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# An Inquiry into Student Librarians' Motivation for Effective Learning and Effect on their Behaviors and Performance: The Case of Public Universities

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## Abstract

It has always been a common phenomenon to attribute poor performance of students academically solely on their efforts without putting into considerations other variables that are associated with teaching and learning. Inasmuch as the students are expected to perform the task, such can only be done in a situation whereby, the course of study is well understood by the students and it is achievable. This study therefore is an enquiry into student librarians' motivation for effective Learning and effect on their Behaviour and Performance. A Descriptive survey design was employed for the study with a sampled population of 200 lecturers and psychologists selected through purposive sampling technique from 10 government owned universities in Southeast, Nigeria. A self-designed Likert type four point scale close-ended self-designed questionnaire, was the principle instrument used for data collection. Data collected were analyzed using descriptive statistics and presented in Tables and charts. The outcome of the study reveals among other things, that motivating student librarians leads to higher levels of attendance, increases their persistence and wellbeing, as well as their effort in lessons. It also enhances their cognitive processing, increases their creativity and innovation and above all brings about improve academic performance and outcomes. In line with the result, it was recommended inter-alia that lecturers in library and information science departments in these universities, and by extension all lecturers in Nigerian universities, should adopt different strategies in motivating students in the classroom or lecture hall as to enhancing learning and to support motivation to learning, library schools at all levels policies and practices emphasis should be on mastery the task rather than on relative performance and competition as well as focusing motivating student librarians on stimulation of their curiosity for learning as embedded on intrinsic motivation.

**Keywords:** Student-Librarian; Motivation; Learning; Behavior; Performance; Lecturer; Classroom

## 1. INTRODUCTION

The desire of every student which include student librarians admitted into any institution of higher learning regardless of the course of study is to excel academically. This desire no doubt cannot be achieved by the sole effort of the particular student rather it is one that calls for collaboration of stakeholders especially the lecturers who by trainings and accomplishments are the knowledge builders. In this scenario, library and information science students are by no mean, exceptions. It has always been common phenomenon to attribute the poor performance of students solely on their efforts excluding without putting into considerations other variables that are involved in learning. Inasmuch as the students are expected to perform the task, such can only be done in a situation whereby, the course of study is well understood by the students and it is achievable. In education, a teacher is seen as the pacesetter and a drive that enhances learners to excel. The implication is that teachers are supposed to be driving forces and students' motivators ensuring that every student is at his or her best.

Generally motivation with it root from the Latin word 'movere' has been established as the drive or reason to do something. Motivation therefore, is the excitement and interest for doing something. It is the 'cause' behind every action. Motivation is the purpose or purposes for acting or reacting in a

particular way. It is an aid to setting and realizing a goal [1]. So quite literally, motivation is what keeps one moving. Motivation in education assist students to focus specifically towards a primary purpose and its realization or result. By so doing, they are not perturbed by likely distractions and as a result, remained focused no matter how long it takes to achieve the set goal. Motivated students are known to exhibit goal-orientated behaviors. They think on their own, remain firm, control their eagerness and concern as well as respect their work. They are therefore prepared to facilitate their own learning journey [2].

Despite the fact that motivating students by teachers is very important for effective learning, it has remained one very difficult aspect of becoming a teacher as many are finding it difficult learning how to motivate their students [3]. Motivation as established is the drive or reason to do something. Student motivation therefore refers to the factors that drive and influence a student's behavior and engagement in academic settings [4]. Invariably, students who are not motivated must cases, have this challenge of retaining information and struggle to learn effectively. The aftermath is that such students typically refrain from participating in class discussions and activities, with some possibly displaying disruptive behavior. Ultimately there are various factors likely to contribute to a student losing motivation such as, not being interested in the subject, finding the teacher's methods disengaging, or dealing with external distractions. A student who appears unmotivated therefore, may actually have difficulty learning and needs special attention

One thing that must be at the back of every teacher's mind is that the success of any instruction is weighed by the realization of the specific objectives behind the teaching. To this end, the teacher as classroom manager should ensure that every student is carried along in the course of the tutorial. This implies that the achievement of effective classroom learning depends on the ability of the teacher to motivate his or her students. This is because, motivation is like a push and a catalyst that hastens the process which learning is one. Obviously, in this part of the globe, every blame regarding poor performance of students and falling standard in education are heaped on students without considering other psychological variables that in one way or the other affect teaching and learning. This study therefore is aimed at correcting this erroneous assumption and to bridge the gap in knowledge. To end, this study intend to assess the effect of motivation on students' learning as well as the impact it has on their behaviors and performance using public universities in Southeastern part of Nigeria as area of study while student-librarians formed the focus point.

## **2. RESEARCH OBJECTIVES**

The study objectives are:

- I. To reveal importance of lecturers' motivation on student librarians' learning in public universities in Southeast, Nigeria
- II. To identify strategies that can be used to motivate student librarians' learning in public universities in Southeast, Nigeria
- III. To find out the impact of motivation on student librarians' behaviour and performance in public universities in Southeast, Nigeria.

## **3. LITERATURE REVIEW**

Motivation is defined as the excitement and interest for doing something. It is the 'cause' behind every action. Motivation is the purpose or purposes for acting or reacting in a particular way. It is an aid to setting and realizing a goal. It helps us to set a goal and reach it. The term 'motivation' has it root from the Latin word 'movere', as the drive or reason to do something. On the other hand, student motivation is the ability to succeed in the realization of either long-or short-term academic objectives. It also a manifestation of the zeal and a positive attitude toward the learning (IGI Global dictionary, n.d [5]). Suffice it to say that motivation is the catalyst that keeps students (in the context of this study) on the move, even when faced with obstacles or bottlenecks. It is an enforcer of required stamina to realizing the future they hope for. Students with the right motivation are known, to be willing to work and give their time and energy to achieving their set goals and are also very creative with new ideas.

Above all, they envisage silver lining at the end of any knowledge they have set out to acquire and are determined to achieving their set goals [6].

Motivation which is also the drive or reason to do something is further divided into two primary types which are; intrinsic motivation which emanates from ones internal desires and the actions one takes for his or her satisfaction. This type of motivation is perceived to be stronger, healthier and longer lasting as well as extrinsic motivation that emanates from external drives like having rewards and avoiding punishment. In other words, intrinsic motivation is an individually driven desire to learn. Those who are induced by this type of motivation, are not propelled by any form of punishment or appreciation for them to be at their best. Children by nature are endowed with intrinsic motivation and are ever inquisitive to learn. The exhibition of efficiency and successfulness in learning by learners in the classroom, are attributed to intrinsic motivation. Available evidence based on studies, reveals that children who are better learners are those who are intrinsically motivated. Ultimately, intrinsic motivation is asserted as one of the most powerful determinant of academic achievement.

Intrinsic motivation in most cases, are prepare by Educationists based on extrinsic means. In this regard, extrinsic motivation is seen as the willingness of individuals to get involved in activities so as to gain something that differs from the actual task [7]. For instance, awarding a medal to a winner of a race or giving a gift to a student for performing brilliantly in a class test or a student ensuring that a home work given was completed to avoid being punished the next day in school. There are chances of enhancing intrinsic motivation based extrinsic means. This may work effectively in a situation in which the learner has specific needs as in case where a student as a result of past experiences on how education is rule, feel discouraged with the system. In the view of Cameron [8], external drives can enhance students' determination to learn on the ground that such motives are not injurious to the students' intrinsic motivation. On the other hand, to avoid the use of extrinsic motivation becoming challenging to disassociate success with praise and reward, in which the individual's attitude is controlled by the stimulus alone, the process should not be made habitual. As suggested by some studies suggest only genuine desire should propel individuals to engage in the activity, but in its absence, there need to limit deep learning.

Coming to, what is student motivation? The concept is a difficult one to define as it is an abstract concept with many different meanings and interpretations All the same, definitions abound. According to Spooner-Lane [9] Student motivation is the drive to expend effort to achieve a particular goal under a particular set of circumstances. It is also referred to as the factors that drive and influence a student's desire and willingness to engage in learning activities as well as the desire and willingness of students to engage in academic activities and seek knowledge or skills [10,11]. In other words, student motivation is those factors that drive and influence a student's behavior and engagement in academic settings. The bottom line is that student motivation is a drive and also a desire by a student to learn and acquire knowledge and skill and this act is just one of willingness therefore a voluntary activity that is self-centered.

On the importance of motivation, it is revealed that one general challenge encountered by teachers, is that students come to the class with the mindset of achieving their aim at any expense. Invariably, they are being inspired by the drive to have a good grade or excel in the class as a perimeter requirement rather than being driven by a desire to learn (intrinsic motivation). This is a big challenge as extrinsic motivators are nurtured into more superficial learning, which is geared towards passing only examinations unlike the intrinsic motivators, which learn to master a topic [12].

Inasmuch as, it is not the responsibility of a lecturers to do the work for the students but the way information is presented to students by a lecturer, is proportional to the amount of effort students extract to understanding what the information is all about. As professionals in the field, the information communicated is the sole determinant of what students as learners would adjudge as the best and decider of their actions. To optimize learning generally, as well as improve students learning experience, lecturers ought to adopt strategies that will assist students' intrinsic motivation to learn. The view is that as far as education is concerned, motivation assists learners to direct their attention on a basic goal or result. In so doing, they are not worried by any likely distractions and this allows them, to be focused within a longer periods of time. The inference therefore is that students who are motivated are goal-getters and great achievers when it comes to learning. The obvious is that, they know what they want, how to get it and how to grab it [2].

Some other notable gains of motivation in learning as has been highlighted are that motivation, increases students' persistence, wellbeing, improves their performance as well as outcomes, enhances their cognitive processing, increases their effort in lessons and higher levels of attendance as well as increases their creativity and innovation [4]. All said and done, coming up with new ideas of how to enhance motivation in the classroom, is very pivotal, as it assists lecturers or teachers in general to; transform students' behaviour, develop their competencies, spark their strong desire to learn and set goals as well as develop their interests, plan for the future, blossom talents and umpteenth engagement. It is easier for a professional teacher to get students involved in a lesson or one class work than to getting them motivated to becoming better learners as it is so challenging considering the fact that motivation is really a conscious act. Unfortunately, students that are not motivated are often withdrawn and feel cheated and uncared for and this state leads to attitudinal problem [2].

In her contribution on the importance of students' motivation, Hawthorne [4] reveals that when students are motivated, there is the tendency that they will achieve their set goals and excel in their endeavors. The emphasis is that, motivation is a necessity for effective teaching and learning and yields both notable positive behaviour and contributes to a greater sense of wellbeing of the students. It was added that understanding how to motivate students in education is crucial, as it behooves teachers to provide for the students the best possible take-off in life.

While motivating students can be so challenging, the gains supersede the pains considering that students, who are motivated have this excitement and urge for learning and hardly absent themselves in class. Come to think of it, students who are self-motivated have this natural love for learning, whereas, goal driven teacher can inspire unmotivated student to have the drive by making learning fun and inspiring, a situation that can make such students to reach their full potentials. Writing on strategies to be applied by lecturers to motivate students to learn, University of Buffalo posits that students will be highly motivated when they observe that the lecturer's course and content' are rich and valuable and that much skills and strategies would be acquired through it and will positively affect their success and exceling in the class. The student stand is built on the premise of efficacy expectancies and outcome expectancies. The teacher can therefore through making his course content and task coherent, well organized improving intrinsic value by connecting course materials in line with learners lives and interests, providing real and actual world tasks and showing his love and excitement of the course to maximize the value of the course. It can further be done through promoting instrumental value in which case, the learners are shown how what they will learn from the course will be of benefit to them to a higher level skills desired for them to grow in their future career as well as making known to them the value of the course in their present academic pursuance and reward what is valued in the class and linking it to the course grade as an instrumental value.

It is further highlighted that lecturers by ensuring alignment of outcomes, assessments and instructional strategies; identifying appropriate levels of challenges of students, Creating assignments that provide the appropriate level of challenges, Providing opportunities for success early on, articulating your expectations as a lecturer. providing rubrics and providing targeted feedback are effective study strategies that can maximize course efficacy and make students' learning very effective.

As stated by Guay [12] much focus should be on the quality relationship with students rather than on rewards. In that with it, students, who find learning imperative, even when they do not enjoy it, will bring about the same kind of positive outcomes as noticed with those with high intrinsic motivation. The suggestion is that teachers should encourage students to express their emotions and share their experiences towards learning, as their answers can assist the teachers in redefining their practice and in improving the learning experience for all learners.

As revealed, the level of students concern on achieving a goal will determine the amount of effort they put forth. This may be facilitated by many factors such as; the attainment value which is the fulfilment one derived from getting a job done or a goal achieved. A case in point, is a situation where, a student feel fulfilled after completing what he tagged a herculean semester project. The intrinsic value satisfaction that is measured is rather that of doing the herculean task and not the accomplishment. The implication is that students tend to put more effort and time on the things they value and enjoy doing and this will enhance their understanding and instrumental value and it will in turn assist the student to achieve other important goals and this can be linked to extrinsic reward. Imperatively, to increase

students' motivation to learn increases overall course value and how much they believe they can succeed at a goal will determine to the amount of effort they will input [1].

One other way a lecturer can enhance the value of a course is to identify that part of the course that are generally valuable in students' different academic lives. For instance, writing is a relatively global academic skill and assisting learners to know the intricacies of organizing their thoughts and communicating clearly is a skill that will assist in any academic discipline. To this end, lecturers should make effort to communicate this value to students when they are learning about and practicing these skills in the course. If a lecturer has chosen these type of exercises and activities for an important reason advised Hawthorne [4], the students should be informed accordingly. With this awareness, students may then see the instrumental value in what they are learning and in turn be more motivated to learn.

The emphasis is when the lecturer has streamlined a way or method that students believe can help them excel in a given assessment, they will also see it that they will perform excellently in such a course. The constructed way may be in form of reading and lecture that teaches the students to master the knowledge content, perform given exercises and at the same time, receives feedback which helps in developing the student's skills. Though this may be a way of spurring the students and giving them that sense of success, the approach is not seen to be sufficient toward bringing the best out of the students. This is because under, positive efficacy expectancies, students still want to feel that they have, what it takes to do the work. The implication is that lecturers should support their students to build positive outcome and efficacy expectancies for their courses, if they really desire to increase their motivation to learn as they also need positive efficacy expectancies.

To get students excited about learning, there are noTable five ways that have been pinpointed by Teach.Com [3]. In the first instance, students need to be encouraged as they see their teachers as people to look up to, therefore need their support and approval as giving them that leverage to communicate freely and think freely will make them feel valued. Students also need to be assigned responsibilities by so doing, they are being involved in classroom activities and that gives them, that sense of belonging. A follow up to the above, is making participating in class activities fun in that every student should have a specific job assigned to do. Giving rewards where necessary and making encouraging demands that create the zeal in students to participate in class activities. As offering small incentives to students makes learning fun and gives them a reason to be committed, as well as a sense of achieving something, the teacher should from time to time transform the structure of the class as to avoiding making the learning environment monotonous. Students should be encouraged to debate y apply games and discussion teaching methods rather the boring lecture method. What students see, they do not forget so easily, therefore students are better taught using visual aids such as diagram, colorful charts, videos and drawings that link to real especially when the students are ignorant of the concept being taught and do not believe that what they are learning has any impact on them and the need to spent their time and effort. It behooves the teacher as a professional to correct the erroneous impression by demonstrating how such a subject or topic relates to such learners or students [3].

As stated by Dweek [13], It can be challenging to motivate students, but she went on to present collated seven tried-and-tested strategies for effective classroom learning viz: having a growth mindset, adopting a Holistic approach, Improving lecturer's Universal Provision, Praise, Prioritizing Accessibility, Empower Students with Knowledge and Make Learning RelaTable. In her study on mindset, Dweek sees education as a learning curve that does change, rather than a straight process. It is believed, that progressive students from time to time change their think cap as they are not moved by the outcome of assessment instead they perceived every challenge that comes their way as an experience with which they will spur higher. In the contrary, students that have their minds on one thing are thrown off by every little challenge as they do not see failure as experience and required to be recognized at all times and any little challenge sees them crashing. The underscore is that if a lecturer wants to develop a growth mindset in students, the best way is to praise the students not the intelligence or the talent but the process as not to make them vulnerable. Always appreciate effort made, the focus and hard work as they are all attributes that can make students resilient. This is very imperative considering the fact that there is evidence that implicitly showing short-term effort as an important determinant of student performance in high-stakes examinations [14]. The implication is that whenever teachers create an environment that gives rise to growth mindset, something good can come out of it.



As stated by Dweck, growth mindset for struggling students is specifically very important to building their values. This is because, when students get involved in challenging tasks, the processes and connections in the brain begin to transform and this makes them more prepared to tackling future learning. Suffice to say, that surrounding students with acceptance, possibility and wonder not minding their background, provides them with a gateway to success.

On how motivation affects academic performance, available facts show that motivation is a driving force that makes students to work hard and aim high in all they set their minds to. Surrounded by a culture of acceptability, differences and high expectations, students are likely exhibit acceptable behaviors. There is always this pleasure in students to satisfy their academic curiosity when they are motivated. In other words, intrinsic motivation is strongly associated with performance only because there is the joy of engaging in activities. This enjoyment is basically the essence why students getting involved in academic tasks. The revelation is that intrinsically motivated students have higher propensity to succeed in their education. Than those that are extrinsically motivated.

Going by the research carried out by the Education Endowment Foundation [15], in which, students in KS4 were offered incentives for meeting up the targets they set for GCSE. In this case, these students were extrinsically motivated by offering some financial reward and others, access to a paid trip. The result shows that students who were offered a monetary incentive, had a noticeable improvement in their class work effort as noted in their English, mathematics and science. On the other hand, no significant positive impact on attainment was noticed. This implies that, extrinsic motivation has the tendency to improving engagement, but based on the outcome of this study, it is not seen as a veritable tool for boosting attainment or an aid to maintaining effort over a long period of time.

The extent at which students enjoy their lessons, is found to be correlated with the levels they are motivated. In that high levels of motivation, leads to high levels of lesson enjoyment. To this end, research conducted to assess motivation in physical education, discovered that extent of enjoyment is a valuable predictor of two situations which are; the willingness of the child to begin a physical activity and how long the activity will be maintained once started [16]. The indication is that when students find their studies enjoyable and record success in the process, there is this enhancement in their self-esteem and believing in themselves, which are basic ingredients to developing a self-driven desire to succeed. In the same vein, Lamb and Kirk [17], in their public health study in which they assessed the pedagogy in physical education discovered that to enhance students motivation, educators should in the first instance, put into consideration, class settings, a sense of connectedness and social dynamics as this will also improve their self-determination and engagement. The same study also discovered, that by developing pedagogies that support young people's mental health and wellbeing as well as improving their relationships with teachers will go a long way to motivating students into engaging the subject.

As expressed by University of Wisconsin [18], choice, effort and persistence, recognizing students' needs for self-determination and autonomy and providing opportunities for choice and control are three basic indices of motivation. The underlying factor is that teachers should realize one fact and that is, that student can be intrinsically and extrinsically motivated to learn. Indeed, it may be ideal to have a classroom full of intrinsically motivated students but it should also be known that students are also driven by good grades, approval and other rewards. The emphasis is that intrinsic and extrinsic motivation exist as single entities rather on two separate entities and students may often have multiple goals for the same course. The implication is that students tend to focus their attention toward activities that they have high regard for and which they believe, they will excel.

#### **4. METHODOLOGY**

The study adopted a descriptive survey with a sampled population of 200 lecturers and psychologists selected through purposive sampling technique from 10 public universities in Southeast, Nigeria which include Abia State University, Uturu, Anambra State University, Uli, Ebonyi State University, Abakaliki, Enugu State University of Science and Technology, Imo State University, Owerri, Alex Ekwueme Federal University, IKwo, Ebonyi State, Federal University of Technology, Owerri, Michael Okpara University of Agriculture, Umudike, Abia State, Nnamdi Azikiwe University, Awka and University of Nigeria, Nsukka, Enugu State. The major instrument for data collection was a self-

designed Likert type four point scale close-ended structured questionnaire. The instrument was sent to the various respondents through e-mail. The questionnaires were completed and returned 100%. Using descriptive statistics of frequencies and percentiles, data collected were analyzed and presented in Tables.

## 5. PRESENTATION OF DATA

**Table 1.** Importance of Motivating Student librarians for effective Learning

| Items                               | SA  |      | A   |    | DA   |     | SDA |     | Decision |
|-------------------------------------|-----|------|-----|----|------|-----|-----|-----|----------|
|                                     | F   | %    | F   | %  | F    | %   | F   | %   |          |
| Higher levels of attendance.        | 80  | 40   | 120 | 60 | *    | *   | *   | *   | Accepted |
| Increases persistence.              | 200 | 100  | **  | ** | **   | **  | **  | **  | Accepted |
| Increases wellbeing.                | 40  | 20   | 70  | 35 | 30   | 15  | 60  | 30  | Accepted |
| Increases effort in lessons.        | 80  | 40   | 110 | 55 | 27.5 | *   | *   | *   | Accepted |
| Enhances cognitive processing.      | 120 | 60   | 50  | 25 | 35   | *   | 15  | 7.5 | Accepted |
| Increases creativity and innovation | 60  | 30   | 70  | 35 | 40   | 20  | 30  | 15  | Accepted |
| Improves performance and outcomes.  | 93  | 46.5 | 100 | 50 | 7    | 3.5 | 8   | *   | Accepted |

Table 1 above presents, data collected in respect of importance of motivating students for effective learning. From available data, 200 or 100% of the respondents strongly agree that motivating students will increase their persistence in learning, 100% representing 200 respondents either strongly agree or agree that motivating students brings higher levels of school attendance and increases students effort in attending to lessons, 190 respondents or 95% strongly agree or agree that motivating student enhances a student's cognitive processing, while 96.5% or 193 respondents strongly agree or agree that it improves a student's performance and outcome and 130 respondents representing 65% strongly agree or agree that it increases students creativity and innovation, whereas 55% or 120 respondents strongly agree or agree that it increases students wellbeing.

**Table 2.** Strategies for motivating student librarians

| Items                                     | SA  |      | A    |      | DA   |      | SDA  |      | Decision |
|---|-----|------|------|------|------|------|------|------|----------|
|   | F   | %    | F    | %    | F    | %    | F    | %    |          |
| Know your students                        | 187 | 93.5 | 23   | 11.5 | **   | **   | **   | **   | Agreed   |
| Praise                                    | 120 | 60   | 80   | 40   | **   | **   | **   | **   | Agreed   |
| Offer rewards                             | 80  | 40   | 73   | 36.5 | 44   | 22   | 3    | 1.5  | Agreed   |
| Set realistic performance goals           | 87  | 43.5 | 113  | 56.5 | **** | ***  | ***  | ***  | Agreed   |
| Allow students to work together           | 130 | 65   | 10   | 5    | 37   | 18.5 | 23   | 11.5 | Agreed   |
| Manage student anxiety                    | 200 | 100  | ***  | ***  | ***  | ***  | ***  | ***  | Agreed   |
| Be clear about learning objectives        | 76  | 38   | 57   | 20.5 | 37   | 18.5 | 20   | 10   | Agreed   |
| Encourage students with positive feedback | 130 | 65   | 70   | 35   | **   | **   | **   | *    | Agreed   |
| Emphasize success                         | 93  | 46.5 | 57   | 28.5 | 27   | 13.5 | 13   | 6.5  | Agreed   |
| Give feedback                             | 130 | 65   | 70   | 35   | **   | **   | **   | **   | Agreed   |
| Seek role models                          | 87  | 43.5 | 53   | 26.5 | 38   | 19   | 12   | 6    | Agreed   |
| Use appropriate grading                   | 200 | 100  | **** | **** | **** | **** | **** | **** | Agreed   |
| Give students a sense of control          | 170 | 85   | 18   | 9    | 7    | 3.5  | 5    | 2.5  | Agreed   |
| Help students identify                    | 200 | 100  | **** | **** | **** | **** | **** | **** | Agreed   |

|                                |     |      |      |      |      |      |      |      |      |        |
|--------------------------------|-----|------|------|------|------|------|------|------|------|--------|
| their learning gaps            |     |      |      |      |      |      |      |      |      |        |
| Make things fun                | 200 | 100  | **** | **** | **** | **** | **** | **** | **** | Agreed |
| Use examples freely            | 123 | 61.5 | 56   | 28   | 12   | 6    | 9    | 4.5  |      | Agreed |
| Promote growth mindset         | 67  | 33.5 | 89   | 44.5 | 24   | 12   | 20   | 10   |      | Agreed |
| Make learning relatable        | 130 | 65   | 70   | 35   | ***  | ***  | ***  | ***  |      | Agreed |
| Encourage your students        | 200 | 100  | **** | **** | **** | **** | **** | **** | **** | Agreed |
| Give students responsibilities | 200 | 100  | **** | **** | **** | **** | **** | **** | **** | Agreed |

The data in Table 2 above as displayed are for strategies for motivating students. 200 respondents or 100% strongly agree that the best strategies for motivating students are, encouraging the students in their academics, assigning responsibilities to them, making learning fun, helping students identify their learning gaps, using appropriate grading and managing the students' anxiety. 100% or 200 respondents also strongly agree or agree that praise; making learning relatable, setting realistic performance goals for the students, knowing the students and giving positive feedback are good strategies, 188 respondents or 94% strongly agree or agree on the strategy of giving students that sense of control, 179 respondents or 89.5% strongly agree or agree on using examples freely while teaching, and 77% or 156 respondents strongly agree or agree on teachers promoting growth mindset among other items in the Table were all on agree scale.

**Table 3.** Impact of motivation on student librarians' behaviour and performance

| Items   | SA  |      | A   |     | DA  |      | SDA |     | Decision |
|---|-----|------|-----|-----|-----|------|-----|-----|----------|
|   | F   | %    | F   | %   | F   | %    | F   | %   |          |
| Motivation pushes students to work hard and aim high in everything they set their minds to.   | 200 | 100  | *** | *** | *** | ***  | *** | *** | Agreed   |
| When students are surrounded by a culture of warmth, diversity, and high expectations, they are much more likely to display positive behaviors. | 120 | 60   | 70  | 35  | 4   | 2    | 7   | 3.5 | Agreed   |
| Students who are motivated are also more likely to find pleasure in satisfying their academic curiosity.  | 80  | 40   | 60  | 30  | 47  | 23.5 | 13  | 6.5 | Agreed   |
| Intrinsic motivation links strongly to performance for the enjoyment of engaging in activities.   | 200 | 100  | *** | *** | *** | ***  | *** | *** | Agreed   |
| Increases creativity and innovation in students   | 60  | 30   | 70  | 35  | 40  | 20   | 30  | 15  | Agreed   |
| Improves students' academic performance and outcomes  | 93  | 46.5 | 100 | 50  | 7   | 3.5  | *** | *** | Agreed   |
| Increases students persistence  | 200 | 100  | *** | *** | *** | ***  | *** | *** | Agreed   |

In Table 3 above the impact of motivation on student librarians' behavior and performance are in display. The data reveal that 100% or 200 of the respondents strongly agree that motivating students, pushes students to work hard and aim high in everything they set their mind to, increases students persistence, and links students strongly to performance for the enjoyment of engaging in activities, 96.5% or 193 of the respondents strongly agree or agree that motivating students improves their academic performance and outcome, while 190 respondents or 95% strongly agree or agree that when students are surrounded by a culture of warmth, diversity, and high expectations, they are much more



likely to display positive behaviors and 70% or 140 strongly agree or agree that students who are motivated are also more likely to find pleasure in satisfying their academic curiosity

## **6. DISCUSSION OF FINDINGS**

Based on the data in Table 1, it was discovered that the importance of motivating student librarians cannot be overemphasized. The result shows that motivating student librarians will lead to higher levels of attendance, increase their persistence, wellbeing, as well as their effort in lessons. It will also enhance their cognitive processing, increase their creativity and innovation and above bring about improve academic performance and outcomes. Imperatively, motivating student librarians is like modifying their behavior for the better, enhancing effective learning for academic excellence.

The outcome of this study supports Hawthorne [4] who reveals that motivated students have high propensity to achieve their set goals and excel in their endeavors. The emphasis is that, motivation is a necessity for effective teaching and learning and yields both noTable positive behaviour and contributes to a greater sense of wellbeing of the students. It was added that understanding how to motivate students in education is crucial, as it behooves teachers to provide for the students the best possible take-off in life.

The result of this study as seen in Table 2 did reveal certain strategies that ought to be applied to motivate student librarians. These strategies as identified include, encouraging the students in their academics, assigning responsibilities to them, making learning fun, helping students identify their learning gaps, using appropriate grading and managing the students' anxiety. Others were, praise; making learning relaTable, setting realistic performance goals for the students, knowing the students and giving positive feedback as well as giving students that sense, using examples freely while teaching, and promoting growth mindset among other strategies.

This result agrees with Teach.Com [3] who pinpointed noTable five ways to make learning cited to include in the first instance, that students need to be encouraged as they see their teachers as people to look up to, therefore need their support and approval as giving them that leverage to communicate freely and think freely will make them feel valued. Students also need to be assigned responsibilities by so doing, they are being involved in classroom activities and that gives them, that sense of belonging. A follow up to the above, is making participating in class activities fun in that every student should have a specific job assigned to do. Giving rewards where necessary and making encouraging demands that create the zeal in students to participate in class activities. The view is that offering students small incentives makes learning fun and gives them a reason to push themselves, as well as a sense of accomplishment.

The study further discovered that motivation has great impact on student librarians' behavior and performance. The data analyzed as seen in Table 3 reveal that motivating students spurs them to put extra effort and aim high in all they set their mind to, increases their persistence and connects them strongly to performance for the fun of getting involved in activities. Furthermore that motivating students improves their academic performance and outcome and that when they are surrounded by a culture of warmth, diversity, and high expectations as well as that motivated students are also more likely to find pleasure in satisfying their academic curiosity.

This finding is in tandem with Hawthorne [3] assertion that motivated students are much more likely to achieve their potential and find success. In that, motivation is an essential ingredient in effective teaching and learning which not only yields more positive behaviour in students, but also contributes to a greater sense of wellbeing as well as High Speed Training [2] whose view is that as far as education is concerned, motivation assists learners to direct their attention on a basic goal or result. In so doing, they are not worried by any likely distractions and this allows them, to be focused within a longer periods of time. The inference therefore is that students who are motivated are goal-getters and great achievers when it comes to learning. The obvious is that, they know what they want, how to get it and how to grab it.

## **7. CONCLUSION AND RECOMMENDATIONS**

The result of this study has shown that motivation enhances learning and that the process of learning is appreciated by learners when they observed that the class is caring and supportive place where every learner is given that sense of belonging, valued and respected. In the contrary, accomplishing even the simplest of task can prove challenging, if not impossible. It is therefore very important as a lecturer or a teacher, to understand how to accommodate and promote motivation in your classroom. There is no doubt, that there are available avenues for both intrinsic and extrinsic motivation in education as both forms can complement one another. As noted by Guay [12], much focus should be on the quality relationship with students rather than on rewards. In that with it, students, who find learning imperative, even when they do not enjoy it, will bring about the same kind of positive outcomes as noticed with those with high intrinsic motivation. The suggestion is that teachers should encourage students to express their emotions and share their experiences towards learning, as their answers can assist the teachers in redefining their practice and in improving the learning experience for all learners. Their responses can be used to help lecturers redefine their practice, and therefore improve the learning experience for students. It is further highlighted by University of Buffalo that lecturers by ensuring alignment of outcomes, assessments and instructional strategies; identifying appropriate levels of challenges of students, creating assignments that provide the appropriate level of challenges, providing opportunities for success early on, articulating ones expectations as a lecturer, providing rubrics and providing targeted feedback are effective study strategies that can maximize course efficacy and make students' learning very effective. In line with the findings of this study, the under-mentioned recommendations are put forward:

- I. Lecturers in the department of library and information science in these public universities and by extension all lecturers in Nigerian universities, should adopt different strategies (see Table 2) to motivating students in the classroom or lecture hall to enhance learning.
- II. To support motivation to learn, library school at all levels policies and practices emphasis should be on mastery the task rather than on relative performance and competition.
- III. The focus of motivating student librarians should be on stimulating their curiosity which is embedded on intrinsic motivation.
- IV. It is true that extrinsic motivation is recommended but the advice is that it should be used with caution when been applied to student librarians as it has the propensity for decreasing the existing intrinsic motivation.
- V. Student librarians should be motivated to take challenging tasks that are achievable, that will assist in increasing their enthusiasm in learning.

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