

University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

Library Philosophy and Practice (e-journal)

Libraries at University of Nebraska-Lincoln

3-15-2013

Work Values, Achievement Motivation and Technostress as Determinants of Job Burnout among Library Personnel in Automated Federal University Libraries in Nigeria

olalude oluwole francis

EMMANUEL ALAYANDE COLLEGE OF EDUCATION,OYO, wolelalude06@yahoo.com

Follow this and additional works at: <http://digitalcommons.unl.edu/libphilprac>

 Part of the [Library and Information Science Commons](#)

francis, olalude oluwole, "Work Values, Achievement Motivation and Technostress as Determinants of Job Burnout among Library Personnel in Automated Federal University Libraries in Nigeria" (2013). *Library Philosophy and Practice (e-journal)*. Paper 919. <http://digitalcommons.unl.edu/libphilprac/919>

**WORK VALUES, ACHIEVEMENT MOTIVATION AND
TECHNOSTRESS AS DETERMINANTS OF JOB BURNOUT AMONG
LIBRARY PERSONNEL IN AUTOMATED FEDERAL UNIVERSITY
LIBRARIES IN NIGERIA**

BY

**S. O. POPOOLA Ph.D
LARIS DEPARTMENT,
UNIVERSITY OF IBADAN,
IBADAN.**

AND

**FRANCIS OLUWOLE OLALUDE
COLLEGE LIBRARY
EACOED, OYO.
Wolelalude06@yahoo.com**

ABSTRACT

This descriptive study examined work values, achievement motivation and technostress as determinants of job burnout among the library personnel in federal universities in Nigeria. The study adopted a descriptive survey research design and 646 library personnel from 18 automated federal university libraries participated in the study. The sampling technique used was single stage random sampling technique. Five instruments were used for this study namely: work values, achievement motivation, job burnout and technostress scales synchronized into a questionnaire titled (WVAMJOBTS) and structured interview checklist. Each of the research instruments was validated with a reliability coefficient of 0.90, 0.82, 0.82, 0.95 and 0.62 for work values, achievement motivation, job burnout, technostress and structured interview checklist respectively using Cronbach-alpha method. Data collected were analysed using percentages, mean, standard deviation, product moment correlation and multiple regression analysis. Research questions were answered and research hypotheses tested at 0.05 level of significance. The results of these analyses revealed that the respondents had moderate level of work values and achievement motivation and high level of technostress and job burnout, work values and achievement motivation of the respondents were inversely related to job burnout, whereas technostress was positively related to job burnout. Technostress was found to have the highest relative contribution among the independent variables to the problem of job burnout. Based on the findings, recommendation were made to solve the problem of job burnout among the library personnel in federal universities in Nigeria.

KEYWORDS: *Work values, achievement motivation, technostress, job burnout, library personnel.*

Background to the study

The utilization of information and communication technologies (ICTs) in today's information driven society is very essential as no meaningful professional and economic growth and development can be accomplished without its utilization. Several benefits such as increased productivity, efficiency, accuracy, space economy and reduction in drudgery and routine are derivable from the utilization of (ICTs), (Bilal, 2002). Library and information science profession in particular has greatly benefited from the adoption and utilization of ICTs in that ICTs has tremendously enhanced such information work activities as information collection, processing, organization, storage, packaging and dissemination. It was this that made Nwalo (2000) to conclude that librarians are bound to apply ICTs in their operations and services in the 21st century.

According to Agbonlahor (2006) universities the world over are among the major organizations where ICT facilities are being used on a large scale with the intent of increased productivity. However, while the benefits of ICTs adoption and utilization are not in doubt, it is also true that the adoption, rapid diffusion and utilization of ICTs in librarianship and other related information science professions have brought about a number of demands and challenges such as technostress and job burnout into workplace.

Agbonlahor further observed that there is a general paucity of studies that present empirical results of ICT adoption and utilization in developing universities, especially African countries. In the few cases where empirical research had been carried out in the university, the focus is usually on the university library. Some examples of such studies are the ones conducted by Idowu and Mabawonku (1999), Popoola and Majinson (2001), Tihamiyu, Ajayi and Olatokun (2002), Adekunle, Omoba and Tella (2007), Uwaifo (2008), Aramide and Bolarinwa (2010) Olanrewaju, Ayodele and Abubakar (2011) and Sivakumaren, Geetha and Jeyaprakash (2011). The researchers found out that although many university libraries in Nigeria have been automated to certain extent, many of the university libraries are faced with the problems of poor systems analysis, ill-designed workstations, lack of due consideration for ergonomics, financial constraints, erratic power supply and inadequate ICT facilities as well as insufficient training opportunities for the staff.

In separate studies conducted by Hopkins (1996), Schrage (1997), Bondary (1998), Kling (1999) and Popoola and Majinson (2001) discovered that large investment in information and communication technology by the universities and other organizations did not translate into the much anticipated major productivity boosts. Further investigations conducted into the underlying factors responsible for the productivity paradox by such authors as Anandarajan, Igbaria and Anakwe (2002), Tihamiyu, Ajayi and Olatokun (2002), Bilal (2002), Agbonlahor (2006) and Uwaifo (2008) revealed that organizational factors such as wrong needs assessment, inadequate system analysis and design, poor ergonomics, paucity of fund for maintenance, lack of adequate training opportunities for the staff, and personal factors such as low self efficacy, personality type, low motivation, poor ICTs skill, low level of education, poor perception of ICTs usefulness and ease of use all constitute serious

impediments toward efficient and effective utilizations of ICTs in most computer-based automated university libraries.

Burd (2003) opined that work values are beliefs that determine human behavior at work. They add meaning to the work experience since they are a reflection of human motivation, preferred work setting, the way an employee interacts with others and his work style. Work values, according to Ros, Schwartz and Surkiss (1999) are beliefs pertaining to desirable end states (e.g. high pay) or behavior (e.g. working with people). The different work goals are ordered by their importance as guiding principles for evaluating work outcomes and settings, and for choosing among different work alternatives. Work values refer only to goals in the work setting, they are more specific than basic individual values. Work values can thus be described as what an individual employee expects to be present in his work and what he desires to accomplish from his work.

In classifying values in librarianship, Finks (1989) proposed a personal taxonomy of values that included professional values, general values, personal values and rival values. Included in the librarians professional values are service, stewardship, philosophical values, reflecting the love of wisdom and truth, democratic values and love of reading and books. In another work values study by Burd (2003) on librarians in the United States of America, values of academic freedom, access to information and services, intellectual honesty, first amendment rights, excellent service provision and development of personal expertise and competence are the librarians core work values. Work values vary from one employee to another, while some place emphasis on professional competence, others especially in the third world countries such as Nigeria are pre-occupied by the need for satisfaction of bread and butter. In any work setting, the higher the work values congruence of individual employee and his/her employment, the higher his job satisfaction, commitment and productivity. Thus work values variable is a strong determinant of employees job performance.

According to Ratzburg (2008) achievement motivation is a non-conscious concern for achieving excellence through individual efforts. Such individuals set challenging goals for themselves, assume personal responsibility for goal accomplishment, are highly persistent in the pursuit of these goals, take calculated risks to achieve the goals and actively collect and use information for purposes of feedback. Achievement motivation is a driving force to greater work performance of employees in an organization like library establishment. Achievement motivation can be described as the driving force behind all the actions of an individual. It refers to the dynamics of human behaviour, which involves man's needs, desires and ambitions in life. Motivation is also viewed as the direction and persistence of action and it is concerned with why people choose a particular course in preference to others. It is based on individual emotion, and achievement related goals. Achievement motivation has however been conceptualized as based on reaching success and achieving all our aspirations in life. It has to do with the drive to excel, to achieve in relation to a set of standards, to strive to succeed. Achievement motivation is determination to strive for success, to perform well, overcome obstacles, exercise power to achieve excellent performance.

McClelland (1961) observed in his study that achievement motivation is positively related to the leadership of small task-oriented groups and small entrepreneurial firms and negatively related to the effectiveness of high level managers in complex organization like computerized or automated library or in political situations. Studies by Mabe and West (1982), Harris and Schrauboeck (1988), McCauley and Brutus (1996) and Atwater, Ostroff, Tammarino and Fleenor (1998) revealed negative correlation between self-assessment and others-rating of individuals achievement motivation. The individuals tend in their self-assessment to over rate themselves. Also Schoer and Prochaska (2001) and Abosi (2004) in their studies found that there was no significant difference in the achievement motivation of male and female secondary school teachers. However, Anameze (1992) in another study found out that the level of components achievement motivation varies along the sex line.

Furthermore, Rabideau (2008) observed that many achievement motivation approaches have been developed separately, suggesting that most achievement motivation theories are corroborating one another instead of competing. Motivational researchers have sought to promote a hierarchical model of approach and avoidance achievement motivation by incorporating the two prominent theories of achievement approach and the achievement goal approach. Achievement motives include the need for achievement and the fear of failure. These are the predominant motives that direct human behaviour toward positive and negative outcomes.

According to the Dictionary of Business and Management (2006) a person with a strong need for achievement tends to exhibit such characteristics as: regarding the task as more important than any relationship, having a preference for tasks over which they have control and responsibility, needing to identify with the successful outcomes of their actions, seeking tasks that are sufficiently difficult to be challenging, to be capable of demonstrating expertise and to gain recognition from others, while also being sufficiently easy to be capable of achievement, avoiding the likelihood and consequences of failure, requiring feedback on achievement to ensure that success is recognized and needing for promotion.

The desire of library personnel to excel while working in an automated library environment may cause technostress. Technostress may be experienced by a library staff due to intensive use of ICT particularly computer to render information service to users. The term technostress has been viewed and described from different perspectives by different authors and behavioural scientists. Brod (1984) defines technostress as a modern disease of adaptation caused by an inability to cope with the new computer technologies in a healthy manner. Weil and Rosen (1997) describe technostress as any negative impact on attitudes, thoughts, behaviours or body physiology caused either directly or indirectly by the use of technology. Nina (2001) views technostress as a condition resulting from having to adapt to the introduction and operation of new technology, particularly when equipment, support, or the technology itself is inadequate. Technostress can therefore be referred to as negative psychological and physical link between people and the introduction of new technologies. Such negative links is usually caused by all or some of these factors; the quick pace of technological change, lack of proper staff training, an increased workload, lack of standardization of technologies

and unreliability of hardware and software. Technostress according to Brod (1984) manifests itself in two distinct and related ways: in the struggle to accept computer technology and in the more specialized form of over identification with computer technology.

Several studies have been carried out on how technology in libraries contributes to technostress in library services. Among such studies are those carried out by Champion (1988), Kupersmith (1992), Gorman (2001) Poole and Emmelt (2001), Miller (2002) Van Fleet and Wallace (2003) which identify feelings of fear, headaches, mental fatigue, panic, nightmares, intimidation, exhaustion, isolation, frustration, irritation, inadequacy and dislike as common symptoms of technostress among the librarians. These anxiety symptoms can increase errors in judgement and poor job performance if not addressed.

In a survey conducted by Kupersmith (2003), it was discovered that of the 92 librarians surveyed, 59% reported that they experienced technostress while rendering library services to users in the past 5 years, 34% felt it has not changed much in them and only 4% believed it has decreased in their respective libraries. The investigation also revealed that 65% of the respondents reported that technostress is a serious problem for them, 8% said it is very serious, while 27% felt it is not at all serious. Respondents identified information overload, networking problems, security issues, computer hardware and software, ergonomics and vendor-produced databases as leading causes of technostress for them. Common symptoms of technostress are likely to vary among different university library staff, but may include: feelings of isolation and frustration; negative attitudes toward new computer based sources and systems; indifference to users' computer-related needs; self-depreciating thoughts or statement about one's ability to cope; an apologetic attitudes toward users; and a definition of self as not a computer person. All these may result in the poor job performance by the library and information science professionals which would in turn lead to low library users' satisfaction.

It is very important to note that job burnout may be caused by technostress and excessive workloads among library personnel working in automated library environment. Diverse definitions of burnout abound in literature from the time of the first definition by Freudenberger who in 1974 defines the concept as a syndrome of emotional exhaustion, disillusionment and withdrawal in voluntary health workers (Amoo, Fatoye&Fatoye, 2008). Affleck (1996) defines burnout as a syndrome of emotional exhaustion, depersonalization and loss of a sense of personal accomplishment. Burnout has also been viewed by Saduwa (2012) as a state of emotional, mental and physical exhaustion caused by excessive and prolonged stress. It occurs when one feels overwhelmed and unable to meet constant demands, problems seem insurmountable, everything looks bleak and it is difficult to muster up the energy to care. The helplessness and detachment burnout causes can threaten one's job, relationship and health. All these reduce individual productivity and sap energy, leaving one's feeling increasing helpless, cynical and resentful about one's legitimate obligations and condition. Thus, burnout can be described as loss of all interest and motivation to a cause, way of life or a job that one has hitherto been highly committed to. It usually manifests in highly committed, passionate, hard-

working and successful people and it therefore holds a special fear for those who are passionate about their careers and about the work they do.

Moreso, studies conducted by authorities such as Lee and Akhtar (2007) Brookings; Bolton, Brown and McEvoy (2007); Bhanugopan and Fish (2006); Tziporah and Matthew (2009); Kouvoner, Toppien-Tanner, Kivisto, Huuhtanen and Kalimo (2005) and Siamian, Shahrabi, Vahedi, Abbsai , Cherati (2006) and Nwabuoku and Adebayo (2010) have identified the following as some of the causative factors of burnout among helping professionals such as nurses, teachers and librarians: excessive workload, low acknowledgement and appreciation of type of job performed, lack of therapeutic success, lack of observable progress with clients, poorly designed job, too many emotional demands from co-workers, ungrateful and difficult clients, e.t.c. The symptoms of burnout are manifested in the physical and emotional wellbeing of the sufferers. The physical symptoms include physical fatigue, frequent illness and sleep problems, while emotional symptoms include disillusionment with the job, loss of a sense of meaning and cynicism towards one's organization and clients, feelings of helplessness, frustration of efforts, strong anger against the people held responsible for one's situation and feelings of depression and isolation. All these can lead to behavioural symptoms of increasing detachment from co-workers, increasing absenteeism, an increased harshness in dealing with one's team, marked reduction in job commitment, etc. These may in turn result in poor job performance and unsatisfactory service delivery to users.

Limited studies on job burnout among library and information science professionals as helping professionals are however known to have been conducted. Studies conducted by Odelia (1999) on Israel's academic librarians reveals that burnout syndrome among academic librarians is low, while that of Affleck (1996) reveals that it is high among the British bibliographic instruction librarians.

Statement of the problem

The adoption of information and communication technology by the Nigerian federal university libraries has resulted in the remarkable change in the nature and performance of the librarians' professional works. The increasing utilization of ICTs has also enhanced instant access to remote data and information from different parts of the world and this has resulted in the overall superior quality library service delivery to the users.

Accompanying the advantages of ICTs usage in the library however, is the challenge of human-computer interface which calls into question the levels of work values and achievement motivation of the individual library personnel in the Nigerian federal universities. cursory observation indicates that the level of work values and achievement motivation of the library personnel in the federal universities in Nigeria is low and this has made them to be easily predisposed to the twin problems of technostress and job burnout, and thus negating the primary objective of library automation which is improved library service delivery to the users.

The intent of this study therefore, is to explore and carefully investigate the relationship between work values, achievement motivation and incidences of technostress and job burnout among

library personnel in Nigerian federal universities, with a view to proffering concrete solutions to the problem of poor service delivery by the libraries in federal universities in Nigeria.

Objectives of the study

The general objective of this study is to investigate the extent to which work values, achievement motivation and incidence of technostress determine the level of job burnout being experienced by the library personnel in the federal universities in Nigeria, while the specific objectives are to:

1. find out what work values exist among the library personnel in the federal universities in Nigeria.
2. find out the level of work values of the library personnel in the federal universities in Nigeria.
3. ascertain the level of achievement motivation of the library personnel in the federal universities in Nigeria.
4. determine the symptoms of technostress and burnout being manifested by the library personnel in Nigerian federal universities.
5. determine the level of technostress being experienced by the Nigerian federal university libraries personnel.
6. find out the level of job burnout among library personnel in the federal university libraries in Nigeria.
6. ascertain if there are any relationships among work values, achievement motivation, technostress and job burnout of the library personnel.
7. find out whether work values, achievement motivation and technostress of the Nigerian federal university libraries personnel will determine the level of the job burnout they experience.
8. ascertain the relative contribution of work values, achievement motivation and technostress to the determination of job burnout of the library personnel in the federal universities in Nigeria.

Research questions

The following research questions were posed to guide the conduct of this study:-

- 1) What work values exist among the library personnel in federal universities in Nigeria?
- 2) What is the level of work values of the library personnel in federal universities in Nigeria?
- 3) What is the level of achievement motivation of the library personnel in the federal universities in Nigeria?
- 4) What are the symptoms of technostress being manifested by the library personnel in federal universities in Nigeria?
- 5) What is the level of technostress being experienced by the library personnel in federal universities in Nigeria?
- 6) What is the level of job burnout of library personnel in federal universities in Nigeria?
- 7) What is the relative contribution of work values, achievement motivation and technostress to the determination of job burnout of the library personnel in the federal universities in Nigeria?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance to pilot the conduct of this study.

1. There is no significant relationship between work values and job burnout among library personnel in the federal universities in Nigeria.
2. There is no significant relationship between achievement motivation and job burnout among library personnel working in the federal universities in Nigeria.
3. There is no significant relationship between technostress and job burnout among library personnel in the federal universities in Nigeria.
4. There is no significant relationship among work values, achievement motivation, technostress and job burnout of the library personnel in the federal universities in Nigeria.
5. Work values, achievement motivation and techdnostress will not significantly determine job burnout of the library personnel working in the federal universities in Nigeria.

Scope of the study

This study focuses on work values, achievement motivation and technostress as determinants of job burnout among library and information science personnel in the automated federal university libraries in Nigeria. All librarians and para-librarians and information scientists with a minimum qualification of at least diploma certificate in librarianship and related fields in the twenty-five federal university libraries in Nigeria were considered for this study.

Methodology

Research design

This study employed descriptive survey research design because the researcher could not manipulate or control the independent variables as they have already occurred. As a result, the study examined the relationship between the independent variables, that is work values, achievement motivation and technostress, and dependent variable job burnout among library and information science personnel working in the libraries of federal universities in Nigeria.

The study population

Preliminary survey conducted by the researcher in 2010 revealed that there were 1136 library and information science professional and para-professional personnel with a minimum qualification of at least diploma certificate in library and information science, working in the twenty-five federal university libraries in Nigeria. Thus all of them were qualified to be used for this study.

Sampling technique and sample size

Single stage random sampling technique was used to select 18 out of the 25 federal university libraries in Nigeria giving a sampling fraction of 72%. All the 390 professional and 422 para-professional librarians and information scientists in the selected 18 university libraries which constitute

a size of 812 were used for this study. The choice of 18 federal university libraries as sample size was informed by the recommendation of Yamane (1976) who stated that the sampling fraction for samples selected in a survey research must be at least up to sixty percent before generalizations could be made on the population of study.

Research instrument(s)

Five research instruments were used for this study namely: work values scale, achievement motivation scale, technostress scale and job burnout scale synchronized into a questionnaire titled/named work values, achievement motivation, technostress and job burnout (WVAMJOBTS) of library personnel plus interview check list.

Validity and reliability of the instrument

To determine the face validity of the questionnaire, copies were given to the supervisor and ten other experts in the fields of psychology, sociology and computer science in the University of Ibadan, Ibadan. Corrections were effected based on expert advice. The reliability status of the research instruments was determined, using Cronbach-alpha method which gave the following results: 0.90 for work values, 0.82 for achievement motivation, 0.82 for job burnout and 0.95 for technostress and interview checklist with a reliability coefficient of 0.62.

Method of data collection

Data were collected from the respondents by administering the 812 copies of the questionnaire on the sampled library personnel in the 18 federal university libraries. Administration of the questionnaire was conducted with the assistance of one research assistant per university library making a total of eighteen research assistants. The eighteen research assistants were specially trained for the exercise. Data collection took a period of six months. (April – September 2011).

Methods of data analysis

The data collected were analysed by using descriptive and inferential statistics such as percentages, mean and standard deviation scores, while the research hypotheses were tested using inferential statistics, that is, correlation and multiple regression analyses. Research hypotheses were then tested at the 0.05 level of significance. The statistical package for the social sciences (SPSS) was used to analyse the data.

4.3 Presentation of findings

Research question 1: What work values exist among the library personnel in federal universities in Nigeria?

Table 4.7: Work values of library personnel in rank order, percentages, mean and standard deviation.

	As a librarian, I desire to: items	Very Much Unimportant	Unimportant	Important	Very Much Important	Mean	Standard Deviation
1	Delegate duties to others.	154 23.8%	278 43.0%	151 23.4%	63 9.8%	3.19	0.91
2	Be my own boss.	101 15.6%	217 33.6%	216 33.4%	112 17.3%	2.52	0.95
3	Be in charge of others.	134 20.7%	249 38.5%	180 27.9%	83 12.8%	2.33	0.95
4	Make other report the progress of their work to me.	149 23.1%	261 40.4%	165 25.5%	71 11.0%	2.24	0.93
5	Make people have high regard for me.	192 29.7%	187 28.9%	194 30.0%	73 11.3%	2.23	0.00
6	Work with people I like instead of things.	172 26.6%	238 36.8%	160 24.8%	76 11.8%	2.22	0.97
7	Use my own initiatives.	211 32.7%	235 36.4%	124 19.2%	76 11.8%	2.10	0.99
8	Become famous for the work I do.	256 39.6%	164 25.4%	140 21.7%	86 13.3%	2.09	0.07
9	Feel that I am the kind of person I want to be.	272 42.1%	182 28.2%	101 15.6%	91 14.1%	2.02	0.07
10	Be the type of person I want to be	256 39.6%	195 30.2%	129 20.0%	66 10.2%	2.01	0.00
11	Make the world a more beautiful place.	267 41.3%	193 29.9%	101 15.6%	85 13.2%	2.01	0.05
12	Work without any danger.	306 47.4%	149 23.1%	75 11.6%	116 18.0%	2.00	0.14
13	Have all workers interact freely	277 42.9%	190 29.4%	85 13.2%	94 14.6%	1.99	0.07
14	Help others with their problems.	283 43.8%	183 28.3%	92 14.2%	88 13.6%	1.98	0.06
15	Learn more about how and why things work.	293 45.4%	167 25.9%	89 13.8%	97 15.0%	1.98	0.09
16	Express my feelings, idea, talent or skills.	314 48.6%	149 23.1%	78 12.1%	105 16.3%	1.96	0.12
17	Use my skills	309 47.8%	165 25.5%	60 9.3%	112 17.3%	1.96	0.12
18	Be sure of keeping my job.	313 48.5%	157 24.3%	69 10.7%	107 16.6%	1.95	0.12
19	Get promoted on regular intervals.	337 52.2%	119 18.4%	75 11.6%	115 17.8%	1.95	0.16
20	Be paid enough so as to have the things I want.	302 46.7%	161 24.9%	98 15.2%	85 13.2%	1.95	0.07
21	Have a feeling of having done a real job well.	302 46.7%	165 25.5%	88 13.6%	91 14.1%	1.95	0.08
22	Work in pleasant environment.	333 51.5%	132 20.4%	70 10.8%	111 17.2%	1.94	0.14
23	Find way to improve library service delivery.	336 52.0%	123 19.0%	79 12.2%	108 16.7%	1.94	0.14
24	Read constantly title that is related to librarianship.	293 45.4%	180 27.9%	100 15.5%	73 11.3%	1.93	0.03

25	Accomplish something worthwhile.	293 45.4%	188 29.1%	89 13.8%	76 11.8%	1.92	0.03
26	Have a good pay.	354 54.8%	114 17.6%	59 9.1%	119 18.4%	1.91	0.17
27	Have a decent accommodation.	313 48.5%	164 25.4%	83 12.8%	86 13.3%	1.91	0.07
28	Acquire and disseminate knowledge.	338 52.3%	132 20.4%	70 10.8%	106 16.4%	1.91	0.13
29	Enjoy carrying out my work.	333 51.5%	144 22.3%	69 10.7%	100 15.5%	1.90	0.11
30	Have retirement benefit.	376 58.2%	99 15.3%	55 8.5%	116 18.0%	1.86	0.17

Table 4.7 showed in rank order that delegation of duties to others, be my own boss, be in charge of others, make other report the progress of their work to me, work with people I like were the five most important work values that existed among the respondents, while having a good pay, decent accommodation, acquisition and dissemination of knowledge, enjoyment of service delivery and having retirement benefit were the least five work values among the respondents.

Research question 2: What is the level of work values of the library personnel in federal universities in Nigeria?

Table 4.8: Level of work values of the respondents

	As a librarian, I desire to: items	Very Much Unimportant	Unimportant	Important	Very Much Important	Mean	Standard Deviation
1	Delegate duties to others.	154 23.8%	278 43.0%	151 23.4%	63 9.8%	3.19	0.91
2	Be my own boss.	101 15.6%	217 33.6%	216 33.4%	112 17.3%	2.52	0.95
3	Be in charge of others.	134 20.7%	249 38.5%	180 27.9%	83 12.8%	2.33	0.95
4	Make other report the progress of their work to me.	149 23.1%	261 40.4%	165 25.5%	71 11.0%	2.24	0.93
5	Make people have high regard for me.	192 29.7%	187 28.9%	194 30.0%	73 11.3%	2.23	0.00
6	Work with people I like instead of things.	172 26.6%	238 36.8%	160 24.8%	76 11.8%	2.22	0.97
7	Use my own initiatives.	211 32.7%	235 36.4%	124 19.2%	76 11.8%	2.10	0.99
8	Become famous for the work I do.	256 39.6%	164 25.4%	140 21.7%	86 13.3%	2.09	0.07
9	Feel that I am the kind of person I want to be.	272 42.1%	182 28.2%	101 15.6%	91 14.1%	2.02	0.07
10	Be the type of person I want to be	256 39.6%	195 30.2%	129 20.0%	66 10.2%	2.01	0.00
11	Make the world a more beautiful place.	267 41.3%	193 29.9%	101 15.6%	85 13.2%	2.01	0.05
12	Work without any danger.	306 47.4%	149 23.1%	75 11.6%	116 18.0%	2.00	0.14

13	Have all workers interact freely	277 42.9%	190 29.4%	85 13.2%	94 14.6%	1.99	0.07
14	Help others with their problems.	283 43.8%	183 28.3%	92 14.2%	88 13.6%	1.98	0.06
15	Learn more about how and why things work.	293 45.4%	167 25.9%	89 13.8%	97 15.0%	1.98	0.09
16	Express my feelings, idea, talent or skills.	314 48.6%	149 23.1%	78 12.1%	105 16.3%	1.96	0.12
17	Use my skills	309 47.8%	165 25.5%	60 9.3%	112 17.3%	1.96	0.12
18	Be sure of keeping my job.	313 48.5%	157 24.3%	69 10.7%	107 16.6%	1.95	0.12
19	Get promoted on regular intervals.	337 52.2%	119 18.4%	75 11.6%	115 17.8%	1.95	0.16
20	Be paid enough so as to have the things I want.	302 46.7%	161 24.9%	98 15.2%	85 13.2%	1.95	0.07
21	Have a feeling of having done a real job well.	302 46.7%	165 25.5%	88 13.6%	91 14.1%	1.95	0.08
22	Work in pleasant environment.	333 51.5%	132 20.4%	70 10.8%	111 17.2%	1.94	0.14
23	Find way to improve library service delivery.	336 52.0%	123 19.0%	79 12.2%	108 16.7%	1.94	0.14
24	Read constantly title that is related to librarianship.	293 45.4%	180 27.9%	100 15.5%	73 11.3%	1.93	0.03
25	Accomplish something worthwhile.	293 45.4%	188 29.1%	89 13.8%	76 11.8%	1.92	0.03
26	Have a good pay.	354 54.8%	114 17.6%	59 9.1%	119 18.4%	1.91	0.17
27	Have a decent accommodation.	313 48.5%	164 25.4%	83 12.8%	86 13.3%	1.91	0.07
28	Acquire and disseminate knowledge.	338 52.3%	132 20.4%	70 10.8%	106 16.4%	1.91	0.13
29	Enjoy carrying out my work.	333 51.5%	144 22.3%	69 10.7%	100 15.5%	1.90	0.11
30	Have retirement benefit.	376 58.2%	99 15.3%	55 8.5%	116 18.0%	1.86	0.17

The maximum work values score of a respondent is 120. A score of 1 - 40 indicates low work values, 41 - 80 indicates moderate work values and 81 – 120 indicates high work values.

In so far, the overall mean score of the respondents' work values was ($\bar{x} = 60.85$, $SD = 24.57$) which falls within the range of moderate work values, it therefore means that the library personnel in Nigerian federal universities have moderate level of work values.

Research Question 3: What is the level of achievement motivation of the library personnel in the federal universities in Nigeria?

Table 4.9: Level of achievement motivation of the respondents.

	As a librarian,	Very Unlike Me	Unlike Me	Like Me	Very Like Me	Mean	Standard Deviation
1	I sometimes over-price my worth as a significant being.	136 21.1%	183 28.3%	233 36.1%	94 14.6%	2.44	.98
2	I get easily possessed of new ideas.	134 20.7%	294 45.5%	160 24.8%	58 9.0%	2.22	.88
3	It is much easier for me to manage time.	143 22.1%	290 44.9%	162 25.1%	51 7.9%	2.19	.87
4	Once my mind is made up, I do not let go.	190 29.4%	236 36.5%	141 21.8%	79 12.2%	2.17	.99
5	When new ideas strike like a lightning, I quickly act.	155 24.0%	271 42.0%	173 26.8%	47 7.3%	2.17	.88
6	I may be irregular at the beginning, but with time, I will be stabilized.	206 31.9%	222 34.4%	124 19.2%	94 14.6%	2.16	1.03
7	I am emotionally resilient.	165 25.5%	271 42.0%	156 24.1%	54 8.4%	2.15	.90
8	My present pre-occupation is a delight.	169 26.2%	272 42.1%	155 24.0%	50 7.7%	2.13	.89
9	I am always aware of the fact that my task(s) is/are always upon time.	165 25.5%	295 45.7%	134 20.7%	52 8.0%	2.11	.88
10	I have control over my inner act.	183 28.3%	271 42.0%	139 21.5%	53 8.2%	2.10	.90
11	I worry less about what people say to bring me down.	214 33.1%	236 36.5%	123 19.0%	73 11.3%	2.09	.98
12	It does not always occur to me that I will fail when my mind is made up.	206 31.9%	245 37.9%	135 20.9%	60 9.3%	2.08	.95
13	I am not always deterred by the fear of failure.	222 34.4%	235 36.4%	130 20.1%	59 9.1%	2.04	.95
14	I am pro-active for success.	223 34.5%	245 37.9%	108 16.7%	70 10.8%	2.04	.97
15	I press on no matter the prevailing circumstances	227 35.1%	233 36.1%	124 19.2%	62 9.6%	2.03	.96
16	More often than not, I initiate task(s) to be accomplished	207 32.0%	263 40.7%	126 19.5%	50 7.7%	2.03	.91
17	I always want to improve upon the interest(s) of my venture(s).	250 38.7%	215 33.3%	100 15.5%	81 12.5%	2.02	1.02
18	I have a self maximum trust.	222 34.4%	250 38.7%	118 18.3%	56 8.7%	2.01	.94
19	I think ahead of what to do.	228 35.3%	256 39.6%	93 14.4%	69 10.7%	2.00	.96
20	The burning desire in me to succeed is unquenchable.	261 40.4%	207 32.0%	108 16.7%	70 10.8%	1.98	1.00

In as much as the overall mean score of the respondents achievement motivation was $\bar{x} = 42.17$; $SD = 13.82$ and this falls within the range of 28 – 54 which was moderate achievement motivation, it can then be concluded that the library personnel in federal universities in Nigeria had moderate level of achievement motivation.

Research Question 4: What are the symptoms of technostress being manifested by the library personnel in federal universities in Nigeria?

Table 4.10: Symptoms of technostress being manifested by the Library personnel in rank order.

	Symptoms of technostress	Not at all	Someti mes	Often	Very Often	Mean	Standard Deviation
1	Do you reject the use of computer out rightly?	143 22.1%	47 7.3%	58 9.0%	398 61.6%	3.10	1.25
2	Are you unable to concentrate on a single computer task when you work with computer?	114 17.6%	80 12.4%	102 15.8%	350 54.2%	3.07	1.17
3	Do you experience fear when you work with the computer?	129 20.0%	66 10.2%	87 13.5%	364 56.3%	3.06	1.21
4	Do you feel frustrated when you work with the computer?	130 20.1%	71 11.0%	110 17.0%	335 51.9%	3.01	1.20
5	Do you feel irritated when you work with the computer?	139 21.5%	53 8.2%	115 17.8%	339 52.5%	3.01	1.21
6	Do you feel pressurized by your employer, supervisor or co- worker to work with the computer?	113 17.5%	87 13.5%	127 19.7%	319 49.4%	3.01	1.15
7	Do you feel isolated when you work with the computer?	131 20.3%	78 12.1%	89 13.8%	348 53.9%	3.01	1.21
8	Do you experience a feeling of loss of control when you work with the computer?	127 19.7%	70 10.8%	119 18.4%	330 51.1%	3.01	1.19
9	Do you experience increase in heart beats when you work with the computer?	135 20.9%	54 8.7%	139 21.5%	318 49.2%	2.99	1.19
10	Do you express self depreciating thought about your ability to cope with computer related library tasks?	112 17.3%	99 15.3%	123 19.0%	312 48.3%	2.98	1.15
11	Do you feel bored you work with the computer?	129 20.0%	74 11.5%	133 20.6%	310 48.0%	2.97	1.18
12	Do experience tension when you work the computer?	124 19.2%	81 12.5%	132 20.4%	309 47.8%	2.97	1.17
13	Do you fee helpless when you work with the computer?	143 22.1%	70 10.8%	102 15.8%	331 51.2%	2.96	1.23
14	How often do you reject learning new things on how to use computer to perform library service related tasks?	127 19.7%	99 15.3%	109 16.9%	311 48.1%	2.93	1.19
15	How often do you experience dry mouth when you work with the computer?	117 18.1%	116 18.0%	192 29.7%	221 34.2%	2.80	1.10
16	Do you feel overwhelmed by information overload when you work with the computer?	105 16.3%	154 23.8%	191 29.6%	196 30.3%	2.74	1.06
17	How often do you experience headache when you work with the computer?	103 15.9%	145 22.4%	236 36.5%	162 25.1%	2.71	1.01
18	Do you experience fatigue when you work with the computer?	107 16.6%	129 20.0%	263 40.7%	147 22.8%	2.70	1.00
19	Do you feel back and chest pain when you work with the computer?	105 16.3%	148 22.9%	266 41.2%	127 19.7%	2.64	.97
20	Do you feel you posses adequate skills to answer the library user computer related request	162 25.1%	151 23.4%	207 32.0%	126 19.5%	2.46	1.07

Table 4.10 revealed that the symptoms of technostress being exhibited in rank order by the respondents while carrying out their duties in the library were: outright rejection of computer use;

inability to concentrate on a single computer task; fear, frustration and irritation. While being overwhelmed by information overload, having headache, fatigue, chest pain and feeling of having adequate skills to answer the user computer related requests recorded lowest technostress symptoms rank order.

The respondents responses to the interview checklist also revealed that 296 (45.8%) of the 646 respondents stated that they experienced pains in the joints, back, shoulder, neck and leg while 350 (54.2%) stated that they do not have pains, 226 (35%) have carpal tunnel syndrome while 420 (65%) do not have 266 (41.2%) have eye strain and partial blindness while 380 (58.8%) do not, ditto for headache, 254 (39.3%) experience skin irritation while working with the computer system, 384 (59.4%) said no while 8 (1.3%) did not respond at all.

Research Question 5: What is the level of technostress being experienced by the library personnel in the federal universities?

Table 4.11: Level of technostress being manifested by the library personnel in the federal universities.

	Symptoms of technostress	Not at all	Someti mes	Often	Very Often	Mean	Standard Deviation
1	Do you reject the use of computer out rightly?	143 22.1%	47 7.3%	58 9.0%	398 61.6%	3.10	1.25
2	Are you unable to concentrate on a single computer task when you work with computer?	114 17.6%	80 12.4%	102 15.8%	350 54.2%	3.07	1.17
3	Do you experience fear when you work with the computer?	129 20.0%	66 10.2%	87 13.5%	364 56.3%	3.06	1.21
4	Do you feel frustrated when you work with the computer?	130 20.1%	71 11.0%	110 17.0%	335 51.9%	3.01	1.20
5	Do you feel irritated when you work with the computer?	139 21.5%	53 8.2%	115 17.8%	339 52.5%	3.01	1.21
6	Do you feel pressurized by your employer, supervisor or co- worker to work with the computer?	113 17.5%	87 13.5%	127 19.7%	319 49.4%	3.01	1.15
7	Do you feel isolated when you work with the computer?	131 20.3%	78 12.1%	89 13.8%	348 53.9%	3.01	1.21
8	Do you experience a feeling of loss of control when you work with the computer?	127 19.7%	70 10.8%	119 18.4%	330 51.1%	3.01	1.19
9	Do you experience increase in heart beats when you work with the computer?	135 20.9%	54 8.7%	139 21.5%	318 49.2%	2.99	1.19
10	Do you express self depreciating thought about your ability to cope with computer related library tasks?	112 17.3%	99 15.3%	123 19.0%	312 48.3%	2.98	1.15
11	Do you feel bored you work with the computer?	129 20.0%	74 11.5%	133 20.6%	310 48.0%	2.97	1.18
12	Do experience tension when you work the computer?	124 19.2%	81 12.5%	132 20.4%	309 47.8%	2.97	1.17
13	Do you feel helpless when you work with	143	70	102	331	2.96	1.23

	the computer?	22.1%	10.8%	15.8%	51.2%		
14	How often do you reject learning new things on how to use computer to perform library service related tasks?	127 19.7%	99 15.3%	109 16.9%	311 48.1%	2.93	1.19
15	How often do you experience dry mouth when you work with the computer?	117 18.1%	116 18.0%	192 29.7%	221 34.2%	2.80	1.10
16	Do you feel overwhelmed by information overload when you work with the computer?	105 16.3%	154 23.8%	191 29.6%	196 30.3%	2.74	1.06
17	How often do you experience headache when you work with the computer?	103 15.9%	145 22.4%	236 36.5%	162 25.1%	2.71	1.01
18	Do you experience fatigue when you work with the computer?	107 16.6%	129 20.0%	263 40.7%	147 22.8%	2.70	1.00
19	Do you feel back and chest pain when you work with the computer?	105 16.3%	148 22.9%	266 41.2%	127 19.7%	2.64	.97
20	Do you feel you possess adequate skills to answer the library user computer related request	162 25.1%	151 23.4%	207 32.0%	126 19.5%	2.46	1.07

The maximum technostress score of the respondents is 80. A score of 1 – 27 indicates low technostress, 28-54 indicates moderate technostress, while 55 – 80 indicates high technostress.

Table 4.11 indicated that the overall mean score of technostress being manifested by the respondents in the federal universities in Nigeria was ($\bar{x} = 58.13$; $\bar{SD} = 18.44$). And in so far the overall mean score of technostress was $\bar{x} = 58.13$; $SD = 18.44$ which falls within the range of 55 – 80 (high level of technostress), it implies that the respondents elicit high level of technostress.

Research Question 6: What is the level of job burnout of library personnel in federal universities in Nigeria?

Table 4.12: Level of job burnout of library personnel in the federal universities in Nigeria.

	As a librarian,	Not at all	someti mes	Often	Very often	Mean	Standard Deviation
1	Do you feel that you have no one to talk to?	123 19.0%	76 11.8%	82 12.7%	365 56.5%	3.07	1.20
2	Do you feel that you are in the wrong organization or wrong profession?	142 22.0%	44 6.8%	88 13.6%	372 57.6%	3.07	1.23
3	Do you feel that you are prone to negative thinking about your job?	118 18.3%	82 12.7%	127 19.7%	319 49.4%	3.00	1.16
4	Are you becoming frustrated with some aspects of your job?	116 18.0%	91 14.1%	113 17.5%	326 50.5%	3.00	1.17
5	Do you feel that you are harder and less sympathetic to library user than perhaps they deserve?	132 20.4%	81 12.5%	107 16.6%	326 50.5%	2.97	1.20
6	Do you find yourself getting easily irritated by small problem, or by your co-workers?	106 16.4%	92 14.2%	204 31.6%	244 37.8%	2.91	1.08
7	Do you feel that you are achieving less than you should?	98 15.2%	119 18.4%	207 32.0%	222 34.4%	2.86	1.06
8	Do you found that you do not have time to plan as much as you would like to do a quality job?	122 18.9%	97 15.0%	205 31.7%	222 34.4%	2.82	1.10
9	Do you feel that you are not getting what you want out of librarianship?	130 20.1%	113 17.5%	150 23.2%	253 39.2%	2.81	1.16

10	Do you fee misunderstood or unappreciated by your co-workers?	103 15.9%	103 15.9%	259 40.1%	181 28.0%	2.80	1.02
11	Do you feel that organizational politics or bureaucracy frustrates your ability to do a good job?	115 17.8%	109 16.9%	219 33.9%	203 31.4%	2.79	1.07
12	Do you feel run down and drained of physical or emotional energy?	91 14.1%	118 18.3%	292 45.2%	145 22.4%	2.76	.96
13	Do you feel under an unpleasant level of pressure to succeed?	118 18.3%	125 19.3%	200 31.0%	203 31.4%	2.76	1.09
14	Do you feel that you do not have time to do many things that are important to do a quality job?	117 18.1%	117 18.1%	214 33.1%	198 30.7%	2.76	1.08
15	Do you feel that there is more work to do than you practically have the ability job?	112 17.3%	136 21.1%	230 35.6%	168 26.0%	2.70	1.04

Table 4.12 showed that the overall mean score of the federal university library personnel job burnout was 43.08, while their maximum job burnout score was $15 \times 4 = 60$.

Therefore 1 – 20, 21 – 40 and 41 – 60 ranges represent low, moderate and high levels of job burnout respectively. In view of the fact that the respondents' job burnout overall mean score of $(\bar{x} = 43.08; SD = \dots)$ falls within the range of 41 – 60 which represents high job burnout, it thus revealed that the respondents experienced high job burnout.

Test of Hypotheses

To pilot the conduct of this study the following underlisted five null hypotheses were formulated and tested at level 0.05 significance.

4.4.1 H₀₁: There is no significant relationship between work values and job burnout among library personnel in the federal universities in Nigeria.

Table 4.13: Test showing the relationship between work values and job burnout of the library personnel in federal universities in Nigeria.

Variables	N	Mean X	S.D	r	Sig	Remark
Work Value	646	60.8498	24.5680	-0.601	0.042	significant
Job Burnout	646	43.0774	13.2652			

The test of hypothesis 1 revealed that there was a significant negative relationship between the work values and job burnout of the respondents. ($r = -0.601; p < 0.05$). The fact that the respondents had moderate level of work values must have made them susceptible to high job burnout they experienced in their working places. Thus, hypothesis 1 which stated that there is no significant relationship between work values and job burnout of the library personnel in federal universities in Nigeria was rejected.

4.4.2: H₀₂: There is no significant relationship between achievement motivation and job burnout among library personnel working in the federal universities in Nigeria.

Table 4.14: Test showing the relationship between achievement motivation and job burnout of the library personnel in federal universities in Nigeria.

Variables	N	Mean X	SD	r	Sig
Achievement Motivation	646	42.1672	13.8228	-0.532	0.045
Job Burnout	646	43.0774	13.2653		

Correlation is significant at the level of 0.05 (2 tailed).

The test of hypothesis 2 as indicated on table 4.14 revealed that there was a significant negative relationship between the achievement motivation and job burnout of the respondents. ($r = -0.532$, $p < 0.05$). Respondents' achievement motivation level was moderate and thus this made them to be prone to high job burnout which they experienced in their places of work. Hypothesis 2 which stated that there is no significant relationship between achievement motivation and job burnout of library personnel in the federal universities was therefore rejected.

4.4.3 H₀₃: There is no significant relationship between technostress and job burnout among library personnel in the federal universities in Nigeria.

Table 4.15: Test showing the relationship between technostress and job burnout of the respondents.

Variables	N	Mean X	SD	r	Sig
Technostress	646	58.1285	18.4389	0.872	0.0012
Job Burnout	646	43.0774	13.2653		

Table 4.16 gave a summary of the test of hypothesis 3 that there is no significant relationship between technostress and job burnout of the library personnel in federal universities in Nigeria. Using Pearson's product moment correlation method, the mean score of technostress was ($x = 58.128$; $SD = 18.438$), while that of job burnout was (43.0774 ; $SD = 13.265$) with ($r = 0.872$, $p < 0.05$). One can therefore infer that there was a significant relationship between technostress and job burnout among the respondents. Thus hypothesis 3 was rejected.

4.4.4. H₀₄: There is no significant relationship among work values, achievement motivation, technostress and job burnout of the library personnel in federal universities in Nigeria.

Table 4.16: Test showing the relationship among work values, achievement motivation, technostress and job burnout of the library personnel in federal universities in Nigeria.

Variable	Job burnout	Work values	Achievement Motivation	Technostress Measuring
----------	-------------	-------------	------------------------	------------------------

Job burnout	1.000			
Work values	-0.601	1.000		
Achievement Motivation	-0.531	0.781	1.000	
Technostress	.0.872**	-0.592**	-0.523**	1.000
Mean	43.0774	60.8498	42.1672	58.1285
S.D	13.2652	24.5680	13.8228	18.4389

NB: ** p < 0.05 significant

Table 4.16 indicated summary of data analysis on the test of relationship between the independent variables (work values, achievement motivation and technostress) and dependent variable (job burnout). The table revealed that there was a significant negative relationship between work values and job burnout, achievement motivation and job burnout but a positive significant relationship between technostress and job burnout of the respondents. The problem of high job burnout which the respondents experienced should therefore be traced beyond their work values and achievement motivation, but to high technostress they experienced. Further analysis revealed that there was a significant positive relationship in the technostress and job burnout experienced by the respondents (high technostress led to high job burnout). This finding further lends credence to the earlier claim that work values and achievement motivation of the respondents had negative relationship with the high job burnout they experienced.

4.4.5. H₀₅ : Work values, achievement motivation and technostress will not significantly determine job burnout of the library personnel working in the federal universities in Nigeria.

Table 4.17: Summary of multiple regression analysis of work values, achievement motivation and technostress on Job burnout of the library personnel in federal universities in Nigeria.

Model	Sum of squares	DF	Mean squares	F	Sig
Regression	5753.819	3	1917.934667		
Residual	8251.605	246	33.54310976	57.17835	.000
Total	14005.424	249			

R = 0.640

R² = 0.409

Adj R² = 0.405

SEE = 5.7916

Using regression analysis. It was shown in table 4.18 that the work values, achievement motivation and technostress when taken together do significantly determine Job burnout of the respondents (F (3;246) = 57.18; R = .640, R² = .409, Adj R² = 0.405; P<.05). About 41% of the variation was accounted for by the linear combination of independent variables while the remaining 59% was due to other factors.

Table 4.18: Relative effects of independent variables on dependent variable job burnout of the respondents.

Model	Unstandardised coefficient		Standardized coefficient Beta	T	p
	B	Standard Error			
Job burnout (constant)	14.894	1.700		8.761	.000
Work values	-5.581E-02	.017	-.103	-3.213	.001
Achievement motivation	-3.577E-02	.029	-.037	-1.226	.221
Technostress	.569	.017	.791	33.573	.000

From Table 4.18 one can deduce that individually, achievement motivation ($B = -3.577 \text{ E} - 02$, $df = 246$, $t = 1.226$, $p > 0.05$) and technostress ($B = 0.569$, $df = 246$, $t = 33.573$, $p < 0.05$) had significantly determined job burnout of the respondents while work values ($B = -5.581 \text{ E} - 02$, $df = 246$, $t = 3.213$, $p < 0.05$) did not.

Table 4.18 showed the relative contribution of each of the independent variables on the dependent variable which are work values ($B = -0.103$, $P < .05$), Achievement motivation ($B = -0.037$, $P > .05$) and Technostress ($B = 0.791$, $P < .05$). The deduction one can make from this analysis is that technostress had the high relative contribution, followed by achievement motivation, while work values had the least relative contribution to the problem of job burnout experienced by the respondents.

Discussion of findings

This section discusses the major findings of this study in respect of each of the research questions and research hypotheses.

The first major finding of this study was the work values of the library personnel in the federal universities in Nigeria, which indicated that delegating duties to others, being their own bosses, be in charge of others, making others report progress of their work to them and making people have high regard for them in that rank order are the first five work values of the Nigerian federal university library-personnel. This reveals that university library personnel in Nigeria cherish exercising authority and power over their subordinates than any other work values. This finding is however, at variance to the findings of Hovekamp (1991) who identified pay and fringe benefits as the most essential work values of the unionized and nonunionized librarians in the United States of America. Also Dole and Hyryh (2001) and Burd (2003) found that librarians placed highest premium and rankings on service and intellectual freedom, access to information and intellectual honesty. In view of these findings however, Nigerian federal university library personnel should be re-orientated to have high value for superior quality service delivery to the library users instead of mere exercise of authority and power over others.

In addition, this study found that the respondents' level of work values was moderate. Previous studies conducted by such authors as Tom (1971), Feather (1979), Chatman (1989) and Ren (2010) discovered that employees' high work values significantly correlated with employees' higher organizational performance, job commitment, devotion to service provision, and overall job satisfaction. No study is known to have made contrary findings to this. In view of the fact that the Nigerian federal university library personnel have moderate level of work values, they would also possess moderate commitment and devotion to service provision, moderate organizational performance and average job satisfaction. Therefore, whenever the library personnel are exposed to whatever they considered to be stressful in the use of ICTs while performing their duties, they would easily develop technostress which could eventually lead to job burnout, and thereby compromising the goal of superior quality service delivery to the library users.

Another major finding of this study is the achievement motivation level of the library personnel in the federal universities in Nigeria. The study revealed that the achievement motivation level of library personnel was moderate. The respondents had an overall mean score of 42.17 and a standard deviation of 13.82 on achievement motivation. According to Brunstein and Maier (2005), achievement motivation is one of the strong determinants of people behavior towards task performances. This assertion was corroborated by Mullin (2007) and Hart and Albarracin (2009) who discovered that individuals with chronically high achievement motivation were motivated to attain high performance goals, enjoy pursuing standards of excellence, value competence and enjoy challenges and achievement relevant feedback, while employees with low achievement motivation devalue competence and dislike challenges and ability assessment, and may experience unpleasant psychological reactions to competitive professional settings. The fact that the respondents had moderate level of achievement motivation implies that their desire for high performance, competence and pursuit of standards of excellence in their job would not be strong enough to overcome many professional challenges and competitions such as adequate mastery of the knowledge and skills required in the effective utilization of ICTs in the automated libraries.

The finding that library personnel had moderate level of achievement motivation supported the earlier findings of Thapisa (1993), Rowley (1996), Abifarin (1997), Senyah (2003), Tella, Ayeni and Popoola (2007), and James (2011) who had earlier found that the achievement motivation of the library personnel was not high enough and thus they needed to be motivated for superior quality service delivery. No study was known to have found that library personnel had high achievement motivation.

Furthermore, this study revealed that the respondents suffered from high level of technostress by manifesting the following technostress symptoms: outright rejection of ICTs use in their work places, (3.10% mean score) inability to concentrate on a single computer task (3.07), fear when using computer (3.06), frustration when working with computer (3.01), and irritation when working with computer (3.01). The findings of this study lend credence to the earlier findings of Mills (1998), Kupersmith (2003), Ahmad, Amin and Ismail (2009) and Aghwotu and Owajeme (2010) which established that technostress was a real problem among the library and information science personnel.

Feelings of fear, headaches, panic, frustration, irritation, negative attitude towards computer and anger were some of the major symptoms of technostress identified by Kupersmith (1992), Gorman (2001), Poole and Emmelt (2001), Miller (2002), Van Fleet and Wallace (2003), and Aghwotu and Owajeme (2010) in their various studies. The findings of the present study agreed with the findings of the previous studies.

Apart from this, Tarafdar, Tu, Ragu-Nathan and Ragu-Nathan (2007), Sami and Pangannaiah (2006), Ahmad, Amin and Ismail (2009), and Poole and Denny (2011) discovered in their investigations that technostress was inversely related to individual library personnel productivity and it was directly related to role stress. In so far the disposition of the Nigerian Federal University libraries personnel to the use of ICTs was similar to those of the respondents of the previous studies, it can be inferred that federal library personnel experience low productivity and high level of stress in their respective workstations.

From the study, the researcher also discovered that the respondents experienced a high level of job burnout with mean score of 43.08 and standard deviation of 13.27. This finding lends credence to the earlier findings of Affleck (1996) and Siamian, Shanhrabi, Vahedi, Abbsai and Cherati (2006) who had previously found high level of burnout among librarians. However, Becker (1993), Patterson and Howell (1990) and Odelia's (1999) findings were at variance to the findings of this study. The current findings also validated the assertion made by Kupersmith (1992) and Bezroukov (2009) that technostress does contribute to job burnout especially among reference librarians and systems analysts, and in fact put them at special risk. The fact that the federal university library personnel manifested high level of technostress must have made them to be easily predisposed to high job burnout. It can thus be hypothesized that the higher the technostress, the higher the job burnout and vice-versa.

This study also revealed that of all the independent variables for this study, technostress with beta score of $B = .191 < .05$ had the highest relative contribution to the problem of job burnout being experienced by the respondents. Technostress was followed by achievement motivation with beta score of $B = -.37 P > .05$ while work values with beta score of $B = -.103 < .05$ had the least relative contribution to the respondents' problem of job burnout.

To find out the actual relationship between the independent and dependent variables of the study, five null hypotheses were formulated and tested at 0.05 significant levels. The first hypothesis which stated that there is no significant relationship between work values and job burnout of the library personnel in the federal universities in Nigeria was rejected because of the fact that there was a negative significant relationship between the library personnel work values and job burnout. Finding from this study revealed that the level of respondents work values was moderate. This therefore implies that the respondents would not easily succumb to job burnout, as it had been found that employees with high work values usually possess higher organizational performance, job commitment and devotion, (Tom, 1971; Feather, 1971; Chatman, 1989; and Ren, 2010). Thus it can be hypothesized that the higher the work values, the lower the job burnout of the employee. It must

however be noted that the library personnel in the federal universities only have moderate level of work values, so if they are exposed to stressful conditions, (in their work stations) such as having to work in workstations with poor ergonomics, insufficient ICTs tools, inadequate knowledge and skills of ICTs, insufficient members of staff they would develop the twin problems of technostress and job burnout. It is no surprise therefore, that the respondents experienced high technostress and high job burnout in spite of the fact that they possessed moderate level of work values.

The second hypothesis which stated that there is no significant relationship between achievement motivation and job burnout was also rejected due to the fact that the study findings established a negative relationship between the two variables. The findings of this study showed that the respondents had moderate level of achievement motivation. Findings by Mullins (2007), Tella, Ayeni and Popoola (2007) and Albarracin (2009) found out that individuals with high achievement motivation were encouraged to attain high performance goals, value competence and enjoy pursuing standard of excellence and the desire to excel continued to propel them until they achieve their objectives. With these traits, such individuals would not be easily predisposed to job burnout whenever they are confronted with challenging situations in their work places. However, for the fact that the library personnel in this study had only moderate level of achievement motivation, they would not be able to withstand and resist job burnout induced library situations for long. This must have explained in part why the respondents experienced high level of job burnout.

While there was negative relationship between job burnout and work values and achievement motivation, the third hypothesis which stated that there is no significant relationship between technostress and job burnout revealed that there was a significant positive relationship between technostress and job burnout. Thus, the hypothesis was also rejected. The deduction one can make from this is that the higher the technostress being experienced by the library personnel, the higher the probability that they would experience job burnout. This finding corroborates the earlier findings of Kupersmith (1992) and Bezroukov (2009) who emphasized that technostress was one of the leading causes of job burnout among librarians.

The findings and discussion above have revealed that there was significant inverse relationship between the work values and job burnout of the library personnel in the federal universities in Nigeria; there was significant inverse relationship between achievement motivation and job burnout and whereas there was significant positive relationship between technostress and job burnout.

The last hypothesis stated that work values, achievement motivation and technostress will not significantly determine the job burnout of the library personnel working in the federal universities in Nigeria. Using regression analysis, it was found that the independent variables, work values, achievement motivation and technostress accounted for 41% of the causes of job burnout among the respondents, while the remaining 59% was due to other factors outside the scope of this study. Thus, work values, achievement motivation and technostress will significantly determine the job burnout of the library personnel working in the federal universities in Nigeria.

In terms of relative contributions of individual independent variables to the problem of job burnout using standardized coefficient beta, it was found that technostress which happened to be the only variable with significant positive relationship with job burnout recorded the highest relative contribution of .791 while work values and achievement motivation with negative relationship with the job burnout recorded relative contribution of -.103 and -.037 respectively. This indicated that the contributions of work values and achievement motivation to the problem of job burnout being experienced by the federal university library personnel in Nigeria were negligible.

Further analysis of the respondents responses to the technostress related interview checklist revealed that 588 (91.0) respondents have been using ICTs to perform their duties for the past three years, while 34 (5.3%) started using it about one year ago. This implies that 622 (96.30%) respondents were new users of ICTs, and as such this might account for the technostress they experienced. In addition to this, is the fact that 320 (49.6%) of the respondents use non-ergonomically suitable non-adjustable office chairs in their workstation. In all 257 (39.8%) stated that their workstations were not users friendly. Also, 296 (45.8%) respondents were having neck pains, 226 (35.0%) were having shoulder pain, 193 (29.9%) had back pains, 266 (41.2%) had joint pains while 187 (28.9%) had legs pain. In all 172 (26.6%) respondents experienced such pains very often, 461 (71.4%) experienced the pains often, while only 13 (2%) experienced the pains occasionally. These responses showed adequate manifestation of technostress symptoms by the respondents. This finding apart from further conforming to the earlier finding of the study, also lends credence to the findings of Ajala (1997), Popoola and Majinson (2001), Olatokun (2005) and Adeyemi (2010) who had earlier found that librarians in automated academic libraries in Nigeria manifested such technostress symptoms as back and neck pains, eye problems, head ache stress and pains.

The result of job burnout interview checklist also revealed that 498 (77.1%) of the respondents stated that their morale was low, while only 148 (22.9%) claimed otherwise; 372 (57.6%) respondents described their disposition to their job as negative, one (.2) described his disposition to his job as cynical while only 273 (42.3%) respondents described their disposition to their job as positive; 380 (58.8%) and 225 (34.8) respondents claimed to be absent from work very often and often respectively, while only 41 (6.3%) claimed that they occasionally absent themselves from work. However, 446 (69.0%) respondents claimed that their expectations in life were being met in librarianship, 2 (.3%) respondents said that their expectations were being met partially, while 198 (30.7) respondents stated that their expectations were not being met at all. The fact that 498 (77.1%) of the respondents experienced low morale, 372 (57.6%) had negative disposition to their job 605 (93.6%) frequently absent themselves and 200 (31.0%) respondents claimed their expectations were not being met in librarianship indicated that the respondents suffered from job burnout and it is a further confirmation of the earlier finding of this study.

Summary of Findings

The study revealed that university library personnel in Nigeria have moderate work values moderate achievement motivation, high technostress and high job burnout. It was also found from the

hypotheses tested that, work values and achievement motivation had significant negative relationship to job burnout which implies that the higher the library personnel work values and achievement motivation, the lower the job burnout they experienced and vice versa. However, there was significant positive relationship between technostress and job burnout. One can thus deduce that the higher the technostress experienced by the library personnel, the higher their job burnout level. It is therefore not a surprise that the technostress level of the library personnel had the highest relative contribution to their problem of job burnout while the contributions of work values and achievement motivation to the respondents job burnout were negligible.

Conclusion

From the foregoing, it can be concluded that library personnel in the federal universities in Nigeria have moderate level of work values and achievement motivation. For effective and efficient service delivery to the users, the universities adopt and utilize information and communication technology.

It is however, observed that, the adoption and utilization of information and communication technology by the federal university libraries in Nigeria has led to the problem of technostress among the library personnel which has developed into a serious problem of job burnout. The problem of job burnout was found to be prevalent in all the 18 Nigerian federal university libraries used for this study. It was however, found to be much more severe among the staff of such university libraries as Obafemi Awolowo University, Ile-Ife, Federal University of Technology, Minna and Federal University of Technology, Owerri Library with job burnout mean scores of 52.75, 52.37 and 52.12 respectively, while University of Uyo Library, Uyo and University of Lagos Library Lagos recorded the least 22.34 and 27.50 mean scores for job burnout incidence.

In view of the above, it can be concluded that the problem of job burnout among the library personnel in Nigeria is a potentially serious problem that can hamper the university libraries objective of improved service delivery to the users with the use of ICTs.

Recommendations

Based on the findings of the study, the following recommendations are suggested to address the twin problems of technostress and job burnout among the library personnel in the federal university libraries in Nigeria in particular, and in all other types of library in general.

The library management should ensure that the problems of technostress and job burnout are addressed right from the recruitment of new staff members. Any applicant who is found to have low drive for achievement should not be considered for appointment, as present day librarianship requires hard working individuals that are capable of multiple tasks most of the time.

Apart from this, the library management should always consider applicants that are computer literate as present day librarianship is ICTs driven. Apart from the fact that such employees would be able to add values to the library services, they would not be prone to technostress and job burnout very easily.

Library managers should as a matter of duty encourage and allow library personnel to attend conferences, training workshops, seminars and go for further studies in order to make them comfortable with new technologies and be more aware of their dangers. Since technology skills are essential part of most library and information jobs, librarians should ensure that they acquire and hone their technological skills continuously.

Library personnel that developed themselves by attending training workshops, conference or went for further studies to obtain relevant professional qualifications should be encouraged by the library managers by commending such personnel, recognize their newly acquired qualification and status by providing the commensurate financial incentive. This would encourage such staff members to be more committed to their jobs.

The library management should endeavour to provide the needed ICTs resources which the staff are to work with and make use of their newly acquired knowledge and skills. Such resources should be provided in the ergonomically suitable workstations where adjustable chairs with arm and leg rests and other essentials that would enhance comfortability and qualitative library service delivery. This type of working condition would encourage achievement motivation, job commitment and discourage the occurrence of technostress and job burnout.

In addition, the sedentary nature of the use of most ICTs equipment and librarianship profession in general make the staff to be highly susceptible to stress and job burnout. Library personnel using computer related technologies are therefore being encouraged to take frequent break, exercise different parts of their bodies and take a walk around while working. They should also go and enjoy their annual leave as and when due ensuring that they do not engage in any activity that is related to their statutory duties during the leave period. This would go a long way to reduce the problems of technostress and job burnout.

Library personnel should also be sensitized on the need for personal time management strategies. Their duties should be spaced out in such a way that, they would not suffer from the problem of work overload. Work overload can easily lead to stress and if stress is not quickly checked, it can lead to job burnout.

Library managers should make sure that they involve their staff in taking crucial decisions especially in areas which relate to how individuals discharge their duties and they should also be given some measure of freedom in the discharge of their duties. This will encourage the library personnel to have sense of belonging and self esteem as their contributions must have been recognized. When staff are allowed to make contributions on how to improve on their service delivery, the problem of role

ambiguity would be reduced to the barest minimum and thus, the problem of technostress and job burnout would be rare in such a work environment.

Lastly individual staff rights and entitlements should be recognized, respected and provided for. The study revealed that majority of the library personnel 373 (57.7%) have negative disposition to their jobs and library managements. This must have been due to lack of trust of the library management. It is therefore being recommended that library personnel should be given financial incentive and all other appropriate entitlements to motivate them for higher productivity.

REFERENCES

- Abosi, G. 2004. The effectiveness of rational emotive therapy on achievement motivation of students. *Nigerian Journal of Guidance and Counselling*. 9:219 – 239.
- Adekunle, P.A, Omoba, R. O. and Tella, A. 2007. Attitudes of librarians in selected Nigerian universities towards the use of ICT. *Library Philosophy and Practice* 1 – 8.
- Affleck, M.A. 1996. Burnout among bibliographic instruction librarians. *Library and Information Science Research*. 18. 2. 165 – 183. Retrieved March 4, 2009, from <http://www.emeraldinsight.com/journals.htm?Articleid=1463271>.
- Agbonlahor, R. O. 2006. Motivation for use of information technology by university faculty: a developing country perspective: *Information Development*, 22:4 – 263 – 277.
- Amoo, G., and Fatoye, F. O. 2008. Burnout in south-western Nigeria: a preliminary report among Nurses and teachers. *Ife psychologia*. 16.2: 178-187.
- Anameze I. N. 1992. Effects of value clarification and self confrontation counseling approaches and academic achievement motivation of secondary school students. Ph.D Thesis. Department of Psychology. University of Nigeria, Nsukka.
- Anandarajan, M, Igbaria, M. and Anakwe, U. P. 2002. IT acceptance in a less-developed country: a motivation factor perspective *International Journal of Information Management*, 22, 1:47-65.
- Aramide K. A., Bolarinwa O. M. 2010. Availability and use of audiovisual and electronic resources by distance learning students in Nigerian universities: a case study of National Open University of Nigeria (NOUN), Ibadan study centre library philosophy and practice, Retrieved July 7, 2010 from <http://unilib.un.edu/LPP/aramide.htm>.
- Atwater, L., Ostroff C., Yammarino, F. and Fleenor, J. 1998. Self-other agreement: does it really matter? *Personnel Psychology* 51:577-598, Retrieved Dec. 16, 2008, from www.ccc.org.onlinelibrary.wiley.com
- Bhanugopan, R. and Fish, A. 2006. An empirical investigation of job burnout

among expatriates. *Journal of Personnel Review*. 35.4:449-468. Retrieved August 2009, from <http://www.emeraldinsight.com>

Bilal, Dania 2002 Automating Media Centers and small libraries unlimited. A Division of Greenwood Publishing Group Inc.

Bondary K. 1998. Publishing new media in higher education: over-coming the adoption hurdles. *Journal of interactive Media in Education*, 3: Retrieved March 2004 from <http://www-jime.open.ac.uk/>

Brod, C. 1984. *Technostress: the human cost of the computer revolution*. Reading, Mass. Addison Wesley.

Brookings, J. B., Botton, B., Brown, C. E. and McEvoy. 2007. Self-reported job burnout among female human service professionals. *Journal of Organizational Behaviour* 6.2: 143-150.

Burd, B. 2003. Work values of academic librarians: exploring the relationships between values, job satisfaction, commitment and intent to leave. A paper presented at the Eleventh National Conference of Association of College and Research Librarians held in Charlotte, North Carolina April 10-13.

Dictionary of Business and Management 2006.

Finks, L. W. 1989. What do we stand for? 'value without shame'. *American Libraries*. 20:252-356.

Gorman, M. 2001. Technostress and library values *Library Journal*. 124.7:48-50.

Haris, M. M. and Schrauboeck, J. 1988. A metal analysis of self-supervisor, self peer and peer-supervisor ratings. *Personel Psychology*. 41:43-61. Retrieved April 11, 2009 from [onlinelibrary.wiley.com](http://onlinelibrary.wiley.com/doi/10.1111/j.1469-7610.1988.tb01311.x) www3.interscience.wiley.com.

Hopkins, D. 1996. Quality teachers and language of teaching. *Education review* (winter) 10 (2), 18-25.

Kling, R. 1999. What is social informatics and why does it matter? *D-Lib Magazine*, 5, 1: Retrieved July 16, 2009 from <http://www.dlib.org/dlib>.

Kupersmith J. 2003. Library technostress survey results. Retrieved February 26, 2009 from <http://www.ykup.net/sress-survey-2003html>.

Kupersmith, J. 1992. Technostress and the reference librarian. *Reference Service Review*. 20:7-14. Retrieved August 22, 2009 from <http://www.jkup.net/stress-refhtml>.

Mabe, P. A. and West, S. G. 1982. Validity of self evaluation of ability: a review and meta-analysis. *Journal of Applied Psychology*. 67:280-296 retrieved July 2, 2009 from [linkinghub.elsevier.com](http://linkinghub.elsevier.com/doi/10.1016/0021-9045(82)90001-9), www3.interscience.wiley.com.

McClelland, D. 1961. Achievement motivation needs theory. Retrieved Nov.13, 2008 from www.businessball.com/leadership/management.

McCauley C. D. and Brutus S. 1996. Management development through job

experiences an annotated bibliography retrieved June 6, 2012 from <http://www.ccl.org/leadership/pdf/research/mgmtdevelopmentbib.pdf>.

Mullins, L. J. 2007. *Management and Organisational behavior*, 8th ed, Harlow: Financial Time Prentice Hall.

Nwalo, K.I.N and Makinde, A. K. 2000. Cost benefit Analysis of computerized services at the Kenneth Dike Library, University of Ibadan. *African Journal of Educational Planning and Policy Studies*. 2, 2:163-170.

Odelia, S. n.d. Burnout among librarians in Isreal's academic libraries: scope, rate and reasons. Retrieved Feb. 13, 2009 from www.is.biu.ac.il/library/thesesabs/shtern.e.pdf.

Olanrewaju A, Ayodele, A. E. and Abubakar U. 2011. Application of information technology to library services at federal university of technology, Akure, Ondo state, Nigeria. *Library philosophy and practice* 10 (1), Retrieved March 29, from <http://unlib.un.edu/LPPI>.

Popoola and Majinson, H. Y. 2001. The ergonomics of micro computers' utilization in a university Library in Nigeria. *African Journal of Educational Planning and Policy Studies (AJEPPS)*, 2, 1:47-58.

Rabideau, S. T. 2005. Job burnout: What it is and what you can do about it? Summary. Retrieved Nov. 10, 2009 from www.softpanorama.org.

Ratzburg, W. H, McClelland's achievement motivation theory. Retrieved September 23, 2011 from tripod.com.

Saduwa Patience 2012. Preventing burnout. *The nation* Sunday January 8, p.48.

Sani, A. and Tihamiyu, M. 2005. Evaluation of automated services in Nigerian Universities. *The Electronic Library* 23. 3: 274 – 288, Retrieved June 16, 2010, from www.emeraldinsight.com/researchregister.

Schrage, M. 1997. The real problem with computers. *Harvard Business Review* 75, 5: 78-183.

Siamian H., Shahrabi A., Vahedi M, Abbsai, Cherati, Rad A. M. 2006. Stress and burnout in libraries and information centres. *Asia-pacific conference on library and information education and practice*. p.263.

Sivakumaren, K.S., Geetha, V. and Jeya Prakash, B. 2011. ICT facilities in university libraries: a study. *Library Philosophy and Practice*. Retrieved Jan. 18, 2012 from <http://unlib.un.edu/ipp/>.

Tihamiyu, M.A., Ajayi A. and Olatokun, W. M. 2002. Computer anxiety, phobia, obsession and work stress at the University of Ibadan, Nigeria: Part 2 – evaluation of a model. *African Journal of Library, Archives and Information* 12:1-14.

Tziporah, R. and Mathew P. 2006. Burnout among mental health professionals: special considerations for the marriage and family therapist. *Journal of Marital and Family Therapy*. Retrieved March 10, 2009 from encyclopedia.com.

Uwaifo, S. O. 2008. Computer anxiety as predictor of Librarians perceived ease of use

of automated library systems in Nigerian University Libraries. *African Journal of Library, Archival and Information Science* 18, 2:147-155.

Van-Fleet, C., and Wallace, D. P. 2003. Virtual libraries-real threats: technostress and virtual reference. *Reference and User Services Quarterly*. 42.3:188-191

Yamame, T. 1976. *Sampling methods*. New York: Wiley Publications and Sons Inc.