	15 (2.4)	3.39	0.705		
ix.	Achievement drive	302 (48.7)	247 (39.8)	59 (9.5)	12 (1.9)	3.35	0.732		
d..	Social-awareness								3.32
v.	Leadership	300 (48.4)	272 (43.9)	46 (7.4)	2 (0.3)	3.40	0.640		
vi.	Empathy	276 (44.5)	293 (47.3)	45 (7.3)	6 (1)	3.35	0.658		
vii.	Organizational commitment	278 (44.8)	276 (44.5)	60 (9.7)	6 (1)	3.33	0.689		
viii.	Achievement/service orientation	278 (44.8)	269 (43.4)	66 (10.6)	7 (1.1)	3.32	0.706		
ix.	Organizational awareness	247 (39.8)	281 (45.3)	66 (10.6)	26 (4.2)	3.21	0.794		

Source: Field Survey

Legend: VGE = Very Great Extent; GE = Great Extent; ME = Moderate Extent ; NE = No Extent; SD = Standard Deviation; AM = Average Mean

Table 3 revealed that librarians in Nigerian Universities considered their level of emotional intelligence to be very high judging by the average mean score of 3.32 on the scale of 4. They considered their relational management of the library users as well as their self-awareness ability as the greatest measures of their emotional intelligence in the university system. Each had an average mean scores of 3.44 and 3.42 respectively. Specifically, having ability to make positive impact on others especially university students (mean = 3.50) followed by their collaboration and cooperation (mean = 3.49) with others especially with similar academic libraries in meeting the information needs of library users while self-confidence/esteem (mean = 3.47) plus having the accurate self-assessment or evaluation (mean = 3.44) contributed to increase in their productivity in the university library, among other details presented in the above Table 3.

Research Question 4: What is the level of human capital development of librarians in public University libraries in Nigeria?

Table 4: Level of Human Capital Development and Job Satisfaction of the Respondents

S/N	STATEMENT	SA (%)	A (%)	D (%)	SD (%)	M	STD	AM
a.	Manpower training							
i.	It helps me to effectively meet the information needs of library users.	386 (62.3)	204 (32.9)	20 (3.2)	10 (1.6)	3.56	0.639	3.48
ii.	Training enables me to put in my best in the library	398 (64.2)	172 (27.7)	40 (6.5)	10 (1.6)	3.55	0.689	
iii.	It enables me to identify, analyze and take critical decision that would enhance my productivity in the library.	377 (60.8)	215 (34.7)	22 (3.5)	6 (1)	3.55	0.614	
iv.	Training programmes are relevant to the needs of librarians in my library.	354 (57.1)	249 (40.2)	17 (2.7)	-	3.54	0.551	
v.	It enables me in developing cooperative working relationship with other colleagues in the library.	371 (59.8)	207 (33.4)	39 (6.3)	3 (0.5)	3.53	0.599	
vi.	Training should be done regularly in my library.	370 (59.7)	205 (33.1)	40 (6.5)	5 (0.8)	3.52	0.654	
vii.	It is flexible enough to cater for the needs of individual trainees.	344 (55.5)	254 (41)	14 (2.3)	8 (1.3)	3.51	0.611	
viii.	Training enables me to be more productive in this information age	359 (57.7)	217 (35)	36 (5.8)	8 (1.3)	3.50	0.667	
ix.	Training helps me to effectively inspire other employees towards goal accomplishment.	379 (61.1)	170 (27.4)	66 (10.6)	5 (0.8)	3.49	0.716	
x.	It assists me to be more relevant in the librarianship profession.	337 (54.4)	251 (40.5)	30 (4.8)	2 (0.3)	3.49	0.605	
xi.	Adequate training resources put in place in my library enhance my productivity.	345 (55.6)	219 (35.3)	48 (7.7)	8 (1.3)	3.45	0.693	
xii.	Knowledge I gained during training positively improves my work performance in the library.	330 (53.2)	238 (38.4)	41 (6.6)	11 (1.8)	3.43	0.696	
xiii.	They enable me to get the assigned difficult job done.	309 (49.8)	250 (40.3)	56 (9)	5 (0.8)	3.39	0.684	
xiv.	They help me to achieve quality work output in the library.	345 (55.6)	230 (37.1)	37 (6)	8 (1.3)	3.27	0.668	
b.	Career Development							

i.	Career development helps me in developing managerial/leadership skills.	379 (61.1)	213 (34.4)	22 (3.5)	6 (1)	3.56	0.614	3.45
ii.	It helps me in eliminating unnecessary delays in completing work assignments.	392 (63.2)	184 (29.7)	35 (5.6)	9 (1.5)	3.55	0.670	
iii.	It serves as criterion for my promotion to the next grade.	343 (55.3)	248 (40)	17 (2.7)	12 (1.9)	3.49	0.649	
iv.	It helps me to be open to changes that come up while discharging my duties in the library.	343 (55.3)	234 (37.3)	34 (5.5)	9 (1.5)	3.47	0.668	
v.	It assists me to deal effectively with work pressure.	340 (54.8)	233 (37.6)	41 (6.6)	6 (1)	3.46	0.663	
vi.	Career development opportunities enhance the level of my productivity in the library.	338 (54.5)	231 (37.3)	26 (4.2)	25 (4)	3.42	0.755	
vii.	It brings me up-to-date on changing technology in the librarianship.	346 (55.8)	198 (31.9)	68 (11)	8 (1.3)	3.42	0.736	
viii.	It enhances my effectiveness in the assigned higher responsibilities	333 (53.7)	220 (35.5)	59 (9.5)	8 (1.3)	3.42	0.715	
ix.	It enables me to overcome the challenges and complexities of the work environment.	346 (55.8)	198 (31.9)	49 (7.9)	27 (4.4)	3.39	0.812	
x.	Career development programme in my library is motivating and it improves productivity.	321 (51.6)	196 (31.6)	69 (11.1)	34 (5.5)	3.30	0.873	

Source: Field Survey

Legend: SA = Strongly Agree; A = Agree; D = Disagree; SD = Strongly Disagree; M = Mean; STD = Standard Deviation; AM = Average Mean

It was revealed in Table 4 that librarians in Nigerian Universities considered their level of human capital development to be very high judging by the average mean score of 3.45 on the scale of 4. They considered their manpower training as the greatest measures of their human capital development in the university system. This had an average mean score of 3.48. Specifically, training helps librarians to effectively meet the information needs of library users (mean = 3.56) and it equally enables them to put in their best (mean = 3.55) as well as having ability to identify, analyze and take critical decision that would enhance their productivity in the library (mean = 3.55). They were of the view that training programmes are relevant to their needs (mean = 3.54), among other details presented in the above table.

Hypothesis Testing

Ho: There are no combined effects of employee motivation, emotional intelligence and human capital development on job satisfaction of librarians in public university libraries in Nigeria.

Table 5: Combined effect of Employee Motivation, Emotional Intelligence and Human Capital Development on Job Satisfaction of Librarians in Public University Libraries in Nigeria.

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate	
1	0.520	0.271	0.260	0.726	
ANOVA					
Model summary	Sum of Squares	Df	Mean Square	F	Sig. Remark
Regression	119.333	9	13.259	25.127	.000 Sig.
Residual	321.365	609	0.528		
Total	440.698	618			
Coefficient of multiple correlation R = 0.520					
Coefficient of R ² = 0.271					
Adjusted R ² = 0.260					

Source: Field Survey

Significant at 0.05 level

Table 5 showed that the combined contribution of the independent variables (employee motivation, emotional intelligence and human capital development) on job satisfaction of librarians in public university libraries in Nigeria was significant. The table also showed that the analysis of variance (ANOVA) for the regression yielded an F-value of 25.127 and P-value of 0.000 (significant at 0.05 level). This implied that the combined contribution of the independent variables in the dependent variable was significant. Null hypothesis is rejected. This indicated that motivation, emotional intelligence and human capital development has a significant combined effect on job satisfaction of librarians in public university libraries in Nigeria

Besides, the Table revealed a coefficient of multiple correlation $R = 0.520$, coefficient of $R^2 = 0.271$ and adjusted $R^2 = 0.261$. The model implied that employee motivation, emotional intelligence and human capital development jointly account for 27% change of variation in job satisfaction of librarians in public university libraries in Nigeria. These were attributed to a magnitude increase in motivation, emotional intelligence and human capital development. In other words, close to 27% of variability in conformity with job satisfaction of the librarians is explained by motivation, emotional intelligence and human capital development of the librarians. The remaining 73% as observed here maybe due to other factors influencing job satisfaction of librarians in the Nigerian public university libraries.

Discussion of Findings

Research question one showed that librarians considered their being recognised by the authorities as well as good leadership styles that were practised as the greatest measures of

their job satisfaction in the university system. The results were supported by the submissions of (Singh & Jain, 2013; Chuks-Ibe & Ozioko, 2014; Noor et al, 2015) who submitted that job satisfaction of an employee in the organization was the collection of positive and/or negative feeling that an individual holds toward his or her job. They reported that achievement depends on employee satisfaction and in turn contribute to organizational success and growth. They concluded in their studies that job satisfaction boosts productivity of employees in the organization.

The findings were also supported by Russell (2008) as well as Massachusetts Institute of Technology (2014) who submitted in their findings that employee recognition was a motivational element that could be applied in the managerial level to motivate the employees for better job performance and being more innovative. They further stressed that recognition was a positive feedback that enabled employees to know that they were valued and appreciated by their employers and co-workers.

Research question two showed that intrinsic motivation appears to have higher average mean score of 3.36 than extrinsic motivation that has the average mean of 3.27. It shows that intrinsic motivation is happening more than extrinsic. It was revealed that higher qualifications which most librarians acquired in librarianship coupled with their work experience and skills empowered them to be more effective in discharging their duties in the university libraries in this information age. It was also revealed by most of them that they were treated in caring and considerate manner by their bosses. These findings agreed with studies earlier conducted by Louie (2013) and Lipman (2013) who opined that career advancement was one of the most important elements for employee satisfaction and retention at a company and it was a powerful employee motivator.

This implied that in the university system, it is expected and mandatory for every professional librarian to have higher degrees in librarianship so that they can perform better in their professional engagements. Also, the findings corresponded with Equity Theory that was developed by J. Stacey Adams in 1965 cited in Tyilana (2005) who concluded that, the essence of the equity theory of motivation is that employees compared their efforts and rewards with those of others in the similar work situations. They should be fairly treated in order to enhance their motivation and be productive in the organization.

Research question three showed that librarians considered their relational management of the library users as well as their self-awareness ability as the greatest measures of their emotional intelligence in the university system. Specifically, having ability to make positive impact on others especially university students (mean = 3.50) followed by their collaboration and cooperation (mean = 3.49) with others especially with similar academic libraries in meeting the information needs of library users.

It was revealed by the respondents that librarians were to make positive impact on other people especially library users, in which students constituted highest number in the university system. This result agreed with the position of Ziv (2014), who noted that, an individual who has a strong effect on the behaviour of another person or group of people in the organization or in

the entire human society. He believed that these types of people were able to help other people in the organization and influenced them in seeking out desired positive outcomes while adhering to ethical values and principles.

Research question four showed that librarians considered their manpower training as the greatest measures of their human capital development in the university system. Specifically, training librarians to effectively meet the information needs of library users, and it enables them to put in their best as well as having ability to identify, analyze and take critical decision that would enhance their productivity in the library. They were of the view that training programmes are relevant to the needs of librarians. It should be noted here that library was a service delivery institution; it was saddled with a major responsibility of meeting the information needs of its users. Thus, its personnel especially librarians must be well trained.

This result confirmed the earlier studies of Akintayo (2011), Akorede (2011) as well as Banabo and Ndiomu (2010) who asserted that training and development of staff in any organization was an integral part of the success or failure of the organization. They further posited that, for an organization to utilize the full potentials of its employees it must be willing and able to spend huge amount of capital in training and development of skills either on-the-job or through educational institutions. To buttress the aforementioned scholars, Onuka and Ajayi (2012) opined that manpower or staff training and development was a necessary work activity that makes a very significant contribution to the overall effectiveness and profitability of an organization.

Furthermore, the result of findings presented in Table 5 shows that the combined effect of motivation, emotional intelligence and human capital development on productivity was significant. Therefore, null hypothesis was rejected and restated as: there was a significant combined effect of motivation, emotional intelligence and human capital development on job satisfaction of librarians in the public university libraries in Nigeria. This finding corroborated the studies conducted by Ugah (2008), Zobisch et al (2014), Orluwene and Wachukwu (2014), Mahmood (2014), among others; showed that there was combined relationship between motivation, emotional intelligence and human capital development on productivity of workers in any organization. This implied that when a librarian is fairly motivated, understands his/her emotions and undergoes relevant training on the job, he/she would be more productive in the university library.

CONCLUSION

The study had succeeded in disabusing the earlier submission of low level job satisfaction of library personnel judging from its findings. It was directed towards librarians' welfare and personal issues such as motivation, emotional intelligence and human capital development on one side and productivity on the other side. The study established that motivation, emotional intelligence and human capital development were jointly correlated with job satisfaction of librarians in the Nigerian public university libraries.

Therefore, in the Nigerian public university institutions, the welfare of librarians should be taken seriously. They should be adequately and fairly motivated so as to enable them discharge their duties effectively. It is expedient for the university authorities to seek and put in place those motivating factors, emotional intelligence components and human capital development programmes that would enhance job satisfaction of workers in the university community. Hence, the findings and recommendations that emanated from this study would be relevant to our local needs in Nigeria.

RECOMMENDATIONS

Based on the findings that were revealed in this study, the following recommendations are hereby proffered as the way forward:

Lower level of career advancement opportunities when compared with employee recognition job satisfaction factor, suggests that librarians may lack adequate sponsorship to attend international conferences. The researchers recommend that the university authorities should allocate reasonable fund in her annual budget mainly for sponsoring librarians to attend both local and international conferences, seminars, and workshops in order to equip them to effectively discharge their professional duties.

Lower level of extrinsic motivation when compared with intrinsic motivation, suggests that librarians may lack some physiological needs. This was attributed to lack of conducive work environment in most Nigerian public university libraries. The university authorities should provide librarians with a befitting and conducive work environment; their offices should be well furnished with modern day equipment and working tools that would facilitate information service delivery to various information seekers.

Lower level of social awareness emotional intelligence component when compared with that of relationship management. This suggested that librarians were lacking organization awareness competency. Librarians are expected to have full knowledge of the entire organization they are expected to serve.

The study revealed low level career development in comparison with manpower training programme in most Nigerian public university libraries. Every library should put in place a well-designed career development programme for its personnel especially librarians. Librarianship subject experts and other professionals in psychology, ICT and other relevant fields should be engaged to conduct periodic in-house training/career development programmes for the librarians in order to boost their job satisfaction.

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